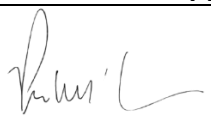
College/ **Independent Unit**	The College of Liberal Arts and Sciences
Academic Unit/ Department, if any**	The School of Human Evolution and Social Change
Choose document type (bylaws or criteria Document?): **Criteria for Promotion for Career Track Faculty and Academic Professionals**	
If bylaws, does it include criteria for promotion/continuing status/tenure?	
Please concisely list the ranks included in the criteria (if relevant). **Assistant, Associate and Full Research Professor** **Assistant, Associate and Full Clinical Professor** **Assistant, Associate and Full Teaching Professor** **Assistant, Associate and Full Academic Professional**	

Unit and college approval

Date of approval by the faculty and/or academic professionals	March 27, 2026
Date of review by the dean (or lead of independent unit)*	March 30, 2026

Provost office approval

	**Patricia Friedrich**	**July 16, 2026**
Signature	**Name**	**Date**

*Per ACD111-02, all colleges and academic units must have bylaws, approved by a majority of the unit faculty. With the consent of all college deans to which a unit reports, the faculty of the unit may choose to utilize the college's bylaws as their unit bylaws.

**Academic units are usually departments and schools, not research centers or programs. Academic units, in this context, have criteria for promotion which were approved by its faculty and/or academic professionals.

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SHESC Promotion Guidelines And Procedures – Career Track Faculty and Academic Professionals

SHESC Promotion Guidelines and Procedures – Research Faculty

Approved Fall 2013; Revisions approved 18 November 2022; 23 February 2024.

1. General Preamble

Research Faculty within SHESC are appointed at the ranks of Research Assistant Professor, Research Associate Professor, or Research Professor.

Research Faculty are fixed-term, non-tenure eligible, career track faculty members who are qualified to engage in, be responsible for, or oversee a significant area of scholarship (ACD 505-02). They may also serve as principal or co-principal investigators on grants or contracts administered by the University or take on other appropriate responsibilities.

1.1 Promotion in Rank

Research Assistant and Research Associate Professors are eligible for promotion in rank. Evaluation of individual achievement and productivity will be consistent with the candidate's relationship to and role within SHESC. Research faculty activities could include research, instruction and mentoring, and service, as appropriate and consistent with his or her expected role within the unit as formalized in the individual's Workload Distribution Plan or through existing Memoranda of Understanding with the SHESC Director.

2. Promotion To Research Associate Professor

Candidates for promotion to Research Associate Professor should have advanced in their scholarly career and provided significant contributions to the School, as appropriate and as consistent with the work plans. The criteria for promotion could include a combination of activities related to research, instruction and mentoring, and service as outlined below.

2.1 Research

It is expected that the candidate will have become established as a credible scholar with a national or 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 is publication of one to two scholarly publications/products per year (averaged over time in rank) along with obtaining adequate outside funding to support their 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 toward satisfying these criteria if they appear in recognized and professionally refereed online locations. Scholarly products may include reports developed in formal association with government agencies, if these reports are available to the public.

Research 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 and collaborative scholarship in the promotion process and will take account of the distinctive qualities of research support, collaboration, and publication.

Research conducted by some faculty will result in products of significant intellectual accomplishment other than publications in national or international journals. Candidates with this form of trajectory should include documentation explaining the nature of their research profile. Other scholarly and creative products that may count toward measuring research productivity 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. Reviews, citations, awards, external letters of assessment, and other forms of evidence can help demonstrate the candidate's level of national recognition.

2.2 Instruction and Mentoring

If the Assistant Research Professor consistently participates in instruction as part of their assigned duties, then they are assessed by the same instructional criteria for promotion according to the criteria below. This assessment will, however, take into account their workload allocations and stated work duties in weighting expectations.

