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| **College** | **The College of Liberal Arts and Sciences** |
| **Unit** | **School of Life Sciences (SOLS)** |
| **Document** | **PROMOTION AND TENURE GUIDELINES** |

**Unit and college approval**

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**Provost office approval**

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

**PROMOTION AND TENURE GUIDELINES[[1]](#footnote-1)**

**School of Life Sciences**

**February 11, 2022**

**Criteria for Evaluating Scholarship**

A central measure of success for SOLS faculty members is excellence in scholarship through research, teaching, and service/outreach. We define scholarship as knowledge that is advanced through discovery, integration, application, and teaching. This range is fully manifest in SOLS, where a broad range of systems and processes are explored from the molecular to the global change level, and from scientific, historical, philosophical, ethical, and social perspectives. SOLS also creates and extends research-based knowledge that benefits the greater Phoenix area and Arizona, the nation, and the world. Thus, the faculty is actively engaged in the full spectrum of scholarly activities of fundamental, applied, or translational research, professional and community-engaged scholarship, leadership, service and outreach, and education. Faculty scholarship reflects a balance consistent with individual appointments and the context of the school’s mission and values. Evaluation of scholarship acknowledges this diversity and the range of scholarly activities it includes. The primary expectation is demonstrated excellence, growth in the quality and impact of scholarship over time, and superior intellectual attainment in the context of the individual's appointment responsibilities.

**SOLS Values in Support of Diversity, Equity, and Inclusion**

ASU is committed to maintaining and enhancing a collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved. Academic contributions of faculty members in research, teaching, and service or outreach that promote diversity, equity, and inclusion are valued in the consideration for promotion and tenure, and should be recognized, evaluated, and credited in the academic personnel process along with other achievements. In support of SOLS' values, candidates for promotion and tenure are encouraged to include a specific discussion of their contributions to and impact on diversity, equity, and inclusion in their application portfolio.

SOLS’s faculty leaders, and all faculty members, are encouraged to educate themselves about persistent biases that may impact research, teaching, and service/outreach, and should apply a nuanced perspective to evaluating candidates’ contributions with an awareness of these biases. Within the limits set by the provost, a candidate’s workload distribution should be aligned with the individual’s goals, giving appropriate credit for the work of mentoring students and educating colleagues in relation to diversity, equity, and inclusion, and allowing the candidate the opportunity to pursue scholarly activities that would meet or exceed the criteria for promotion and tenure.

**Teaching**

SOLS defines teaching broadly to include a range of instructional modalities both inside and outside of the classroom, as well as formal and informal mentorship of students.

Excellence in teaching entails the stimulation of creative and analytical thinking within and between disciplines, among students at all levels, to inspire students to learn in different ways. Demonstrated effectiveness in student-centered pedagogy is a primary consideration of teaching excellence, including advancing equitable access and outcomes for students of all backgrounds. Other aspects of importance include expertise and cogency in content delivery, availability to students, class organization, and curriculum development and improvement. Leadership in the development of educational or mentoring programs, advising, coordination of curriculum, and activities that enhance the learning and career development experiences of our students are additional, important indicators of teaching excellence.

Direct mentoring of students, postdoctoral scholars, faculty members, or other professionals inside or outside ASU is another important component of teaching. Mentoring may occur directly in the laboratory or field, and may also include formal and informal advising, active participation on thesis and dissertation committees, service on qualifying examination committees, involvement in student seminars, and participation in graduate groups and undergraduate major programs, among other activities. Effective mentoring should emphasize helping students and other members of our community learn and succeed as appropriate to their chosen research and career directions.

Student evaluations of teaching are assessed relative to other courses within SOLS of similar class modality, size, and technical level. Evaluations of teaching should use a holistic approach based on comprehensive portfolios documenting and assessing teaching contributions from the perspective of students and peers, and giving appropriate credit for student mentoring (including students from underrepresented or underserved groups) in the classroom, lab, and other contexts.

Quantitative measures of teaching loads follow the SOLS Teaching Guidelines for faculty members, and are evaluated in the context of the candidate’s workload commitments in consultation with the candidate’s faculty leader.

**Research**

Excellence in research or other creative work, and a commitment to a productive program of research, are requirements for all faculty members. Research is evaluated using both qualitative and quantitative standards. Expectations for research are evaluated in the context of ASU’s peer or aspirational peer institutions. Collaborative and multidisciplinary investigation is also an important aspect of research and is encouraged. However, each member of the faculty is expected to provide the intellectual leadership for a program of creative, original, and independent research contributions.

