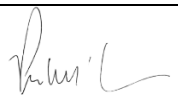
College/ Independent Unit	Mary Lou Fulton College for Teaching and Learning Innovation (MLFC)
Academic Unit/ Department, if any**	Division for Advancing Educator Preparation (DEP) Division for Advancing Education Policy, Practice, and Leadership (DPPL)
Choose document type (bylaws or criteria Document?): Promotion Criteria	
If bylaws, does it include criteria for promotion/continuing status/tenure?	
Please concisely list the ranks included in the criteria (if relevant). Tenured/Tenure Track Career-Track [Clinical faculty, Teaching Faculty, Research Faculty, Instructors]	

Unit and college approval

Date of approval by the faculty and/or academic professionals	May 1, 2025
Date of review by the dean (or lead of independent unit)*	May 20, 2025

Provost office approval

	**Patricia Friedrich**	**October 14, 2025**
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.

Table of Contents

Preamble

This document provides an overview of Mary Lou Fulton College for Teaching and Learning Innovation (MLFC, hereafter referred to as the college) Promotion Criteria and procedures, as situated within the college's standards in terms of scholarship, teaching, and service, that are to inform tenured/tenure-eligible (TTE) and career track (CT) faculty member decisions, as well as academic professionals, on reappointment, promotion, and/or tenure. Specific appraisals relative to reappointment, promotion, and/or tenure should also occur within a more general context of continuing annual performance evaluations aimed at improving faculty members'and academic professionals' performance over time. All TTE and CT faculty members and academic professionals should also maintain regular communication with vice deans concerning their goals and aspirations as per these Promotion Criteria, procedures, and standards as appropriate to TTE and CT faculty members'positions and job descriptions.

1.0 Purpose

These Promotion Criteria represent the college's policies and procedures for recommendations regarding continued probation, promotion, tenure, sabbatical proposals, and annual performance evaluations while serving both formative and summative purposes:

- to assess faculty members' progress through the academic ranks, and
- to provide feedback to faculty members throughout evaluation procedures.

Over their careers, faculty members are expected to demonstrate excellence in scholarship, teaching, and service, as appropriate to their job description. Academic professionals are expected to demonstrate excellence through position effectiveness, professional contributions, and institutional, professional, or community service.

In general, faculty members seeking promotion are expected to meet the Promotion Criteria currently in place when their case goes forward unless there are circumstances that qualify that another expectation should be met (e.g., the Promotion Criteria changed appreciably in the college, or the faculty member was moved from one college to another in which expectations were substantively different). In such cases, differences should be discussed by the vice dean and the candidate.

The responsibilities of tenured/tenure-eligible (TTE) faculty members are determined by their annual goals and their annual workload plans in consultation with their vice deans. Career track (CT) faculty are expected to meet the same qualities of teaching and (where appropriate) service described in these Promotion Criteria. However, the quantity of teaching and service may vary according to individual annual workload assignments. Responsibilities for academic professionals depend on their assigned jobs and the general categories of responsibility that are applicable to academic professional positions and their job-based foundations for promotion evaluations.

See also: ACD 505–02: Faculty Membership, Appointment Categories, Ranks, and Titles; ACD

505–03: Academic Professional Status, Ranks, Titles, and Appointment Categories

Arizona Board of Regents (ABOR) Policy Manual

The Arizona Board of Regents (ABOR) Policy Manual constitutes the complete and official body of policies for the governance and operation of the ASU System and takes precedence over the Academic Affairs Manual (ACD) and these Promotion Criteria.

2.0 Definitions

2.1 Faculty

According to the Academic Affairs Manual (ACD), members of the faculty include all (ABOR) employees involved in scholarship, teaching, or service whose notice of appointment designates a faculty position. The ACD provides information for ASU faculty members and academic professionals and their administrators on academic organizations, governance, personnel, and programs. ACD information applies directly to faculty members, faculty members with administrative appointments, academic professionals, and academic professionals with administrative appointments.

