Assistant to Associate Professor
These guidelines supplement the College of Public Service and Community Solutions guidelines on tenure and promotion and recognize the interdisciplinary nature of the School of Public Affairs and its programs. The contributions of individuals to the programs of the School vary in the kinds of publications and activities depending on their disciplinary backgrounds. These guidelines provide general expectations for tenure and promotion decisions and are not rigid requirements.

The Director, in consultation with the Personnel Committee, will incorporate in the annual review of each untenured faculty member an assessment of performance in terms of current university and peer institution standards for promotion and tenure.

Research
Individuals seeking tenure and promotion need to provide evidence of a strong and ongoing research agenda resulting in publication of articles and/or books. The number of publications will vary depending upon the type of publication. Quality and impact rather than quantity are the primary considerations in evaluating research publication productivity. Evidence of a continuing research agenda is essential. Research may be published either in journals and chapters or in books. Other forms of creative expression and other outlets for dissemination of research and creative work may be utilized if appropriate to the discipline of the individual faculty member. All publications will be considered in the tenure and promotion decision, but publication after joining the School faculty will be emphasized.

Quality Indicators:
Indicators of quality would include:

a. It is published mostly in top, selective, refereed journals in the individual's disciplinary field including broad-based, core journals in public administration, public policy, or urban affairs,\(^1\) or by academic or academically-oriented presses.

b. It makes original contributions to theory, empirical understanding, or methodology and generates cutting edge insights for the field.

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\(^1\) Each faculty member will develop, in consultation with the director and advice from the personnel committee, a list of journals that he or she will target for publication. The list will indicate the relative quality of journals and breadth of readership. The School expects and supports publication in higher quality journals and those with broader readership.
c. It has coherence and demonstrates substantial mastery of important research topics.

d. It leads to external funding.

e. It provides evidence of a promising trajectory of future publication and promotion.

f. There is evidence of impact on the field.

Impact Indicators

Indicators of impact would include:

a. The published work is sufficient in quantity and uses appropriate outlets to reach intended audiences.

b. Citations and other indicators that research is recognized by other scholars, affecting the work of other scholars, or is utilized by other scholars.

c. Evidence that the work is meaningful to other users; e.g., research contributions are applied in practice or provide the basis for training or technical assistance.

Authorship

Collaborative work is considered valuable in the School of Public Affairs. Thus, joint authorship is common. The relative weight of coauthored publications will be evaluated on an individual basis depending on the contribution of the authors. Solo or lead-authored publications will be given the most weight unless other conventions applies. The School also values publishing with students.

External Funding

Availability of external funding varies depending upon the specialty of the individual. Individuals specializing in areas where funding is available are expected to apply for external funding. The application for and receipt of external funding is an indicator of research effort. The weight of the contribution of the individual will be assessed in each case. Securing grants is not a requirement for promotion and tenure.

Conference Presentations

Presentation of papers at academic and professional conferences is an important indicator of recognition and involvement in the individual's disciplines. Thus, presentations at international, national, regional, and other conferences will be considered in evaluation for tenure and promotion.
Teaching
School of Public Affairs faculty are expected to be excellent teachers. Individuals seeking tenure and promotion are evaluated on their contributions in the classroom, mentoring students, serving on program of study, and dissertation committees. School policy prohibits assistant professors from serving as dissertation committee chairs.

Teaching quality will be evaluated in a number of ways, including student evaluations, peer/senior evaluation of teaching, curriculum materials, development of new courses, and teaching and mentoring awards. The School recognizes research indicating that women and racial and ethnic minorities are often disadvantaged in student evaluations of teaching and will consider that when using student evaluations.

Mentoring of students in independent study (readings and conference) and in research efforts are also important indicators of teaching quality.

Service
The School of Public Affairs expects faculty to engage in university, professional, and community service. At the same time, untenured faculty members are encouraged to limit their service commitments so as to focus on their research agendas. Service that leads to publication is considered most positively in the tenure and promotion decisions.

Collegiality
Collegiality is an important factor in any tenure and promotion decision. The candidate is expected to act as a responsible member of the School and College.

Promotion to Professor
Promotion to the rank of professor requires the candidate to demonstrate a national and international reputation in the field of public administration, public management, or public policy.

