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| **College** | **College of Global Futures** |
| **Unit** | **School for the Future of Innovation in Society** |
| **Document** | **Policy for Faculty Promotion – Fixed-Term Faculty** |

**Unit and college approval**

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| **Vice Provost for Academic Personnel** | **Date** |

**SCHOOL FOR THE FUTURE OF INNOVATION IN SOCIETY**

**Policy for Faculty Promotion – Fixed-Term Faculty**

1. Preamble
	1. The School for the Future of Innovation in Society (SFIS) is a transdisciplinary school that is committed to informing, supporting, and enabling, socially responsible and beneficial knowledge-oriented innovation through a multifaceted and integrated faculty-led program and leadership within and outside the university in: (1) **Scholarship**, encompassing research, scholarship, and creative activities; (2) **Education**, encompassing teaching, training, and instruction; and (3) **Engagement**, encompassing engagement, communication, university and professional service, and translation.
	2. SFIS emphasizes and respects transformative knowledge generation and application that transcends conventional disciplinary and sectoral boundaries, that leverages a diverse spectrum of expertise, skills, and perspectives, and that engages multiple audiences.
	3. SFIS embraces the [ASU Charter](https://www.asu.edu/about/charter-mission-and-values), with its emphasis on access, excellence, and impact, and the Design Aspirations of the New American University.
	4. SFIS embraces the ASU Charter commitment to [diversity, representation, inclusion, and belonging](https://inclusion.asu.edu/diversity): Diversity is defined in terms of representation and inclusion. Representation reflects the extent to which our students, staff, faculty and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion encompasses empowerment and voice among all members of the university community in the areas of scholarship, teaching, learning and governance. Belonging connotes a sense of community in which we all are and feel welcome, and feel free to be ourselves.
	5. In line with the ASU Charter, SFIS is committed to ensuring all of its faculty, including fixed-term as well as tenure and tenure-track faculty, are supported and valued for their contribution to the mission of the School.
	6. This document is designed to establish expectations and process for fixed-term faculty in

 SFIS as they are considered for promotion. It sets out school-specific expectations and

 evaluation criteria, within the context of ASU expectations, and those of the broader

 protocols of the academy.

* 1. This document sets as an aspirational goal that faculty who progress through the ranks

 through promotion should also be considered to move from annual contracts to multi-year

 contracts.

