



College	Herberger Institute for Design and the Arts	
Unit	School of Art	
Document	Tenure and Promotion Criteria for Tenure Track Faculty	
Approved by the faculty		Date:
Reviewed by the dean		Date:

Provost office approval

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Tenure and Promotion Criteria for Tenure Track Faculty

A person is promoted, granted tenure, or retained on the basis of excellent performance and the promise of continued excellence. All performance evaluations involve assessment of faculty professional responsibilities, particularly as it pertains to the quality of teaching and course development; the quality of research and publication or other creative endeavors; and the quality of service to the profession (local, state, and national or international), university, and community.

Years in Rank

Assistant Professor to Associate with Tenure: Promotion from assistant professor to associate professor will be granted if the faculty member has achieved excellence in scholarship and/or creative activity, instructional contributions, service consistent with departmental criteria, and the promise of continued excellence. An assistant professor must apply for promotion no later than the sixth year of service as an assistant professor at Arizona State University.

Associate Professor to Professor: Promotion from associate professor to professor must be based on established criteria which reflect a commitment to excellence and the faculty member's contributions to the discipline which are acknowledged nationally by experts in the field, significant contributions to teaching and the development of the instructional program (especially graduate study), national contributions to professional service or service to the community which is recognized nationally, and the promise of continued excellence. Normally, a candidate for promotion to professor will be in rank, as an associate professor, for at least six years at Arizona State University to be able to establish an outstanding record of accomplishments in these areas

Before applying for promotion from Associate Professor to Professor an applicant must submit a request in writing to the Director asking for an informal review of the applicant's teaching, research, and service to assess the readiness of the materials for a formal review by the Director and the department's personnel committee. The informal review must occur at least one year prior to the formal review with materials submitted by October 1. For those who have recently received tenure with promotion to Associate Professor there will also be an informal review in the third year after tenure with materials submitted by October 1 to receive feedback on the trajectory towards promotion to Professor. The materials to be included in the informal review are: personal statement, teaching philosophy, annotated curriculum vita, examples of creative work and/or scholarly activities (e.g., slides or four copies of publications), and the names and institutional affiliations of at least ten outside reviewers who are distinguished in the candidates field and who hold the rank of Professor (may not include thesis or dissertation advisors). For those with more than a year before formally applying for promotion to Professor fewer than ten names may be submitted but for those who are one year away from formally applying ten names are required. The outside reviewers will not be contacted for the informal review. For informal reviews, the Director and the department Personnel Committee will provide written feedback on the merits of the materials submitted and will make recommendations so that the applicant will be able to submit the strongest possible case.

For both tenure and promotion to Associate Professor and promotion to Professor, university service (including School and/or College service) and professionalism are expected as part of being a good citizen and a candidate's contributions to excellence at Arizona State University.

Support Materials

The collection of supportive materials pertinent to all promotion and tenure decisions is the responsibility of the faculty member, except that the head of the academic unit and the personnel committee in the unit will collect supplementary confidential evaluation letters where required. Unit policy must specify what materials faculty are expected to submit for review of teaching and instruction, research and creative activity, and service (see below and Appendix A-E).

Teaching

Teaching includes classroom and individualized instruction, advising, mentoring, curriculum and professional development or other contributions to students' learning and success. The documentation of teaching effectiveness includes the *knowledge to be acquired in course offered, the interaction between instructor and students, and the outcomes of instruction*. The knowledge to be acquired presumes remaining current in one's field of study and preparing students for the knowledge, skills, critical/creative thinking, and practices that will be required in the 21st century in this field. Effective teacher/student interactions are characterized by communicating clearly with students about course content and expectations, facilitating learning in and outside of the classroom, challenging students in ways that facilitate their grasp of new perspectives, encouraging critical and creative thinking, recognizing that students learn in different ways, providing constructive feedback to students on class performance, assisting students with professional development, and being accessible to answer students' questions and concerns. The outcomes of instruction include not only what students have learned, but also how students are able to apply knowledge acquired to creative and scholarly activities.