Factors that enter into the assessment of the quality of a body of research include intellectual creativity in setting research goals and objectives, application of appropriate research methodologies in conducting investigations that address those goals and objectives, and intellectual rigor in the interpretation and presentation of outcomes from research or other creative work. Research results or original work should be impactful as assessed by peers in the candidate’s research community, and should appear in peer-reviewed venues respected for rigorous standards in the candidate's research area.

Quality of research contributions should include scholarly work in the candidate’s research area, and could also include original contributions to improve access, diversity, and equitable outcomes in education, professional practice, or society. Examples of valued contributions to diversity, equity, and inclusion in research may include development and evaluation of inclusive research and training environments in the candidate’s field; leading or participating in a research group related to equity and inclusion; research on inequities in social outcomes of biological phenomena; and other such contributions.

A successful research program normally requires funding beyond the resources that the University can provide. In those cases, research and other original and creative work may be funded with extramural support from sources such as state and federal granting agencies, private companies, and foundations. The level of funding support should fit the needs of the research program; e.g., more financial support does not necessarily mean a better research program. The measure of success is the quality, quantity, and impact of the research and creative work, not the cost. It is expected that faculty members will work to obtain funding sufficient to support a vigorous program of research and other scholarship.

Quantitative measures of research productivity include regular dissemination of results and other creative work in peer-reviewed outlets, which is an essential responsibility of academic researchers. Quantitative measures of research productivity should be balanced against other contributions such as teaching and student mentoring, community engagement, and outreach activities based on the candidate’s workload commitments. Such activities cannot, however, substitute for demonstrated intellectual leadership, creativity, and productivity in research and creative work.

**Service and Outreach**

All tenure-track faculty members, regardless of appointment, have responsibilities for service and outreach. These responsibilities are met in different ways and take different forms at different career stages. Service to the institution may include active participation in the affairs of a center, SOLS, the College, and the University. Service may include professional activities such as active participation and leadership in professional societies, and on committees and initiatives at all levels; reviewing proposals or manuscripts, and other editorial roles; active participation in student groups; and personnel actions. Service and outreach responsibilities outside the university may also include service to governmental and community agencies and organizations, outreach to wider public audiences, community engagement around the candidate’s academic work, and other activities.

Contributions to furthering diversity, equity, and inclusion within ASU and beyond are also important, as measured through participation in such activities as recruitment, retention, and mentoring of underrepresented and underserved scholars and students; activities that benefit underserved communities; efforts to improve equity in traditional academic activities (e.g., seminars, publishing); and efforts to improve diversity, equity, and inclusion in the candidate’s institution or professional field, among other activities.

**Guidelines for Promotion to Associate Professor and Granting of Tenure**

Guidelines for promotion to Associate Professor and granting of tenure are as follows:

**Teaching**

Candidates should show evidence of effective teaching and mentoring of undergraduate and graduate students, postdoctoral researchers, and others. Evaluations should use a holistic approach based on comprehensive portfolios documenting and assessing teaching and mentoring contributions. Teaching and mentoring activities in support of diversity, equity, and inclusion are valued. Examples of teaching and mentoring excellence may include:

1. Involvement in course development and improvement;
2. Involvement and mentoring of undergraduates in research experiences;
3. Inclusive teaching and mentoring that improves the learning experience and academic outcomes for students, including underrepresented or underserved individuals;
4. Successful mentoring of students or postdoctoral researchers to develop as productive and creative professionals towards their career goals, as evidenced by, for example, advancement towards jobs or graduate school; scholarly presentations, publications, or patentable research; and student grants and awards;
5. Awards or other recognition related to teaching and mentoring;
6. Strong student and peer teaching evaluations, taking into consideration course modality, size, and technical level, and improvement over time.

**Research**

Candidates should demonstrate a substantial record of leadership in productive, original research and related scholarship that is indicative of future performance at a high level. Research and related scholarship in support of diversity, equity, and inclusion is valued. Examples of research excellence may include:

1. Publishing original research results in reputable, refereed venues;
2. Presenting research results in meetings, conferences, or other scholarly venues;
3. Demonstrating the intellectual leadership for a substantial, sustainable program of creative, original, and independent research contributions;
4. Funding at an appropriate level for scholarly success of the candidate and their research group;
5. Demonstration of an essential contribution in collaborative research;
6. Invitations to present original contributions at other institutions, agencies, or at professional meetings of peers within the candidate’s research community;
7. Developing use-inspired research products;
8. Research that contributes to the public good, including the benefit of underserved communities;
9. Awards or other recognition for excellence in research.