1. Relevant ASU policies and guidance documents:
	1. The Provost’s office has numerous resources on the promotion process for fixed-term faculty, and they are strongly encouraged to familiarize themselves with these documents. These include:
	2. [Academic Affairs Manual](https://www.asu.edu/aad/manuals/indextitle.html) (ACD):
		1. [ACD 505–02](https://www.asu.edu/aad/manuals/acd/acd505-02.html): Faculty Membership, Appointment Categories, Ranks, and Titles
		2. [ACD 506–01](https://www.asu.edu/aad/manuals/acd/acd506-01.html): Preamble for Promotion and Tenure
		3. [ACD 506–05:](https://www.asu.edu/aad/manuals/acd/acd506-05.html) Faculty Promotion (tenure track and fixed-term faculty)
	3. [Personnel Processes](https://provost.asu.edu/academic-personnel/personnel-processes):
		1. [Personnel Processes](https://provost.asu.edu/academic-personnel/personnel-processes) – Office of the University Provost
		2. [Process Guide for Promotion of Fixed-Term Faculty](https://provost.asu.edu/sites/default/files/page/1562/p6-process-guide-_fixed-term-faculty-promotion-20200513.pdf)—non-tenure-eligible faculty
		3. [2019-20 Portfolio Checklist for Fixed-Term Promotions](https://provost.asu.edu/sites/default/files/page/1562/2019-20-apa-pdf-portfolio-checklist-for-_fixed-term-promos-ek-20190819b1.pdf)
		4. [Office of the University Provost Academic Personnel Forms](https://provost.asu.edu/academic-personnel/personnel-processes/academic-personnel-forms)
2. School Mission Statement and Objectives
	1. SFIS advances society’s capacity for socially responsible and beneficial innovation and its effective stewardship through the generation, synthesis, dissemination, and application of new, inclusive, and innovative knowledge.
	2. Within this mission, the School has five primary objectives:
		1. Generating new knowledge and insights through scholarship, research, and creative activities that transcend conventional disciplinary and sectoral boundaries, leverage transdisciplinary collaborations, and benefit from unconventional synergies among areas and modes of expertise and understanding;
		2. Supporting individuals at all stages of their academic and professional lives through effective teaching, training, and instruction;
		3. Promoting and enabling justice, equity, diversity, and inclusion, especially as it relates to responsible and intentional use of innovation;
		4. Supporting academic communities, policy makers, businesses, not-for-profits, and other communities in advancing society’s capacity for socially responsible and beneficial innovation and its effective stewardship; and
		5. Making knowledge and insights accessible to equip individuals and organizations to meet their relevant goals through effective engagement, communication, and knowledge translation and mobilization.
3. Academic and Practice Diversity within SFIS
	1. SFIS faculty members, including those who are fixed-term, are trained in, work across, and contribute to a diverse range of fields and areas of expertise that explore, assess, and build society’s capacity for socially equitable, responsible, and beneficial innovations. They are associated with a wide variety of disciplinary backgrounds that span and integrate across the social and natural sciences, engineering, arts and humanities, public policy, health sciences, law, business, and more. Within the School, faculty are engaged in scholarship and education that are strongly interdisciplinary and tied to real world concerns.
	2. SFIS faculty, including those who are fixed-term, necessarily draw on an exceptionally wide range of theory, methods, and modes of scholarship.  They may, for instance, employ research methods that are laboratory-based, field-based, quantitative, qualitative, archival, artistic, contemporary, future-oriented, ethnographic, experimental, biological, participatory and stakeholder-based, model and simulation-based, or driven by client demand.
	3. Similarly, all faculty within SFIS may disseminate research results in a broad range of venues, including single- and multi-authored books, monographs, reports, journal articles, book chapters, blogs, and other media, and as creative products, displays, and methods, as well as facilitated public discussions, expert roundtables, interviews, and presentations, depending on norms, expectations, and opportunities in their area of inquiry and intended audiences.
	4. All SFIS faculty work within and across a wide range of disciplines and areas of expertise that have different and relevant scholarly norms, and which recognize different standards of distinction. For example, while it may be a norm in engineering for the most productive scholars to produce a larger number of multiple co-authored articles in a given research cycle, many highly productive senior scholars nationally in relevant areas of the social sciences produce two to three single-authored articles per year on average. For those whose work lies within creative fields, the expected and normal modes of scholarship may include public performances and exhibits. And in business and policy, consulting and authoring reports on real-world problems is a relevant measure of productivity. Moreover, as an SFIS faculty member works within and across different intellectual domains throughout the course of their career, the relevant outputs may also vary from year to year. As a consequence, no single ranking of publication outlets, forms of productivity, or external funding is entirely appropriate or adequate to assess productivity and impact across all faculty.
	5. Because of this range of transdisciplinary training in scholarly pursuit, the standards of performance for the purposes of promotion in SFIS are flexible, recognizing the many different pathways for faculty members to meet the norms for achievement in their own areas while demonstrating excellence in scholarship, education, and engagement goals of the school and ASU.
	6. To this end, faculty are strongly encouraged to develop promotion plans that prepare them to be assessed, as appropriate, in terms of: (i) their own disciplinary/academic community standards for excellence; (ii) interdisciplinary excellence related to the mission and academic focus of SFIS; and/or (iii) or other standards appropriate to the work undertaken by the faculty member, as reflected systematically in annual statements of activity and performance and agreed to by the School.
	7. Faculty are also strongly encouraged to understand and develop modes of external validation for the strength of their work. Such external validation could take the form of peer review, extended peer review, juried activities, measures of real-world impact, etc.
4. Mentoring
	1. The School will actively support the professional development of fixed-term faculty through mentoring and other activities.
	2. Faculty are encouraged to self-reflect about the projects, program, or enterprise that they are developing; the School will support the mentoring of faculty based on these self-reflections and also the School’s annual evaluation and promotion processes.
