

CHS: PROMOTION & TENURE

The College of Health Solutions values research that makes meaningful contributions to the health and well-being of society. The diverse faculty expertise across CHS facilitates meaningful impact across the spectrum of basic to applied research; and the structure of the College is designed intentionally to promote transdisciplinary, translational, and collaborative team science efforts that can rise to the challenge of solving complex societal health issues at scale. Thus, the evaluation of research for the consideration of tenure and promotion requires explicit accommodations for the variety of research dossiers that will be produced by our diverse faculty. Specifically, we adhere to the following operational definitions:

1. An **independent research agenda** refers to a line of scientific inquiry that has matured beyond the work conducted as a doctoral and/or postdoctoral scholar. **Independence** is evidenced by the distinct and identifiable contributions of the individual to team research, in addition to the more traditional indicators of leadership in authorship and research grants. It is incumbent upon the candidate seeking tenure and/or promotion to articulate their evidence of independence.
2. The terms **high-influence** and **impact** refer to peer-review journals that are widely recognized within a discipline to publish impactful research. It is expected that high-influence will most often coincide with quantitative metrics, (for example: journal acceptance rates, impact factors, citation numbers, H-index, longevity of influence, external peer reviews of disseminated work, and documented influence on the field); but there may be justifiable exceptions to this rule. It is incumbent upon the candidate seeking tenure and/or promotion to accurately characterize the status of the journals in which they publish.
3. **Lead authorship** is defined as the person who is responsible for the central experiments of the project. The lead author is generally either the first, last or corresponding author. A **co-author** performs a role in the project that merits authorship. Generally routine technical services, referring patients or participants for a study, providing a valuable reagent, assisting with data collection and assembly, or reviewing a completed manuscript are not contributions deserving authorship. The candidate seeking tenure and/or promotion must clearly articulate their role in authorship.
4. Since a full range of expertise and skills are required to conduct effective clinical and translational research, the **team science** model is evolving. The intellectual contribution of a **team scientist** may be integral to the scientific findings, but the team scientist may not consistently be the lead author on resulting publications. It is paramount for a team scientist to clearly articulate his or her contributions to the overall success and impact of collaborative research. CHS is committed to acknowledging the professional accomplishments of all contributors to a team effort.

The [Evaluation for Tenure process](#) involves assessment of the performance of faculty responsibilities, including teaching, research, scholarship and/or creative activities, and service to the university, profession, and community as indicated by a previously articulated workload agreement. The expectations for Promotion from Assistant Professor to Associate Professor with Tenure or Tenure at Associate Professor and from Associate Professor to Full Professor with Tenure or Tenure at Full Professor are outlined below.

Promotion from Assistant Professor to Associate Professor with Tenure or Tenure at Associate Professor

ACD 506–05: *Promotion to associate professor requires an overall record of excellence and the promise of continued excellence. The candidate must have achieved excellence in teaching and instructional activities as well as in research, scholarship and/or creative activities. Service must at least be “satisfactory” or “effective.”*

RESEARCH ACTIVITIES

- The candidate should be able to demonstrate an ***independent research agenda that impacts health outcomes*** with a clear and focused identifiable theme.
- The candidate’s work should be judged as important and of high quality by peers both within and outside the College of Health Solutions and Arizona State University.

1. Publications (required)

- a. The candidate will show evidence of a rising and sustained trajectory of publications from data collected while employed in the current rank at ASU.
- b. Evidence of substantive contribution as a research ‘leader’ on peer reviewed research articles as outlined below:
 - “lead” authorship demonstrating the candidate’s distinct and independent contribution
 - team scientist - must verify intellectual contributions at two or more stages of manuscript development (e.g., design, implementation, and/or analysis activities)¹Note: details of authorship should be annotated in the published article or stated in the acknowledgements section of the published article when possible² The candidate should have this information clearly depicted in their annotated CV.
- c. The candidate is to publish peer-reviewed journal articles annually, most with a ‘leader’ author role, during the probationary period. Both quantity and quality will be evaluated. It is the expectation that most publications should be in high-influence journals and comparable venues in one’s specific field. The candidate seeking promotion and/or tenure should provide relevant metrics and interpret the importance of the journal/venue to the field.