Instruction includes developing and teaching regular in-person and/or online courses, providing experiential opportunities or enrolled students (e.g., field school, study abroad, or as research apprentices), and mentoring. Candidates for promotion to Research Associate Professor must demonstrate clear evidence of effectiveness at teaching and commitment to growth as an instructor. For promotion to Research Associate Professor, this effectiveness is expected in both formal teaching and in mentoring. Consistent efforts in instruction and mentoring to promote ASU's charter initiatives are considered in evaluations of teaching excellence.

Evidence of effectiveness should not be weighted primarily on formal teaching evaluations from students, but should be balanced across multiple lines of evidence. Examples of how effectiveness in formal teaching can be demonstrated include student evaluations of teaching, teaching recognitions/awards, and/or positive evaluation of instructional approaches and materials (e.g., external peer review of online platforms, peer review of classroom teaching).

Mentoring may take place at many levels, including undergraduate students, graduate students, post-doctoral fellows, and junior faculty, and in many places, including in the field or laboratory. Mentoring can include overseeing theses/dissertations, working on collaborative projects, or otherwise supporting students' professional growth. Effectiveness in mentoring can be demonstrated in many ways, and can include the subsequent professional success of mentees, such as advancing to graduate school or appropriate employment. Mentoring effectiveness can also be demonstrated by student awards or recognition, collaborative publications, or successful outreach activities. Supportive letters from mentees can be part of establishing a record of effective mentoring but are not sufficient in themselves to meet these criteria.

Commitment to growth as an instructor is demonstrated by consistency of effort to improve, diversity, and/or innovate one's instruction over time. Evidence of commitment to teaching can take many forms, including improving student evaluations over time, sequential peer reviews of teaching with responsive improvement over time, expanding and innovating modalities and approaches of instruction, and providing greater opportunities for students over time. Engagement with pedagogical training and support (e.g. workshops) is supportive to these criteria, but insufficient in itself to meet it.

Candidates whose record reflect periods of difficulty in effective teaching must document effort towards improvement. This can include steps they have taken to correct these problems, trainings and workshops, student evaluations, peer evaluations, and other means.

2.3 Service

Successful candidates for promotion to Research Associate Professor should demonstrate active participation in the life of the School, the College, and the University by service on student committees, and if asked to serve, limited service on 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.

3. PROMOTION TO RESEARCH PROFESSOR

Candidates for promotion to Research Professor should have achieved national and, ideally, international prominence in their scholarly career and provided significant contributions to the School, as appropriate and as consistent with the Workload Distribution Plan. The criteria for promotion consider activities related to research, instruction and mentoring, and service as appropriate and as outlined below.

3.1 Research.

Faculty who qualify for promotion to Research Professor must be an established scholar with national or international impact including,

- 1 to 2 scholarly publications/products per year (on average) while an Associate Research Professor,

- Adequate external funding to support their research program while an Associate Research Professor,
- Significant work in progress, and
- The elements above should be in addition to those included in the portfolio submitted for promotion to Associate Research 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 online locations.

Research conducted by some faculty will result in products of significant intellectual accomplishment other than publications in national or international journals. Candidates with this form of trajectory should include documentation explaining the nature of their research profile. Other scholarly and creative products that may count toward measuring research productivity 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.

If the Associate Research Professor has participated in instruction as part of their assigned duties, then they are assessed for promotion according to criteria below. This assessment will, however, take into account their work allocations and stated work duties in weighing expectations.

Instruction includes developing and teaching regular in-person and/or online courses, providing experiential opportunities for enrolled students (e.g. field school, study abroad, or as research apprentices), and mentoring. Candidates for promotion to Research Professor must demonstrate clear evidence of *excellence and impact* as an instructor in both formal teaching and in mentoring. Consistent efforts in instruction and mentoring to promote ASU's charter initiatives are considered in evaluations of teaching excellence.

