



College	College of Liberal Arts and Sciences	
Unit	School of Human Evolution and Social Change	
Document	Promotion and Tenure Guidelines and Procedures	
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SHESC PROMOTION AND TENURE GUIDELINES AND PROCEDURES

1. GENERAL PREAMBLE

The faculty members of the School of Human Evolution and Social Change (SHESC) are trained in, work across, and contribute to a broad range of related fields that explore human experiences and the human condition. For many this scholarly domain centers on anthropology, but for others it includes such fields as sociology, ecology, applied mathematics, computer science, economics, political science, or geography. For those faculty working in anthropology, it must be recognized that even anthropology itself is a broad discipline that bridges the sciences and humanities, and covers a variety of subjects, including human biology, paleontology, historical ecology, archaeology, history, and ethnography. In their efforts to understand the nature of human diversity in all its aspects, SHESC faculty use a very wide range of theory, methods, and modes of scholarship. They may variously employ research methods that are laboratory-based or field-based, quantitative or qualitative, archival or contemporary, ethnographic or biological, and may disseminate research results in a broad range of venues: single- and multi-authored books, monographs, reports, journal articles, book chapters, creative exhibits, or well documented datasets deposited in an accessible digital repository, depending on the norms in their area of enquiry. SHESC Faculty thus work both within and across a wide range of disciplines with different scholarly norms that recognize different standards of distinction. For example, while it may be a norm in physical anthropology for the most productive scholars to produce a larger number of multiple co-authored articles in a given research cycle, the most productive senior scholars in social or cultural anthropology in the most prestigious departments nationally produce – at most – one or two single-authored articles per year on average. For those whose work articulates with creative fields, such as visual or museum anthropology, the expected and normal modes of scholarship may include public performances and exhibits. Thus, no single ranking of publication outlets, forms of productivity, or external funding is entirely appropriate or adequate to assess research productivity across all faculty. The standards of performance for the purposes of promotion and tenure in SHESC need to be flexible, permitting all faculty members to meet the norms for achievement in their own research areas while demonstrating excellence in scholarship and professional distinction. To this end, it is critical that junior faculty develop pre-tenure plans that are relevant to their own scholarly modes of inquiry, and can be assessed by criteria and standards of scholarly excellence appropriate to their field of study.

2. PROMOTION TO ASSOCIATE PROFESSOR

Promotion to Associate Professor is normally coupled with the award of tenure. However, an untenured Assistant Professor may be promoted, but not tenured. Likewise, an Associate Professor hired without tenure may be considered for tenure only. The criteria for promotion and tenure consider the realms of research, instruction and mentoring, and service as outlined below.

2.1 Research

It is expected that the candidate will have established him/herself as a credible research scholar with an emerging national profile through:

- The development of a coherent and sustained research program,
- Publication in peer-reviewed national and/or international journals and presses relevant to the candidate's areas of expertise and/or by other creative acts (e.g., museum exhibits, catalogs, major edited works), and
- Submission of grant proposal applications for external funding to establish and pursue a research program and/or creative activities.

An expected level of productivity could be publication of one to two scholarly publications/products per year (averaged over time in rank) along with obtaining adequate outside funding to support her/his research program. Peer-reviewed books, edited or co-edited volumes, chapters in books, and articles are all considered scholarly publications. Online publications count equally with print publications towards satisfying these criteria if they appear in recognized and professionally refereed on-line locations. Research products may include reports developed in formal association with government agencies, if these reports are available to the public.

Faculty working on interdisciplinary topics may be more likely than others to acquire research support from internal center grants or in-kind (in the form of shared equipment or internally-allocated research assistants or postdoctoral scholars), and they may be more likely than others to appear as senior personnel (rather than as Co-PIs) on proposals or to co-author publications and other scholarly work. SHESC values interdisciplinary scholarship and in the tenure process will take account of the distinctive qualities of interdisciplinary research support, collaboration, and publication.

Research conducted by some faculty will result in research products of significant intellectual accomplishment other than publications in national or international journals. Candidates with this form of research trajectory should include documentation explaining the nature of their research profile. Research products could include museum exhibits and catalogs, or major edited works.