2. Presentations (required)

- a. The candidate is to present at national and/or international meetings annually, as the senior author or as an invited speaker at a scientific meeting or seminar while employed in the current rank at ASU. Both quantity and quality will be evaluated

3. External Funding (required)

- a. The candidate should show evidence of consistent and evolving applications for competitive extramural research funding necessary to support a sustained research agenda while employed in the current rank at ASU. Both quantity and quality will be evaluated
- b. The candidate should acquire competitive extramural funding as a PI, Co-PI, or Co-Investigator while employed in the current rank at ASU. The dollar amount will vary depending on one’s research agenda; however, the expectation is that the candidate will

¹ *Acad Med.* 2015; 90:1302–1308.

² *PLoS Biol.* 2007;5(1):e18

obtain grants to support a sustained research agenda. The candidate should justify funding received as appropriate for their research area.

5. **Additional Evidence of Excellence (optional)**

The candidate may submit additional evidence to demonstrate excellent in Research and Scholarship. Such items may include the following:

- Book chapters, monographs, books, editorials, commentaries or other materials not submitted to peer review are additional evidence for excellence.
- Receipt or filing of patents, software development, or creative products related to research.
- Development of instruments or applications such as surveys, clinical tests, theoretical or analytical advancements, or other items.
- Entrepreneurial efforts designed to expedite and enhance the impact of research findings on societal health and well-being.

TEACHING

Excellence in teaching and instructional activities will be assessed based on the following criteria.

1. Consideration will be given to factors such as course load and intensity factor (i.e., low, moderate, or high intensity), number of new courses developed or revised, and the number of course preparations including offering classes that have different class levels (i.e., grad and undergrad).
2. Scores from student evaluations on the CHS standardized course evaluation form must be provided for all classes taught. Mean ratings for *“the overall quality of class (content, structure, assignments, etc.)”* and *“the overall quality of the instructor (teaching style, course preparation, student-instructor interactions, etc.)”* on a 1 – 5 (very poor to excellent) Likert scale will be calculated. The sustained pattern of teaching evaluation scores will be considered and weighted heavily when making judgments about the quality and effectiveness of teaching. Successful teaching evaluations must show a continuous record of excellence.
3. An annual peer review and college evaluation of teaching must also be provided for each year at the current rank at ASU.
4. The candidate may supply documentation regarding any publications and/or development of specific instructional materials including laboratory teaching manuals, computer programs and /or educational training manuals that they have developed to provide evidence of teaching excellence.
5. Faculty who supervise omnibus classes or seminars for undergraduate or graduate student interns, honor’s students, or offer independent study or reading/conference classes, as **approved teaching effort** will need to submit documentation regarding the objectives of the course and provide student evaluations of these omnibus courses.
6. Quality of advising and mentoring students will be evaluated by listing students and their achievements of critical benchmarks (i.e., completion of any preliminary and/or comprehensive exams, defense of thesis or dissertation). In addition, a list of dissertation and thesis titles, and a list of publications and/or presentations resulting from students’ theses, dissertations, and other works should be submitted for evaluation.
7. Finally, quality teaching may be assessed from the depth of self–evaluation and teaching reflection performed by the candidate. Reflecting on one’s successes and failures in regard to one’s teaching philosophy, demonstrates that the candidate has achieved a skill consistent with many master teachers. A quality instructor and mentor influences students who, in turn, impact

their field by becoming quality professionals. Faculty are encouraged to report metrics of student achievements in the classroom or outside the classroom. **Faculty are expected to attend courses and workshops to improve teaching effectiveness.**

SERVICE

An established service record to the College and the profession is the expectation. Community service also is considered valuable. Service evaluation criteria includes both the quantity and quality of the contributions. The community is defined broadly as an organization, agency, or population group in a setting that may allow translation of research to practice. Other important service activities for which substantial contributions can be demonstrated.