Evidence of excellence and impact in instruction at this senior level expects competent teaching across multiple levels (e.g., undergraduate, graduate) and/or modalities (e.g., online, immersion, lab, field, study abroad). Adequate scores in teaching evaluations are required but do not demonstrate excellence in themselves. Materials that demonstrate sustained excellence in teaching can include teaching recognitions/awards, peer-reviewed publications related to instruction, instructional innovation, programmatic growth, and curricular leadership.

For promotion to Research Professor there should be a sustained record of supporting mentees and of substantial impacts related to that mentoring effort. Excellence in mentoring can be demonstrated in many ways, including the diversity of the career paths of mentees, subsequent professional success of mentees and/or notable product of collaboration with multiple mentees (e.g. mentee awards or

recognition, Ph.D. graduate and subsequent professional placements, contributions to ASU's charter initiatives, or collaborative research and publication). Supportive letters from mentees explaining how the mentor assisted in their subsequent success can be part of establishing a record of excellent mentoring but are not sufficient in themselves to meet these criteria.

3.3 Service.

Successful candidates for promotion to Research Professor should 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. Service and leadership in national or international professional organizations and activities does help meet these criteria.

4. PROMOTION REVIEW

4.1 Purpose.

The purpose of the promotion review is to ascertain whether an Research Assistant Professor or Research Associate Professor has met the criteria for promotion in SHESC.

4.2 Evaluation Procedures.

Information on the promotion review packet, evaluation criteria for promotion, procedures for evaluation inside SHESC, and the evaluation chain beyond SHESC is found in The College and Provost process guides and the ACD.

4.3 Promotion Committee

The Promotion Committee for Research Faculty will be comprised of all voting SHESC faculty at or above the rank for which the candidate is being considered. The Promotion Committee will be responsible for evaluating the candidate's application for promotion and will prepare a recommendation to support or deny the candidate's application. The committee will evaluate, respectively, all relevant information on the candidate's research, instruction and mentoring, and service, and will transmit the results of its deliberations in the form of a letter to the SHESC Director that includes the yes/no/abstain vote on the committee's recommendation that the promotion be granted or denied. Only those present for the committee's final deliberation may vote; no proxy voting is permitted.

SHESC PROMOTION GUIDELINES AND PROCEDURES – CLINICAL PROFESSORS

Approved by SHESC Faculty February 25, 2022, Revisions approved 18 November 2022; 23 February 2024.

1. INTRODUCTION

Clinical Professors are highly skilled and credentialed fixed-term, career track faculty members with assignments relevant to their expertise. They are variously involved with the School's instruction, research, and service (including administration). Examples of assigned duties in SHESC may include directing student training programs, leading administrative functions related to student success and faculty effectiveness, directing outreach activities, or directing laboratories. Each position has its own position title and written job description that identifies and weights duties.

Clinical Professors may be appointed at a rank of Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. The review process itself follows the timetable and procedures provided by the Provost's and/or The College's offices.

Specific job duties of Clinical Professors are established by the director in writing, and these are used as the basis for establishing effectiveness in position as relevant to promotion. If job duties (or percentages assigned to research, teaching, administration, etc.) change substantially while in rank, promotion evaluations will take this into account.

2. CLINICAL PROFESSORS RANKS OF APPOINTMENT

Assistant: Clinical Professors appointed at this entry-level rank must have earned an advanced degree or have acquired through professional experience a high level of the particular skills needed for a position. As they gain experience, they are expected to improve in position effectiveness, demonstrate growth and involvement in professional contributions, and establish a record of service.

Associate: Clinical Professors at associate rank must exceed the criteria for initial appointment at assistant rank, and demonstrate long-term sustained effectiveness. Clinical Faculty assignments are established by the Director. If they include instruction, research or service responsibilities, criteria for promotion to Associate are described below.

Professor: Clinical Professors to be appointed at Professor (Full) rank must exceed the criteria for initial appointment at associate rank and demonstrate long-term sustained effectiveness in their area of expertise. Clinical Faculty assignments are established by the Director. If they include instruction, research or service responsibilities, criteria for promotion to Full as described below.