Some scholarly publications/products may have very broad impacts as indicated by internal and external peer evaluations (such as a significant book published by a prestigious press); the requirement of one to two publications per year may be waived in these cases. Evidence of emerging national recognition for research in the form of reviews, citations, awards, external letters of assessment, and other forms can help demonstrate the candidate's level of recognition.

2.2 Instruction and Mentoring

It is also expected that the candidate be a competent instructor, as evidenced by:

- Adequate scores on teaching evaluations,
- Evaluation of teaching by a peer faculty member, and

- Submitted instructional materials (e.g., syllabi, assignments, web-based courses)

On the basis of student evaluations, peer reviews, awards, and participation in school and/or college or university activities related to teaching, the candidate must show clear effectiveness as a teacher in the classroom, in student advisement, in limited mentoring of graduate students' work and supervision of independent studies or internships, and in other forms of instruction involving students. Candidates whose record reflects difficulty in teaching must also be able to document steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred.

2.3 Service

Junior faculty are not encouraged to devote substantial time and energy to service activities, but are expected to provide limited service on School committees, and, if asked to serve, limited service on campus committees or governing bodies. Service is interpreted to include activities that contribute to the life of the School, the University, the Academy and the community defined broadly. Participation or leadership in professional organizations meets these criteria. Responsibilities to schools, institutes, centers, programs, and other such entities, within the university or outside, also meet these criteria. Service may be reflected in reports developed in formal association with government agencies, in the case of reports archived by the government. At least one form of professional service in addition to reviews of manuscripts or grant proposals is expected.

3. PROMOTION TO PROFESSOR

The rank of Professor is the highest attainable in the academy. Therefore, candidates for promotion to Professor should have achieved national and, ideally, international prominence in their scholarly career. The criteria for promotion consider the realms of research, instruction and mentoring, and service as outlined below.

3.1 Research.

Faculty who qualify for promotion to Professor must have an established research program with national or international impact including,

- 1 to 2 scholarly publications per year (on average) while an Associate Professor,
- Adequate external funding to support their research program while an Associate Professor,
- Significant work in progress, and
- The elements above should be in addition to those included in the portfolio submitted for promotion to Associate Professor.

Peer-reviewed books, edited or co-edited volumes, chapters in books, and articles are all considered scholarly publications. Online publications count equally with print publications towards satisfying these criteria if they appear in recognized and professionally refereed on-line locations.

Research conducted by some faculty will result in research products of significant intellectual accomplishment other than publications in national or international journals. Candidates with this form of research trajectory should include documentation explaining the nature of their research profile. Research products could include museum exhibits and catalogs, or major edited works.

Some scholarly publications/products may have very broad impacts as indicated by internal and external peer evaluations (such as a significant book published by a prestigious press); the requirement of one to two publications per year may be waived in these cases. Evidence of national or international recognition for research in the form of reviews, citations, awards, external letters of assessment, and other forms can help demonstrate the candidate's level of recognition.

3.2 Instruction and Mentoring.

In addition to being an effective classroom teacher and advisor (see 2.2 above), candidates for the rank of Professor should be successful graduate mentors, as indicated by a strong record of graduate student mentoring, graduate degree production and placement of graduates in academic or other professional positions. High quality graduate student training and research results from collaboration between faculty mentor(s) and graduate students, as junior colleagues. The mentoring provided by the candidate should include guidance regarding graduate student teaching responsibilities (e.g., writing exams, advising students) and research training (e.g., preparing competitive grant proposals, successful publications).

Finally, the candidate must be able to demonstrate that s/he has provided the kinds of post-degree mentoring required for the newly-minted MA or PhD to establish his/her career. To accomplish these tasks, the candidate must have substantial stature in the field, must know others with whom to put the students in contact, and in general be able to assist the students to find their way in the professional world.

3.3 Service.

Successful candidates for promotion to Professor will demonstrate active participation in the life of the School, the College, and the University by service on student, School, and/or college committees. They will show a record of participation in School activities, including attendance at meetings. Beyond the level of the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the School, the discipline, the University, and the community broadly-defined. Leadership in professional organizations does help meet these criteria.