1. Profession

Active engagement in regional, national, or international professional organization(s) in a substantive way (e.g., committee membership, elected officer, and or program committee participation such as organizing program activities, reviewing conference abstracts, manuscripts, grants, and or conducting program reviews).

2. College/University

- Active participation as a committee member for college or university committees defined broadly to include management of research, academics and student organizations (e.g. translational teams, affinity networks, serving as a peer-mentor, classroom teaching reviews, search committees, annual review, establishment or oversight & management of a core resource, infrastructure or other service that can be documented as fulfilling an organizational need).
- Involvement in the CHS mentoring program
- Involvement in student recruitment/retention activities

3. Community

Active engagement with organizations, agencies, and/or population groups in settings that may allow translation of research to practice. Activities also could include engagement in marketing activities that aim to translate research to practice and increase visibility of research and academic engagement (e.g., media contacts, blogs, social media, and clinical partners).

Promotion from Associate Professor to Full Professor with Tenure or Tenure at Full Professor

ACD 506–05: *Promotion to full professor must be based on an overall record of excellence in the performance of responsibilities. The candidate must also demonstrate continued effectiveness in teaching, research, scholarship and/or creative activities, and service since the promotion to associate professor and evidence of contributions at a level beyond that reflected in the promotion decision to associate professor. Generally, an overall record of excellence requires national and/or international recognition for scholarly and/or creative achievement.*

RESEARCH ACTIVITIES

- The candidate must demonstrate a continued contribution and impact on one's discipline nationally and internationally in ways that are clearly visible and significant.
- The candidate must articulate clearly how he or she has advanced the development or growth of the discipline nationally and internationally since the most recent appointment, promotion, or tenure.
- The candidate must demonstrate a sustained and independent research agenda with clear and focused identifiable themes including impact on health outcomes.
- The candidate's work should be judged as important and of high quality by peers both within and outside the College of Health Solutions and Arizona State University.

1. Publications (required)

- a. The candidate will show evidence of a rising and sustained trajectory of publications from data collected while employed in the current rank at ASU.
- b. Evidence of substantive contribution as a research 'leader' on peer reviewed research articles as outlined below:
 - "lead" authorship demonstrating the candidate's distinct and independent contribution
 - team scientist - must verify intellectual contributions at two or more stages of manuscript development (e.g., design, implementation, and/or analysis activities)¹Note: details of authorship should be annotated in the published article or stated in the acknowledgements section of the published article when possible² The candidate should have this information clearly depicted in their annotated CV.
- c. The candidate is to publish peer-reviewed journal articles annually, most with a 'leader' author role, during the probationary period. Both quantity and quality will be evaluated. It is the expectation that most publications should be in high-influence journals and comparable venues in one's specific field. The candidate seeking promotion and/or tenure should provide relevant metrics and interpret the importance of the journal/venue to the field.

2. Presentations (required)

- a. The candidate is to present at national and/or international meetings annually, as the senior author or as an invited speaker at a scientific meeting or seminar while employed in the current rank at ASU. Both quantity and quality will be evaluated.

3. External Funding (required)

- a. The candidate should demonstrate a sustained competitive federal, foundation, or industry grants as PI and/or Co-PI.

- b. The candidate should demonstrate a sustained funding for majority of time at the Associate Professor rank.
- c. The candidate should demonstrate a sustained level of extramural funding to support research and graduate student activities.