	3. All fixed-term faculty are encouraged to develop their own mentoring relationships that can help guide their professional development.
5. Definitions of categories of work to be evaluated
	1. For promotion, fixed-term faculty may be evaluated against three categories of work, as [per ASU requirements](https://provost.asu.edu/sites/default/files/page/1562/p6-process-guide-_fixed-term-faculty-promotion-20200513.pdf), although there is considerable fluidity around how these categories apply to faculty in specific tracks, and not all categories apply to all appointments. The three categories include: (1) **Scholarship**, encompassing research, scholarship, and creative activities; (2) **Education**, encompassing teaching, training, and instruction; and (3) **Engagement**, encompassing engagement, communication, university and professional service, and translation. These three encompass the school’s objectives, as articulated above.
	2. Expectations and requirements differ considerably for promotion among fixed-term faculty tracks, and even within tracks. The following descriptions set out broad expectations within SFIS for each track. However, these should be used as a guide only.
	3. Per [ACD 505–02](https://www.asu.edu/aad/manuals/acd/acd505-02.html): A fixed-term appointment is for a specified period of time and will not lead to consideration for tenure. All faculty titles of visiting, clinical, research, professor of practice, instructor, lecturer, faculty research associate and faculty associate will be in this appointment category. Academic unit bylaws specify eligibility for academic unit committees, graduate supervisory committees, and other roles within the unit. Appointments terminate at the end of the period stated in the offer letter or Notice of Appointment and may be eligible for renewal. Renewal is conditional upon satisfactory job performance, the continued availability of funds, and the needs of the academic unit and the university. Where applicable, the offer letter shall state that the appointment is dependent for continuation upon funding from a specific source other than state appropriations and that the appointment may terminate prior to the expiration of the appointment if funding is no longer available. The Notice of Appointment for a fixed-term faculty member shall carry the designation of “non-tenure eligible.”
	4. **Research faculty**
		1. Research faculty are fixed-term faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research, scholarship, and/or other creative activity. They may also serve as principal or co-principal investigators on grants or contracts administered by the university or take on other appropriate responsibilities ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Research faculty primarily focus on research and its application/translation, although there is some flexibility in the balance among scholarship, education, and engagement within this track. There is no expectation of teaching with research faculty who are fully engaged with their research activities, although they are encouraged to teach as opportunities arise. Research faculty have substantial flexibility over what they do within the constraints of the funding they receive.
		2. Research faculty may be at the rank of assistant, associate, or full research professor. Rank designates the degree to which a member of the research faculty has achieved excellence in the work they do, demonstrated program- or enterprise-level success, and showed leadership and impact in their area of expertise. Research faculty are also expected to uphold the principles and ideals of the school and university.
		3. A typical balance of time commitments within SFIS may constitute 60-80% scholarship, 0-20% education, 0-20% engagement. This will vary among research faculty and with faculty rank. Importantly, time-commitments beyond research will be dependent on funding to support these commitments. Research faculty fully funded on projects have no service obligation, but perform service at their discretion or the discretion of their supervisor (unless there are provisions to the contrary in the funded research) or sponsor. They have no teaching duties, but may teach with supplementary salary at their or their supervisor’s discretion. Research faculty not fully funded on projects may incur teaching and service responsibilities as determined by the school director, in conjunction with any project supervisor. Where there are substantial changes in this distribution from what is typical, they should be agreed in writing with the school director.
	5. **Clinical faculty**
		1. Clinical faculty are fixed-term faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including teaching, student internships, training, or other practice-related components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development. ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)).
		2. Clinical faculty typically have a significant focus on practice, although there is substantial flexibility in how they balance. scholarship, education, and engagement activities. Clinical faculty have a substantial obligation to teach or provide instruction in its broadest sense. Clinical faculty have substantial flexibility over what they do within the constraints of the funding they receive.
		3. Clinical faculty may be appointed at the rank of assistant, associate, or full professor. Rank designates the degree to which a faculty member has achieved recognized expertise in the work they do, demonstrate program- or enterprise-level success, and the degree to which they demonstrate leadership and impact in their area of expertise. Clinical faculty are also expected to uphold the principles and ideals of the school and university.
		4. A typical balance of responsibilities within SFIS may constitute 20-40% scholarship, 40-60% education, 20-40% engagement. This will vary among clinical faculty and with faculty rank. Clinical faculty without funded programs or significant service appointments should be expected to teach six classes or engage in an equivalent amount of program development and delivery. Where there are substantial changes in this distribution from what is typical, they should be agreed in writing with the school director.
	6. **Professor of Practice**
		1. Professors of Practice are fixed-term faculty members whose expertise, achievements, and reputation developed over a sustained period of time qualify them to be distinguished professionals in an area of practice or discipline, although they may not have academic credentials or experience. The responsibilities of this position include, but are not limited to, teaching courses, seminars, and independent studies to undergraduate and graduate students, and other duties that the dean or director determines are appropriate ([ACD 505-2](https://www.asu.edu/aad/manuals/acd/acd505-02.html)).