3. GENERAL CRITERIA FOR PROMOTION OF CLINICAL PROFESSORS

The purpose of promotion is to recognize and reward a consistent record of impactful accomplishment and consistent excellence.

Excellence and accomplishment are achieved in the context of their job title and assigned duties. In SHESC, promotion in rank depends upon contributions to the mission and goals of the school.

After initial appointment in SHESC, each candidate for promotion will be judged primarily on the quality of performance in their assigned responsibilities consistent with the appropriate job description and on whether they meet the criteria for the next rank. Criteria for promotion to a higher rank will include sustained superior performance as well as the accumulation of the necessary experience and knowledge to fulfill the qualifications for each advanced rank. Documentation of progress toward promotion in SHESC may include items such as professional and peer recognition, contributions to externally funded projects, teaching evaluations (where appropriate to the position), awards, service in professional associations, and service within the academic community and professional or disciplinary contributions.

3.1 Promotion to Associate

Clinical Professors promoted to associate rank must have attained considerable expertise in the areas of competence required of their positions. The work outcomes to be evaluated and the weighting they are given is defined by the written job duties while at the Assistant rank.

3.1.a *Research*

If the candidate's workload assignment includes research responsibilities of near 40%, it is expected that the candidate will have become established as a credible scholar with a national or 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 is publication of one to two scholarly publications/products per year (averaged over time in rank) along with obtaining adequate outside funding to support their 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 toward satisfying these criteria if they appear in recognized and professionally refereed online locations. Scholarly products may include reports developed in formal association with government agencies, if these reports are available to the public.

Clinical 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 and collaborative scholarship in the promotion process and will take account of the distinctive qualities of research support, collaboration, and publication.

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

Some scholarly publications/products may have very broad impacts (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. Reviews, citations, awards, and other forms of evidence can help demonstrate the candidate's level of national recognition.

3.1.b Teaching

If the Clinical Assistant Professor consistently participates in instruction as part of their assigned duties, then they are assessed for promotion according to the criteria below. This assessment will, however, take into account their workload allocations and stated work duties in weighting expectations.

Instruction includes developing and teaching regular in-person and/or online courses, providing experiential opportunities for enrolled students (e.g., field school, study abroad, or as research apprentices), and mentoring. Candidate for promotion to Clinical Associate Professor must demonstrate clear evidence of effectiveness at teaching and *commitment to growth* as an instructor. For promotion to Clinical Associate Professor, this effectiveness is expected in both formal teaching and in mentoring. Consistent efforts in instruction and mentoring to promote ASU's charter initiatives are considered in evaluations of teaching excellence.

Evidence of effectiveness should not be weighted primarily on formal teaching evaluations from students, but should be balanced across multiple lines of evidence. Examples of how effectiveness in formal teaching can be demonstrated include student evaluations of teaching, teaching recognitions/awards, and/or positive evaluation of instructional approaches and materials (e.g., external peer review of online platforms, peer review of classroom teaching).

Mentoring may take place at many levels, including undergraduate students, graduate students, post-doctoral fellows, and junior faculty, and in many places, including in the field or laboratory. Mentoring can include overseeing theses/dissertations, working on collaborative projects, or otherwise supporting students' professional growth. Effectiveness in mentoring can be demonstrated in many ways, and can include the subsequent professional success of mentees, such as advancing to graduate school or appropriate employment. Mentoring effectiveness can also be demonstrated by student awards or recognition, collaborative publications, or successful outreach activities. Supportive letters from mentees can be part of establishing a record of effective mentoring but are not sufficient in themselves to meet these criteria.

Commitment to growth as an instructor is demonstrated by consistency of effort to improve, diversify, and/or innovate one's instruction over time. Evidence of commitment to teaching can take many forms, including improving student evaluations over time, sequential peer reviews of teaching with responsive improvement over time, expanding and innovating modalities and

approaches of instruction, and providing greater opportunities for students over time. Engagement with pedagogical training and support (e.g., workshops) is supportive to these criteria, but insufficient in itself to meet it.