**Service and Outreach**

Candidates should present a meaningful record in service and/or outreach, which may include:

1. Contributing to the shared governance and promotion of the activities of the center, school, college, university, and/or professional community;
2. Serving on committees at the center, school, college, university, and national levels;
3. Participating in scholarly activities related to the candidate’s area of research, including reviewing research papers and grant proposals; serving in editorial roles; contributions to symposium and workshop organization; and other professional activities;
4. Community engagement;
5. Participating in activities to strengthen diversity, equity, and inclusion at the university, in the candidate’s professional community, or beyond.

**Additional considerations**

All tenure-track faculty members are eligible to apply for early tenure or tenure clock extensions, and candidates should feel comfortable requesting such modifications. Candidates should refer to the ASU Academic Affairs Manual ([ACD 506-03](https://www.asu.edu/aad/manuals/acd/acd506-03.html)) for details.

**Guidelines for Promotion to Full Professor**

Promotion to Full Professor will be based on the maintenance of excellent performance in research, teaching, and service/outreach, with an accelerated trajectory since promotion to Associate Professor. Guidelines for promotion to Full Professor are as follows:

**Teaching**

Candidates should show evidence of maintained excellence in teaching and mentoring of undergraduate and graduate students, postdoctoral researchers, and others. Evaluations should use a holistic approach based on comprehensive portfolios documenting and assessing teaching and mentoring contributions. Teaching and mentoring activities in support of diversity, equity, and inclusion are valued. A portfolio of teaching and mentoring excellence may include, as examples:

1. Involvement and leadership in inclusive teaching and mentoring that improves the learning experience and academic outcomes for students, including underrepresented or underserved individuals;
2. Pedagogical or curricular innovation, such as obtaining educational grants for students, curriculum improvement, or other innovative instructional activities;
3. Involvement and mentoring of undergraduates in research experiences;
4. Successful mentoring of students or postdoctoral researchers to develop as productive and creative professionals towards their career goals, as evidenced by, for example, advancement towards jobs or graduate school; scholarly presentations, publications, or patentable research; and student grants and awards;
5. Awards or other recognition related to teaching and mentoring;
6. Effective, and inspired teaching at all levels, as evidenced by strong student and peer teaching evaluations and other measures, taking into consideration course modality, size, and technical level.

**Research**

Candidates should demonstrate a record of excellence, leadership, and expansion of a productive and original research program. Research and related scholarship in support of diversity, equity, and inclusion are valued. A portfolio of research excellence may include, as examples:

1. A substantial and coherent body of original research or other scholarship that defines and/or significantly enriches one or more areas of the Life Sciences;
2. A substantial flow of publications and other research products in high-quality, refereed outlets;
3. Strong national or international recognition for excellence in research and related scholarship, including invited lectures, elected office, honors, awards, or other recognition;
4. Demonstrated leadership in collaborative research;
5. Demonstrated funding at an appropriate level for accelerated and sustained scholarly success of the candidate and their research group;
6. Leadership and impact in research that contributes to the public good, including the benefit of underserved communities

**Service and Outreach**

Candidates should show evidence of leadership in service and outreach to the school or center, university, national or international professional community, and the public. A portfolio of leadership in service and outreach activities may include, as examples:

1. Contributions and leadership toward the shared governance and promotion of the center, school, college, university, and/or professional community;
2. Substantial impact and outreach to connect research or related scholarship with the broader public, including for the benefit of underserved communities;
3. Actions and leadership to strengthen diversity, equity, and inclusion at the university, in the candidate’s professional community, and beyond;
4. Service to the candidate’s field, including serving as a publication editor, holding a position as officer in professional organization, or service on review panels and boards for international and/or national professional organizations;
5. Leadership roles in international and/or national professional societies, or other professional organizations.
1. The 2021 Promotion & Tenure Guidelines revision was developed by the SOLS faculty, with some text adopted from similar criteria developed by the [University of California](https://ucop.edu/academic-personnel-programs/_files/apm/apm-210.pdf) and [Oregon State University.](https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines) [↑](#footnote-ref-1)