		2. Professors of Practice typically have a substantial focus on practice, although there is substantial flexibility in how they balance scholarship, education, and engagement activities. They are encouraged to teach, and are fully supported in this within the school. Professors of Practice have substantial flexibility over what they do within the constraints of the funding they receive.
		3. Given the nature of the appointment, Professors of Practice are typically appointed at the full professor level. There is an expectation of scholarship, education, and engagement activities, although the balance among these will vary considerable between individuals. Professors of Practice are also expected to uphold the principles and ideals of the school and university.
		4. A typical balance of commitments within SFIS may constitute 0-40% scholarship, 30-60% education, 20-60% engagement. This will vary between faculty. Where there are substantial changes in this distribution from what is typical, they should be agreed in writing with the school director. Importantly, Professors of Practice are expected to bring substantial value to the school and ASU by way of their professional expertise and practice.
	7. **Lecturers**
		1. [Per ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html), lecturers are fixed-term faculty members with responsibilities that may include teaching service responsibilities, supervising supplemental kinds of student learning, professional development, and/or administrative duties related to teaching. A senior lecturer generally holds a doctorate degree (or appropriate terminal degree) and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience. A principal lecturer generally holds a doctorate degree (or appropriate terminal degree) and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience.
		2. Lecturers may be appointed at the rank of Lecturer, Senior Lecturer, or Principal Lecturer. Within each rank, there is an expectation of excellence and innovation (as appropriate) in teaching.
		3. Lecturers are typically expected to spend 100% of their time on activities that are associated with teaching and instruction. Thus, by university policy, their teaching load is normally five courses per semester. Despite their full teaching load, lecturers are expected to participate in basic school-level governance; other service activities should be at their discretion.
6. Criteria for evaluation of work for promotion
	1. Time in rank should not be the primary consideration for promotion; however, it is generally expected that fixed-term faculty would have completed sufficient time-in-rank before applying for a promotion, which is typically five years at the prior rank, although exceptions can be made.
	2. Given the intentionally broad range of disciplines and activities that fixed term faculty within SFIS encompass, there is no single collection of indicators of success that determine faculty performance and potential for promotion. Rather, faculty are broadly evaluated within the context of three criteria:
		1. Evidence of, and demonstrable potential for, excellence and impact that is commensurate with track, rank, and area of expertise, within and across scholarship, education, and engagement (as appropriate).
		2. Evidence of, and demonstrable potential for, excellence and impact that is commensurate with rank expectations, within a coherent and integrated program or enterprise of work that cuts across and leverages all three categories of work.
		3. Evidence of significant alignment with the school’s mission and objectives, and the mission and aspirations of ASU.
	3. Within these criteria, faculty are expected to demonstrate both their success and their potential for future success through an appropriate portfolio of indicators and an accompanying personal statement. In some cases, these will represent numeric indicators, such as the number of publications or citations or research awards. In others, they will be less quantifiable and more subjective, for instance, when evaluating the quality and impact of design-based or artistic works. In evaluating success and potential, the school is committed to looking beyond quantitative metrics, and assessing more deeply the broader contributions and potential of faculty members, within the expectations of academic rigor. Here, while numeric indicators provide important input, they form only part of a broader picture.
	4. Within the evaluation criteria and indicators of success, expectations will vary by track and rank. Faculty at the assistant professor level should be developing a program of work that has local and national impact. At the associate and full professor level, there is an increasing expectation of global recognition and thought leadership embedded within a program of work that spans (as appropriate) scholarship, education, and engagement. Faculty at the level of associate and full professor are also expected to take on greater responsibility for institutional leadership and mentorship. In the promotion process, faculty are required to clearly articulate and make visible how their work, and relevant indicators of success, demonstrate evidence of excellence, impact, and potential, within each category of work, and across a coherent and integrated program of work.
	5. As with tenure eligible faculty, fixed-term faculty are encouraged to view their career trajectories along a progressive continuum from project to program to enterprise. The project is an entry-level and early-career activity that is discrete and self-contained. Projects may be larger or smaller in scale and duration, but they should prepare fixed-term faculty for linking them in more coherent and integrated programs that begin to build the prospects and reality of impact and recognition. The imminence or emergence of such a program or programs is an important positive indicator for promotion to the rank of associate faculty member. Similarly, more mature career trajectories will develop an enterprise – a program or programs extended over diverse dimensions of time, space, geography, participants, sectors, etc. Candidates for the rank of full faculty should have demonstrated the ability to operate at the enterprise level. Projects, programs, and enterprises can be articulated from each of the areas of scholarship, education and engagement, and the progression should be apparent in all types of faculty.
	6. There is an expectation that faculty will demonstrate, through a coherent and articulate program or enterprise of work, the value they bring and the potential they have to the school, to the university, to the academy, and to society more broadly.
	7. In this context, indicators of success may include, but are not limited to the areas highlighted in the school’s Annual Review Policy. However, these should be considered as a guide only. Faculty are required to describe and justify the specific metrics of success that apply to their particular professional trajectory in their promotion narrative.
7. Expectations for promotion