Candidates whose record reflects periods of difficulty in effective teaching must document effort toward improvement. This can include steps they have taken to correct these problems, trainings and workshops, student evaluations, peer evaluations, and other means.

3.1.c Service

Successful candidates for promotion to Clinical Associate Professor should demonstrate active participation in the life of the School, the College, and the University by service on student committees, and if asked to serve, limited service on 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.

4.1 Promotion to Full

Clinical Professors promoted to full rank must have demonstrated a high level of effectiveness and should be considered leaders and experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interest (ACD 507-07). The work outcomes to be evaluated and the weighting they are given is defined by the written job duties while at the Associate rank.

There is no prescribed timeline for promotion to a higher rank and promotion does not occur automatically with the passage of time. Candidates should refer to current guidance from the Provost's office and The College regarding number of years at rank, and eligibility for promotion.

4.1.a Research

If the candidate's workload assignment includes research responsibilities of near 40%, in order to qualify for promotion to (Full) Clinical Professor, they must be an established scholar with national or international impact including:

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

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

Some scholarly publications/products may have very broad impacts (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, and other forms can help demonstrate the candidate's level of recognition.

4.1.b Teaching

If the Clinical Associate Professor has participated in instruction as part of their assigned duties, then they are assessed for promotion to Clinical Professor according to the criteria below. This assessment will, however, take into account their workload allocations and stated work duties in weighting expectations.

Instruction includes developing and teaching regular in-person and/or online courses, providing experiential opportunities for enrolled students (e.g. field school, study abroad, or as research apprentices), and mentoring. Candidates for promotion to Clinical Professor must demonstrate clear evidence of *excellence and impact* as an instructor in both formal teaching and in mentoring. Consistent efforts in instruction and mentoring to promote ASU's charter initiatives are considered in evaluations of teaching excellence.

Evidence of excellence and impact in instruction at this senior level expects competent teaching across multiple levels (e.g. undergraduate, graduate) and/or modalities (e.g., online, immersion, lab, field, study abroad). Adequate scores in teaching evaluations are required but do not demonstrate excellence in themselves. Materials that demonstrate sustained excellence in teaching can include teaching recognitions/awards, peer-reviewed publications related to instruction, instructional innovation, programmatic growth, and curricular leadership

For promotion to Clinical Professor there should be a sustained record of supporting mentees and of substantial impacts related to that mentoring effort. Excellence in mentoring can be demonstrated in many ways, including the diversity of career paths of mentees, subsequent professional success of mentees and/or notable products of collaboration with multiple mentees (e.g. mentee awards or recognition, PH.D. graduate and subsequent professional placements, contributions to ASU's charter initiatives, or collaborative research and publications). Supportive letters from mentees explaining how their mentor assisted in their subsequent success can be part of establishing a record of excellent mentoring but are not sufficient in themselves to meet these criteria.

4.1.c Service

Successful candidates for promotion to Clinical Professor should 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. Service and leadership in national or international professional organizations and activities does help meet these criteria.

5. APPLICATION FOR PROMOTION

The candidate is responsible for providing adequate information to the Promotion Committee within the time frame established by the School, College, and University. Because the nature of faculty positions may be quite different, the materials submitted may vary depending on the Clinical faculty member's role and responsibilities. The Provost's Office provides specific information on what information the promotion application should contain and the format in which it should be submitted (i.e., curriculum vitae, personal statement, etc.).

The Promotion Committee may request through the School Director additional materials from the candidate if deemed necessary. Generally, the application should include:

1) A copy of all written job descriptions while in rank, and the dates each were effective (if more than one).

2) Their position title, name of program or activities administered as part of work duties, approximate number and type of constituents served by these (e.g., students, community members, agencies, etc.), and the program's or activities' contribution to the School's and the University's mission.