The tenure and promotion assessment of the educational experience provided by faculty will be based on the following: *student evaluations, limited peer observations, and teaching portfolios*. Teaching portfolios are descriptions of how faculty members approach the development of instruction and learning activities (see Appendix B). They include explanations of courses taught, course development, classroom teaching, relationship of research to instruction, the relationship of a course to developments about instruction in a field, mentoring, and outcomes (e.g., examples of student work). The evaluation of instructional materials must take into account relevant factors such as students' learning, the currency of the course relative to the candidate's field, the contribution of the course to the unit's curriculum, and the scholarship and quality of the instruction provided (ACD 506-06).

Review materials to be submitted by the candidate include:

- A cover sheet with candidate's name, department, title of review, and index of materials submitted.
- A personal statement regarding the candidate's contributions to research, teaching, and service of not more than four pages which puts past work into perspective and outlines future goals. In the statement, it is recommended that the candidate define his/her area of research expertise and the field(s) to which he/she contributes describing the program of research/creative work and the relationship of this work to that of other experts in the field and/or directions of the field and indicating what is unique or distinctive about the candidate's research in relationship to the field(s). In describing the research indicate why the research is significant and document the national and/or international visibility of the research in the field. Explain how the research fits with the future directions of ASU based on the mission statements of the department,

college, and university. In addition, explain the relationship of research/creative work to teaching and describe service which is an extension of the research program (e.g., community service) and service at a national level (e.g., professional service). Professional service may include such activities as workshops at other institutions, organizing panels or conferences, presentations at other institutions, editorial boards, and being an officer in a national organization. Include in the personal statement teaching and mentoring activities (including outcomes such as student achievements), teaching philosophy (may be a separate document), and efforts which you have made to improve teaching. *The statement and the curriculum vitae need to help reviewers outside of art understand the distinctions among the accomplishments of the faculty member, and it should help university reviewers see how accomplishments have built the foundation for continued professional growth.* Examples of personal statements can be found at: https://provost.asu.edu/promotion_tenure/exemplars.

- Current curriculum vitae presenting such information as research publications, artistic achievements, service, grants, and scholarly papers presented at conferences, etc. Refereed and non-refereed publications should be differentiated. Joint authors of articles should be listed in the order in which they appear, and the nature of one's role in research projects and other joint efforts should be clearly described. To assist reviewers within the university who are not familiar with the field, annotate key accomplishments to clarify their significance. Do not merely indicate that a particular venue is significant and highly competitive but provide information which clarifies the significance (e.g., the caliber of those on the review board or jury, or the position in the field of the contributors to the publication or exhibition) or information about what makes the venue competitive (e.g., the acceptance/rejection rate).
- A copy of four publications or other material reflecting the scholarly or creative endeavors of the candidate. A portfolio documenting creative activity may be submitted as one or more of the four pieces of evidence. All material submitted forward must fit into a letter size banker's box—12" x 15" x 10").
- Supplemental materials providing evidence of instructional effectiveness may be submitted for up to 2 courses, e.g., syllabi, copies of major test and papers, assignments, reading lists, web sites, CDs with each course submission fitting into a file folder. It is recommended that the candidate submit a teaching portfolio describing how one approaches teaching and structuring learning experiences for students, how one has attempted to improve instruction, and the relationship of the candidate's research to course development. Include explanations of courses taught, course development, classroom teaching, mentoring, and outcomes (e.g., examples of student work).
- All material submitted forward must fit into a letter size banker's box—12" x 15" x 10"). Clip copies of materials and place them in expandable folders (no plastic sleeves or notebooks for papers).

Review materials to be submitted by the department include:

- A summary table of courses taught by the candidate, the number of students in each class, and a summary of student evaluations;
- A comparison of the candidate's student ratings of instruction with those of the department;

- An assessment of the candidate's teaching performance including peer observation, teaching portfolio, development of curricula, mentoring, student evaluations and comments, and professionalism in teaching.