**8.1.** All fixed-term faculty are expected to illustrate the following categoriesacross their work for consideration for promotion

* + 1. **Excellence,** including evidence of external recognition of scholarship and engagement activities, and responsive and effective pedagogy.
		2. **Impact,** includingevidence of effectiveness against key scholarly, education, and engagement objectives and competencies, includingevidence for the relevance and impact of work within domain of expertise amongst peers and key constituencies.
		3. **Innovation**, including continuous reflection and innovation in scholarship, pedagogy, and engagement.
		4. **Leadership**, including modeling for and mentorship of colleagues, and broader contributions to the university, community, and public more broadly.
		5. **Potential,** including demonstrated potential to have increased

relevance, reach, and impact in the future.

* 1. In addition, within specific fixed-term faculty designations, the following expectations will apply.

**8.3: Research faculty**

* + 1. Within the research track, faculty may have the rank of assistant professor, associate professor, or full professor. Within each rank, there is an expectation of high-quality scholarship and, where appropriate, contributions to education and engagement. There is also an expectation that faculty develop and execute a coherent and integrated program of work that cuts across these domains.
		2. Given the broad range of foci, responsibilities, and expectations associated with research faculty, specific criteria for promotion will be case dependent. These will be guided by the broad criteria set out in section 7 and 8.1 above. In addition, consideration will be given to:
			1. **Research, scholarship, and creative activities,** including evidence of

impactful knowledge-generation, ability to attract funding, research-related training and mentorship, and evidence of peer-acknowledged excellence at the national and (as appropriate) international scale.