3) Details of the candidate's specific role and responsibilities in the program or assigned activities.

4) Evidence of excellence relevant to the position description and assigned duties. If the duties include research or teaching, evidence can include those used to evaluate tenure-track faculty (research/teaching), taking into account relative weighting in the job description. Since administrative/service duties are manifested in multiple activities, demonstrations of excellence and leadership in administration/service/outreach can take many forms. These might include recognition through appointment to honorary professional leadership positions, awards or other external recognitions, successful program reviews, or increasing impact as demonstrated by innovations and numbers or groups of constituents served.

SHESC Promotion Guidelines and Procedures – Teaching Professors

APPROVED BY FACULTY VOTE, 09-04-2015; Revision approved 18 November 2022; 23 February 2024.

1. Introduction

Teaching Faculty are fixed-term, career-track faculty with responsibilities that may include teaching and service responsibilities, supervising supplemental kinds of student learning, professional development, and/or administrative duties related to teaching. (ACD 505-02).

Teaching Professors, Associate Teaching Professors and Assistant Teaching Professors were formerly called Principal Lecturers, Senior Lecturers and Lecturers.

2. Eligibility for Promotion

Assistant Teaching and Associate Teaching professors are eligible for promotion in rank. Evaluation of individual achievement and productivity will be consistent with the candidate's relationship to and role within SHESC. Teaching faculty activities and expected role within the unit are formalized in the individual's work plan, position description, or through existing Memoranda of Understanding with the SHESC Director.

At all levels, eligibility for promotion requires:

- An earned doctorate in the discipline taught (or appropriate terminal degree in those disciplines that do not award a doctorate).
- Continuous record of excellence in teaching and mentoring evidenced by positive peer reviews by senior faculty members, student evaluations demonstrating teaching effectiveness, and at least one other type of evidence, which may include regular or online curriculum development, participation in pedagogical workshops, undergraduate or graduate student mentoring, a record of student success, and/or the receipt of teaching awards.

2.1 Promotion from Assistant Teaching Professor to Associate Teaching Professor

In addition to the general eligibility criteria noted above, a successful candidate for promotion to Associate Teaching Professor will provide evidence for continuing and increasing responsibility within the unit for carrying out the unit's teaching mission; such evidence may include the following:

- Successful curriculum activity in developing new courses or programs, or redesigning existing courses.
- Service to the unit related to the delivery of high-quality instruction (e.g., curriculum committee service, peer mentoring for junior colleagues, multi-section course supervision).

To satisfy the eligibility criterion of a "continuous record of excellence," the candidate will have at least five years of college-level teaching experience as an Assistant Teaching Professor (or similar appointment elsewhere) with most of that experience at ASU.

The successful candidate will also demonstrate continued interest in teaching pedagogy and learning and/or the scholarship in one's disciplinary field. This may be demonstrated through evidence supporting two or more of the following:

- Participation in workshops, clinics, etc., that enhance the candidate's teaching.
- Attendance at two or more professional disciplinary and/or pedagogical meetings, with at least one presentation given during the previous three years.
- Two or more publications of a disciplinary and/or pedagogical nature.
- Increasing the candidate's use of new formats or technologies in instruction.
- Incorporating enhanced peer assessment resulting in improvement in the candidate's performance.
- Receipt of honors and awards connoting excellence in teaching.

3. PROMOTION FROM ASSOCIATE TEACHING PROFESSOR TO TEACHING PROFESSORS

In addition to the general eligibility criteria noted above, a successful candidate for promotion to Teaching Professor will provide evidence for continuing and increasing responsibility within the unit for carrying out the unit's teaching mission through the following:

- Leadership of portions of the unit's curriculum activity
- Continued development of new courses or programs or redesign existing courses.