Research

Faculty members are expected to clarify the relationship of their creative and research work to developments in the field identifying what is distinctive or unique about their work and articulating how it has been recognized by the field. The status of this recognition is, in part, a reflection of the stature of the venue, the reputation of who reviews the work, the reputation of other participants, and the significance of subsequent reviews or acknowledgments about the creative and research work. Outside recognition may be from those with expertise in higher education and other professionals/experts in the world of art.

The types of creative activities appropriate for studio faculty include one person exhibitions, juried group exhibitions, group invitational exhibitions, work purchased for permanent collections, work reproduced or reviewed, awards, grants, commissions, honors, contracts, presentations at professional organizations, and publications.

The types of research activities appropriate for art education and art history faculty members include the publication of books, chapters in books, articles published in juried journals, catalogs of exhibitions, curating exhibitions, monographs, juried and invitational presentations and panels at conferences or societies, work cited in publications, juried web publications, awards, grants, commissions, honors, contracts, invited lecturer at a university or museum, authored reviews, encyclopedia entries. Art Education may include limited studio exhibition.

The level of faculty performance is related to rank as described below:

Assistant Professor: Faculty are expected to effectively teach and mentor undergraduates; to work towards establishing national recognition of their creative and/or research activities; to perform service at school, local or regional levels; and to contribute to department goals. Promotion to associate professor and awarding of tenure require a record of national accomplishments that are becoming recognized in the field and an overall record of excellence with the promise of continued excellence.

Associate Professor: Faculty are expected to effectively teach and mentor graduates, as well as undergraduates and to develop new curriculum or update curriculum and/or teaching methods; to establish national and/or international recognition for research/creative work; to perform service at school, college, regional or national levels; and to contribute to department goals. Promotion to full professor requires an overall record of excellence in teaching and contributions to the instructional program especially to the graduate program, national and/or international recognition of scholarly or creative achievement, the performance of professional activities which are acknowledged for quality and which contribute to advancing the study of art in the field, and the promise of continued excellence.

Professor: Faculty are expected to teach and mentor graduates, as well as undergraduates, and to develop new curriculum or update curriculum and/or teaching methods; to maintain national recognition for their research/creative work; to perform service for the university, profession, the community, and to contribute to department goals.

For probationary, tenure, and promotion reviews, copies of at least two but not more than four products of creative and/or research work must be provided by the faculty member for review by outside reviewers (not for probationary) and the department, college, and university reviewers. A page of slides is considered one product.

Service: Evaluation of service requires the assessment of quality as well as quantity. Each component of service must be evaluated in appropriate terms. Service to the university should be assessed in terms of impact on the well being of the unit and university; service to the academic profession must be assessed in terms of its overall value for the national distinction of the unit (ACD 506-06). Professional service includes serving as a referee, juror, board member, conference chair, accreditation visits or program reviews, and/or editor of academic journals. Service to the university includes individual faculty expected contribution to internal committee work, faculty governance activities, affirmative action/diversity, student recruitment and retention, and the preservation of a collegial atmosphere at all levels of interaction within the university. Research related public service includes activities that serve non-academic professional and arts organizations. For promotion and tenure, exceptional quality of service should be assessed primarily in relation to service to the public or profession and basically should be an extension of the faculty member's research and teaching activity to the larger community outside the university. Definition of faculty member can be found at <http://www.asu.edu/aad/manuals/acd/acd002.html#facultymember>.

For tenure and promotion, review materials that must be submitted from the School of Art to the higher levels of review include:

- An annotated vita (for university reviews—not for outside reviewers);
- A minimum of six outside review letters (provided by department, confidential);
- Grid with justifications of selections of outside reviewers;
- Faculty cover letter;
- Four examples of research;
- Teaching portfolio (see teaching above);
- The department personnel committee assessment (provided by the department);
- The evaluation of the director (provided by the department);
- A personnel action form signed by the personnel committee and the director (provided by the department).