* + 1. In higher ranks, there is an increasing expectation that faculty will demonstrate leadership in developing and delivering a coherent program of research or research enterprise, and that they will be recognized nationally and internationally for their research outputs, outcomes, and research- and thought-leadership.
	1. **Clinical faculty**
		1. Within the clinical track, faculty may have the rank of assistant professor, associate professor, or full professor. Within each rank, there is an expectation (where appropriate) of high-quality scholarship, education, and engagement, and a high degree of commitment to professional and societal service. There is also an expectation that faculty develop and execute a coherent program of work that cuts across these domains.
		2. Given the broad range of foci, responsibilities, and expectations associated with clinical faculty, specific criteria for promotion will be case dependent. These will be guided by the broad criteria set out in section 7 and 8.1 above. In addition, consideration will be given to:
			1. **Professional standing and ability,** including evidence of expertise, and

the effective application of this expertise in relevant and impactful ways.

* + - 1. **Reach and recognition,** including professional recognition of expertise

and work at the local, national and international level.

* + 1. In higher ranks, there is an increasing expectation that faculty will be regarded by others as being leaders in their field; that they will represent expertise that is indicative of the highest levels of ability and professionalism in their area; that they will deliver a coherent program or enterprise of professionally related work, and that they will increasingly define, develop and show leadership in new areas of knowledge, expertise, and/or practice.
	1. **Lecturers**
		1. Lecturers may be appointed at the rank of Lecturer, Senior Lecturer, or Principal Lecturer. Within each rank, there is an expectation of excellence and innovation in teaching.
		2. Given the broad range of foci, responsibilities and expectations associated with research faculty, specific criteria for promotion will be case dependent. These will be guided by the broad criteria ser out in section 7 and 8.1 above. In addition, consideration will be given to:
			1. **Excellence,** including evidence of responsive and effective pedagogy,

evidence of continuous development, and a clear and effective teaching philosophy.

* + - 1. **Impact,** includingevidence of effectiveness against key learning

objectives and competencies, evidence of positive and meaningful learning experiences, and evidence of ongoing student success.

* + - 1. **Innovation**, including continuous reflection and innovation in pedagogy;

and development, adoption, evaluation and iteration of novel outcomes-based teaching approaches.