Service related to the delivery of high-quality instruction and the scholarship of teaching in the unit (e.g., curriculum committee service, peer mentoring for junior colleagues, multi-section course supervision) and beyond the unit (e.g., The College or University curriculum committee; participation and presentations at college, institutional, or regional teaching development workshops; leadership roles in professional organizations)

To satisfy the eligibility criterion of a "continuous record of excellence," the candidate will have sufficient time in rank to demonstrate excellence with most of that experience at ASU.

The successful candidate will also demonstrate leadership in teaching through professional development and other activities related to keeping current with the discipline. This should be demonstrated through evidence supporting two or more of the following since promotion to Senior Lecturer or to Associate Teaching Professor:

- Key participation in the organization of workshops, clinics, etc., that enhance teaching at the institutional level or beyond.
- Attendance at two or more professional disciplinary and/or pedagogical meetings, with at least one presentation given during the previous three years.
- Two or more publications of a disciplinary and/or pedagogical nature with the candidate as one of the leading authors.
- Receipt of honors and awards connoting excellence in teaching.

4. PROMOTION REVIEW

4.1 Purpose.

The purpose of the promotion review is to ascertain whether an Assistant Teaching Professor or Associate Teaching Professor has met the criteria for promotion in SHESC.

4.2 Evaluation Procedures.

Information on the promotion review packet, evaluation criteria for promotion, procedures for evaluation inside SHESC, and the evaluation chain beyond SHESC is found in The College and Provost process guides and the ACD.

4.3 Promotion Committee

The Promotion Committee for Teaching faculty will be comprised of all voting SHESC faculty at or above the rank for which the candidate is being considered. The Promotion Committee will be responsible for evaluating the candidate's application for promotion and will prepare a recommendation to support or deny the candidate's application. The committee will evaluate, respectively, all relevant information on the candidate's research, instruction and mentoring, and service, and will transmit the results of its deliberations in the form of a letter to the SHESC Director that includes the yes/no/abstain vote on the committee's recommendation that promotion be granted or denied. Only those present for the committee's final deliberation may vote; no proxy votes are permitted.

SHESC Promotion Guidelines And Procedures – FIXED TERM Academic Professionals

Approved Fall 2013, Revision approved 18 November 2022; 23 February 2024

1. Introduction

Academic Professionals are variously involved with research, instruction, and administration. They support, maintain, and enhance academic and/or outreach programs in the school and may be employed in a wide range of job titles. Examples of Academic Professional positions in SHESC may include instructional innovation, directing academic student services, managing outreach programs, or managing projects or laboratories. Each position has its own title and job description that identifies and weights duties, but there are general categories of responsibility that are applicable to all positions as listed in ASU guidelines in the Academic Affairs Manual (ACD 505 and 507): Position Effectiveness, Professional Contributions, and Institutional, Professional, and Community Service.

Academic Professionals may be appointed at a rank of Assistant, Associate, or Senior (Full).

The review process itself follows the timetable and procedures provided by the Provost's and/or The College's offices.

Specific job duties of an Academic Professional are defined by the Director in writing and are used as the basis for establishing effectiveness in position as relevant to promotion. If job duties (or percentages assigned to research, teaching, and service) change substantially while in rank, promotion evaluations will take this into account.

2. Academic Professional Ranks of Appointment

Assistant: Academic Professionals appointed at this entry-level rank must meet the minimum qualifications for appointment as defined by SHESC. Ordinarily, academic professionals have earned an advanced degree or have acquired a high level of the particular skills needed for a position. As assistant academic professionals gain experience, they are expected to improve in position effectiveness, demonstrate growth and involvement in professional contributions, and establish a record of service.

Associate: Academic professionals appointed at associate rank must exceed the criteria for initial appointment at assistant rank and meet the criteria for appointment to the associate rank as defined by SHESC.

Full: Academic professionals appointed at full or senior rank must exceed the criteria for associate rank, have substantial professional experience, and meet the criteria for appointment to the full or senior rank as defined by SHESC.