4. Additional Evidence of Excellence (optional)

The candidate may submit additional evidence to demonstrate excellent in Research and Scholarship. Such items may include the following:

- Book chapters, monographs, books, editorials, commentaries or other materials not submitted to peer review are additional evidence for excellence.
- Successful mentoring of junior faculty as indicated by improved capacity of mentee to conduct independent research
- Receipt or filing of patents, software development, or creative products related to research.
- Development of instruments or applications such as surveys, clinical tests, theoretical or analytical advancements, or other items.
- Entrepreneurial efforts designed to expedite and enhance the impact of research findings on societal health and well-being.

TEACHING

Excellence in teaching and instructional activities will be assessed based on the following criteria.

1. Consideration will be given to factors such as course load and intensity factor (i.e., low, moderate, or high intensity), number of new courses developed or revised, and the number of course preparations including offering classes that have different class levels (i.e., grad and undergrad).
2. Scores from student evaluations on the standardized course evaluation form must be provided for all classes taught. Mean ratings for “the overall quality of class (content, structure, assignments, etc.)” and “the overall quality of the instructor (teaching style, course preparation, student-instructor interactions, etc.)” on a 1 – 5 (very poor to excellent) Likert scale will be calculated. The sustained pattern of teaching evaluation scores will be considered and weighted heavily when making judgments about the quality and effectiveness of teaching. Successful teaching evaluations must show a continuous record of excellence.
3. An annual peer review and college evaluation of teaching must also be provided for each year at the current rank at ASU.
4. The candidate may supply documentation regarding any publications and/or development of specific instructional materials including laboratory teaching manuals, computer programs and /or educational training manuals that they have developed to provide evidence of teaching excellence.
5. Faculty who supervise omnibus classes or seminars for undergraduate or graduate student interns, honor’s students, or offer independent study or reading/conference classes, as approved teaching effort will need to submit documentation regarding the objectives of the course and provide student evaluations of these omnibus courses.
6. Quality of advising and mentoring students will be evaluated by listing students and their achievements of critical benchmarks (i.e., completion of any preliminary and/or comprehensive exams, defense of thesis or dissertation). In addition, a list of dissertation and thesis titles, and a list of publications and/or presentations resulting from students’ theses, dissertations, and other works should be submitted for evaluation.

7. Finally, quality teaching may be assessed from the depth of self –evaluation and teaching reflection performed by the candidate. Reflecting on one’s successes and failures in regard to one’s teaching philosophy, demonstrates that the candidate has achieved a skill consistent with many master teachers. A quality instructor and mentor influences students who, in turn, impact their field by becoming quality professionals. Faculty are encouraged to report metrics of student achievements in the classroom or outside the classroom. **Faculty are expected to attend courses and workshops to improve teaching effectiveness.**

SERVICE

An established service record to the College and the profession including *significant leadership roles* is the expectation. Community service also is considered valuable. Service evaluation criteria includes both the quantity and quality of the contributions. The community is defined broadly as an organization, agency, or population group in a setting that may allow translation of research to practice. Other important service activities for which substantial contributions can be demonstrated.

1. Profession

Active engagement in regional, national, or international professional organization(s) in a substantive way (e.g., committee membership, elected officer, and or program committee participation such as organizing program activities, reviewing conference abstracts, manuscripts, grants, and or conducting program reviews).

2. College/University

- Active participation as a committee member for college or university committees defined broadly to include management of research, academics and student organizations (e.g. translational teams, affinity networks, serving as a peer- mentor, classroom teaching reviews, search committees, annual review, establishment or oversight & management of a core resource, infrastructure or other service that can be documented as fulfilling an organizational need.
- Involvement in the CHS mentoring program and demonstration of effective mentoring of junior/early career faculty is an expectation.
- Faculty are required to contribute to CHS student engagement and retention activities annually in a leadership role.

3. Community

Active engagement with organizations, agencies, and/or population groups in settings that may allow translation of research to practice. Activities also could include engagement in marketing activities that aim to translate research to practice and increase visibility of research and academic engagement (e.g., media contacts, blogs, social media, and clinical partners).