* + 1. In higher ranks, there is an increasing expectation that lecturers will demonstrate leadership in their domain of expertise, that they will be at the forefront of developing and implementing innovative and impactful pedagogy, that they will develop a coherent program or enterprise of pedagogy, that they will increasingly be recognized by peers and students as demonstrating excellence in teaching, and that they will mentor others in teaching.
1. Material review process
	1. Promotion applications shall be reviewed by the School’s Promotion and Tenure committee, and evaluated against expectations outlined above.
	2. The Promotion and Tenure committee of record for fixed-term faculty shall consist of associate and full professors across all faculty categories in the school when considering promotion from assistant to associate professor, and full professors across all faculty categories in the school when considering promotion from associate to full professor.
	3. The Promotion and Tenure committee shall make recommendations to the school director on promotion of fixed-term faculty, based on the material provided by the candidate and information on teaching and research awards provided by the school. Recommendations shall be accompanied by a detailed assessment of the candidate against expectations as outlined in this document.
2. Types of evidence to be provided
	1. Faculty should refer to the [ASU Process Guide for Promotion and/or Tenure](https://provost.asu.edu/sites/default/files/page/1562/process-guide-promotion-tenure_040519.pdf) for specific information on required evidentiary documents and the format of these documents. This evidence includes:
	2. **A full and comprehensive Curriculum Vitae** following a format recommended by the university or the school.
	3. **A Personal Statement** up to four pages in length, single spaced, 12 pt. font with page numbers and faculty’s name on each page.
	4. **Scholarship/Engagement Materials (as appropriate).** Faculty should list up to four publications or representations of creative activity reflecting their scholarship and engagement activities. A creative activities portfolio documenting overall professional activity may be submitted as one piece of evidence.
	5. **Evidence of Excellence in Teaching and Mentoring (as appropriate).** These materials are in addition to the Summary of Student Evaluation of Instruction provided by the unit. Candidates should work with their unit chair/director to identify appropriate materials that would effectively demonstrate an engaged effort to improve/sustain excellence in teaching and mentoring. Some examples could include the following: development of new courses and successful delivery of courses per year, with focused, well-conceived syllabi and student evaluations that indicate improvement over time; strong peer evaluations of teaching, and evidence of a student-centric approach to teaching and instruction, including serving on student committees and chairing committees; a demonstrable commitment to student mentoring and student success; evidence of professional development and innovation in teaching and instruction.
	6. **Supporting Materials (Optional).** The candidate may submit electronic copies (PDF) of Supporting Materials to the unit. Supporting materials may include a total of 50 pages not to exceed 10MB of additional electronic material highlighting excellence in scholarship, education, and/or engagement (MB limit may be waived if appropriate for records of creative/performance media). Letters of support from inside or outside the university are optional. If the candidate chooses to include letters of support from faculty members from units outside their home unit in this section, the letters are not confidential and must clearly describe the authors’ relationship to the candidate and knowledge of the substance of the candidate’s work.
3. Process for joint appointments
	1. Where a faculty member whose primary academic unit is SFIS has a joint appointment with other units, the school will solicit input from the chair, director, or dean of the relevant unit that specifically deals with those parts of the faculty member’s workload that are assigned to that unit through the Memorandum of Understanding (see [ASU Guidelines for Joint and Affiliated Appointments](https://provost.asu.edu/academic-personnel/resources-chairs-directors/joint-appointments)). The timeline and expectations around providing review material to affiliated units and receiving the relevant feedback will be negotiated and agreed on in writing between the units ahead of the SFIS promotion process.
4. Promotion Timeline and Process
	1. Faculty wishing to be considered for promotion should discuss their interest with the school director and deputy director, ideally before mid-August preceding the academic year they will be submitting their promotion package.
	2. Faculty wishing to be considered for promotion will be asked to provide the school director and deputy director with a draft 4-page narrative and updated CV that will inform their decision on supporting the request. The narrative is not expected to be as polished as the one that will be a part of the promotion package, but it should provide enough information for school leadership to assess the merits and the likely success of the application for promotion.

**12.3** Candidates should refer to the SFIS supporting information for promotion, and ASU

 policies, processes and guidelines as noted in Section 2 of this document, for further

 information.

1. Compliance with ABOR policies and procedures
	1. Promotion procedures followed within SFIS shall comply with ABOR policies and procedures. See Section 2 of this document.
	2. Per [ACD 705](https://www.asu.edu/aad/manuals/acd/acd705.html): Fixed-term faculty are not eligible for sabbatical leave.
	3. Per [ACD 506-05:](https://www.asu.edu/aad/manuals/acd/acd506-05.html) The denial of promotion, tenure, or retention need not be construed as due to failure or poor performance on the candidate's part. Considerations such as the need for a different area of specialization or for a new emphasis within the unit, the lack of a continuing position, the need to shift a position or resources to another department, or the opportunity for a more vigorous program in teaching, research, or service may dictate that the individual not be retained or granted tenure. Insufficient evidence of or lack of proven excellence may lead to a decision to deny promotion. Decisions of the president on the granting or denying of promotion are final unless the faculty member alleges that a material violation of regular university procedures occurred in the review or decision, or that the results were based on the discriminatory or other unconstitutional grounds, as outlined in [ACD 509–02](https://www.asu.edu/aad/manuals/acd/acd509-02.html), “Grievance Policy for Faculty.” Grievance based solely on claims of discrimination are to be initially referred to the Office of University Rights and Responsibilities for investigation.