3. General Criteria for Promotion of Academic Professionals

The purpose of promotion is to recognize and reward a consistent record of accomplishment. Academic professionals at ASU are promoted based on proven excellence in Position Effectiveness, Professional Contributions, and Institutional, Professional, and Community Service.

Excellence is achieved in the context of the program in which the academic professional works (ACD 507-07). In SHESC, promotion in rank depends upon contributions to the mission and goals of the School. The scheduling of all personnel procedures is subject to the "Schedule of ASU Academic Personnel Actions" disseminated each year by the Office of the Provost and The College.

After initial appointment in SHESC, each candidate for promotion will be judged primarily on the quality of performance in their assigned responsibilities consistent with the appropriate job description and on whether they meet the criteria for the next rank. Criteria for promotion to a higher rank will include sustained superior performance as well as the accumulation of the necessary experience and knowledge to fulfill the qualifications for each advanced rank. Documentation of progress toward promotion in SHESC may include items such as professional and peer recognition, contributions to externally funded projects, teaching evaluations (where appropriate to the position), awards, service in professional associations, and service within the academic community and professional or disciplinary contributions.

Promotion occurs in sequence: from assistant to associate and from associate to full.

Promotion to Associate

Academic Professionals promoted to associate rank must have attained considerable expertise in the areas of competence required of their positions. Associate academic professionals must demonstrate excellence in position effectiveness, continued professional contributions, and growth and involvement in University and community service (ACD 507-07). The work outcomes to be evaluated and the weighting they are given is defined by the written job duties while at the Assistant rank.

Promotion to Full

Academic professionals promoted to full rank must have demonstrated a high level of effectiveness and should be considered leaders and experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interest (ACD 507-07). The work outcomes to be evaluated and the weighting they are given is defined by the written job duties while at the Associate rank.

There is no prescribed timeline for promotion to a higher rank and promotion does not occur automatically with the passage of time. The candidate will have sufficient time in rank to demonstrate excellence.

4. APPLICATION FOR PROMOTION

The candidate is responsible for providing adequate information to the Promotion Committee within the time frame established by the School, College, and University. Because the nature of academic professional positions may be quite different, the materials submitted may vary depending on the academic professional's role and responsibilities. The Provost's Office provides specific information on what information the promotion application should contain and the format in which it should be submitted (i.e., curriculum vitae, personal statement, etc.). The Promotion

Committee may request through the School Director additional materials from the candidate if deemed necessary. Generally, the application should also include:

1) A copy of all written job descriptions while in rank, and the dates each were effective (if more than one).

1) The candidate's position title, name of program or activities administered as part of work duties, approximate number and type of constituents served by these (e.g., students, community members, agencies, etc.), and the program's or activities' contribution to the School's and the University's mission.
2) Details of the candidate's specific role and responsibilities in the program or assigned activities.
3) Evidence of excellence relevant to the position description and assigned duties.

If the duties include research or teaching, evidence can include those used to evaluate tenure-track faculty (research/teaching) or instructional faculty (teaching), taking into account relative weighting in the job description. Since administrative/service duties are manifested in multiple activities, demonstrations of excellence and leadership in administration/service/outreach can take many forms. These might include recognition through appointment to honorary professional leadership positions, awards, invited lectures, or other external recognitions, successful program reviews, or increasing impact as demonstrated by innovations and numbers or groups of constituents served.

4.1 Promotion Committee

The Promotion Committee for Fixed Term Academic Professionals will be comprised of all voting SHESC faculty at or above the rank for which the candidate is being considered. The Promotion Committee will be responsible for evaluating the candidate's application for promotion and will prepare a recommendation to support or deny the candidate's application. The committee will evaluate, respectively, all relevant information on the candidate's research, instruction and mentoring, and service, and will transmit the results of its deliberations in the form of a letter to the SHESC Director that includes the yes/no/abstain vote on the committee's recommendation that promotion be supported or denied. Only those present for the committee's final deliberation may vote; no proxy votes are permitted.