See Appendix A-D for additional information on the presentation of materials for probationary review and tenure and promotion. The review process for tenure and promotion is one of making recommendations to the next higher level with the final decision regarding tenure or promotion being made by the President of Arizona State University.

Outside Review Letters

At the beginning of the semester before the review of the faculty member seeking tenure with promotion to associate or promotion to professor, the names of seven to ten outside reviewers need to be submitted with justifications, addresses, and phone and email contact information to the Director. The university requires a minimum of six returned outside review letters, but more than six letters provides additional confirmation by the field of the candidate's qualifications. Outside reviewers from higher education need to be experts who are nationally recognized in the field or subfield of the faculty under review and who are knowledgeable of the tenure and promotion standards at major universities. They should be faculty with the rank of professor. The inclusion of associate professors as outside reviewers should be considered the exception based on the unique expertise provided in comparison to

professors in the field, or in the case of emerging fields which lack experts with the rank of professor. It is the candidate's responsibility to define the field and the availability of expertise in these new fields. With emerging fields, it is recommended that a candidate establish a balance between associate professors available in specific subfields directly related to the candidate's research and professors who are experts in more broadly defined related fields. The inclusion of thesis or dissertation chairs is not recommended unless the candidate can justify that the chair is one of the leaders in the candidate's field, and then the recommendation should be in addition to the six minimum for outside reviewers.

Experts from the profession outside of higher education should only be considered occasionally if they are knowledgeable of faculty expectations for tenure and promotion at major universities in the candidate's field and if their expertise is related to the candidate's field of research and is nationally recognized. Additional outside reviewers are recommended (beyond the six) if experts are used who are outside of higher education. Each name submitted will need to be justified by the candidate and the Director or Dean as to qualifications and nationally recognized expertise in the faculty member's field.

The Dean and Director will discuss with the candidate the strengths of each outside reviewer (candidate's list), and may request additional names. Considerations in the selection of reviewers will be the relationship of the reviewer to the candidate (if any), the reviewers' expertise and accomplishments at the national or international level, the national or international reputation of the organization or institution where the reviewer works (e.g., peer or a highly ranked institution), and the ability of the reviewer to write an in-depth analysis of the candidate. If a reviewer is highly respected in a field and is not at a prestigious institution, an explanation should be provided. Reviewers will be asked to only examine the candidate's research/creative work, and they may comment on the candidate's presentation abilities based on firsthand knowledge (e.g., conference presentations).

The final list of reviewers and their comments will be confidential and available only to those participating in the personnel review process. Letters by the Director and the personnel committee must identify the assessment of outside reviewers as the evaluation by reviewer 1, reviewer 2, reviewer 3, etc. since at the end of the personnel process the candidate will receive a copy of the department recommendation.

An example of a letter to outside reviewers is in the Appendix E.

The faculty member is responsible for preparing packets of review materials for the outside reviewers including a cover letter which explains the direction of research. Review materials include:

- Vita;
- Cover letter;
- Four examples of work.

The department will mail the materials to the outside reviewers.

Faculty with joint appointments or who are affiliated or "core" faculty in another program

Faculty with responsibilities in more than one program may:

- Have the option of including their "outside" contributions within their official "distribution of effort" in their home unit;

- Be allowed to include on their list of external reviewers persons who are qualified to provide meaningful input on the particular work done outside of their home unit;
- Request that the Director consult with the center or institute director in selecting external reviewers, although the final decision on such reviewers is determined by the policy of the School of Art.

For faculty whose home department is the School of Art, but who have formal university affiliations with other departments, decisions about the selection of outside reviewers and recommendations for probationary, tenure, and promotion reviews will be the responsibility of the School of Art with input from the affiliated departments.