Research
National and international distinction is demonstrated through scholarly contributions that advance the state of knowledge in the field. This may be judged by highly influential research publications, significant effort and success with funded research, nominations for awards of practice or scholarship, and participation on expert panels and other forums. With respect to the influence of publications, professor candidates are expected to marshal evidence using not only standard metrics such as citations, citation indices (e.g. Hirsch factors) and journal impact factors but also narrative explanations of the importance of the candidates' most prominent publications. Issues addressed should include how the work had advanced theory, research, method, practice or pedagogy.

Teaching
Promotion to the rank of professor also requires demonstration of high quality teaching. Teaching performance at the undergraduate and Masters' level is characterized by a high level of classroom teaching competence, innovative course design and delivery, and demonstrated impact. The candidate should provide any available evidence of self-assessment of contributions not only to classroom teaching but also to mentoring and direction of theses and dissertations.
Service
Promotion to the rank of professor requires demonstrated leadership in public and academic service. Examples of such leadership include service to national and international associations, directions of conference panels or sections, holding office in an association, and membership on editorial boards of journal in the discipline. Public service may include providing advice to public agencies, business or nonprofit organizations, relevant media commentary, and various volunteer service activities.

*Vote taken at Faculty Assembly Meeting 10/7/2015 and addition of language for promotion to full professor approved unanimously

Promotion Criteria for Fixed-Term Faculty
(04/2016)
Research faculty, clinical faculty, and lecturers play an important role in the success of our academic programs, our centers, and the School. Promotion of faculty in these multi-year, fixed term appointments is warranted when achievements are tangibly demonstrated. Promotion recognizes a quality of work higher than that expected for renewal, and is based neither on promise nor longevity, but on demonstrated excellence.

It is expected that faculty who seek promotion from the entry level to the next rank have five years in rank, the majority of it at ASU. Promotion to the highest rank is dependent on evidence of a substantial and sustained record of excellent performance since the previous promotion.

The expectations for teaching excellence and the manner in which it is evaluated are the same for all clinical, lecturer, research faculty who also teach, and tenured, and tenure-eligible appointments. Assigned job responsibilities may vary considerably from candidate to candidate depending on the needs of the unit. Therefore, promotion criteria should be applied in the context of and as appropriate to the job description.

Lecturers
Lecturers who are appointed on multi-year contracts are eligible for promotion based on demonstrated excellence in teaching and service to the School, in accordance with the job description. The entry-level rank is Lecturer.

Promotion to the level of Senior Lecturer requires evidence of sustained excellence and leadership in teaching and related service.

Promotion to Principal Lecturer requires significant leadership and exceptional performance in teaching and related service within the field, including contributions to professional associations (including accrediting associations) or journals on teaching in public affairs.
Criteria for Clinical Faculty

Assistant to Associate Clinical Professor
In accordance with the job description, candidates for promotion from Assistant to Associate Clinical Professor must demonstrate excellence in day-to-day performance and expertise in all job performance responsibilities. This might include regular participation in scholarship/professional development, evidence of initiative, demonstrated leadership and managerial capability, and a commitment to service activities as well as teaching.

Associate Clinical Professor to Clinical Professor
The promotion from Associate Clinical to Clinical Professor is based on the requirements of the job, including significant leadership and exceptional performance and a distinguished and recognized record of contributions. Clinical Professors should have achieved national or international recognition through their scholarship, contributions or service to professional organizations, or similar activities.

Criteria for Research Faculty

Promotion to Associate Research Professor
In accordance with the duties specified in the job description, candidates for promotion to Associate Research Professor must demonstrate significant and substantial contributions to the research mission of the unit. This might include a record of contributions to research and scholarship through dissemination, publication and the conduct of research activities; contributions to successful grant proposals; and evidence of excellence in mentorship, teaching, or supervision of students or employees as part of the research enterprise.

Promotion to Research Professor
Promotion from Associate Research Professor to Research Professor is based on the job description and a demonstrable case for how the candidate’s leadership has enhanced the research mission of the unit in a substantial way. This might include a sustained record of scholarly initiative and contributions to the field, leading to nationally or internationally recognized scholarship or expertise; proficiency in the management of a research agenda or team; contributions in gaining external funding; and sustained excellence in mentorship, teaching, and supervision of students and employees in the research enterprise.

Vote taken at Faculty Assembly Meeting May 4, 2016 to approve addition of language for fixed term faculty approved unanimously