As per the ACD, faculty members include TTE faculty members and CT faculty members who have promotion pathways and are promoted based on excellence in their specific areas of assignment. These faculty members include (1) clinical faculty members (i.e., clinical assistant, associate, and full professors), (2) research faculty members (i.e., research assistant, associate, and full professors), (3) teaching faculty members (i.e., teaching assistant, associate, and full professors), (4) professors of practice (i.e., assistant, associate, and full professors of practice), and (5) instructors (instructor, senior instructor, principal instructor). All of these faculty groups are referred to hereafter as faculty members or faculty unless otherwise specified. While ACD does provide ranks for professors of practice, in reality, we only hire this group of faculty at the highest/full rank, so they don't have further promotion processes

Academic professionals defined include employees officially designated as professionals (e.g., non-classified librarians or researchers who are involved with teaching, scholarship, administration, and/or service). The specific evaluation processes and criteria for academic professionals vary by position and unit and should be documented for each academic professional in their personnel records as aligned with ACD 507-08.

If these Promotion Criteria are unclear or silent on matters that pertain to policies and procedures, faculty members and academic professionals should defer to ACD as ACD takes precedence over the college's Promotion Criteria.

See also ACD 002: Definitions for all commonly used terms and definitions.

2.2 Standards

2.2.1 Scholarship

2.2.1.1 Guiding Principles

Scholarship in the college reflects the range of theoretical perspectives, disciplinary, and interdisciplinary backgrounds, interests, and contributions of faculty members of the college and is broadly defined. Indicators of excellence, impact, and academic leadership should be appropriate to the faculty member's area of inquiry.

All TTE faculty members are expected to develop and maintain active, sustained, and reasonably focused scholarship programs. TTE faculty members are expected to demonstrate scholarly productivity through high-quality contributions and share their scholarship with wider academic, educational, and professional communities. In any collaborative work, the scholarly effort of the individual being evaluated must be articulated. In addition, TTE faculty members are expected to contribute to strengthening the connections between their research agendas with their teaching and service activities/portfolios. CT faculty whose position description includes an expectation of scholarship are subject to participating in and/or contributing to the area of scholarship.

Scholars in education pursue various aims across a variety of scholarly and other communities (e.g., local, regional, national, and international). For example, scholarly contributions may be empirical, conceptual, methodological, pedagogical, and/or theoretical. Scholars can foster connections among existing knowledge bases within and/or across disciplines to provide new understandings and insights. Scholars can also engage in reflective action and leadership that applies current knowledge to address significant problems in the field, or critically examine teaching and learning to facilitate innovative and effective educational practices. Scholars in education should seek, when appropriate, to align their scholarship with the ASU Charter and ASU's Design Aspirations as a way to contribute to needed insights into key educational issues.

TTE faculty portfolios should contain a range of published scholarly contributions that evidence excellence, impact (e.g., article-level-metrics, journal-level metrics, external citations, reviews, awards/distinctions), and academic leadership and collaboration, examples which include but are not limited to:

- refereed journal articles
- non-refereed journal articles
- books (authored, co-authored, edited)
- chapters in books
- non-refereed publications
- non-journal publications
- published conference proceedings

Examples of *not yet published scholarly contributions* include the above in press, under review, or in progress. Please note that during promotion/tenure reviews, peer-reviewed scholarly publications are preferred both internally and externally.

Examples of other scholarly contributions include but are not limited to:

- funded grants
- unfunded grants
- conference presentations (e.g., national, international, regional, local)
- professional workshops (e.g., national, international, regional, local)
- public intellectualism (e.g., blogs, op-eds, apps, social media posts, editorials)

While the college acknowledges that historically listing the total number of peer-reviewed publications one might reach before promotion with tenure might serve as a helpful reference or guideline, the college concedes that such numbers are arbitrary and often yield oversimplified indicators of scholarly productivity, especially when considering how such numbers may not apply to or generalize across the academic work in which the college's TTE faculty are engaged. Given the wide range of scholarship across faculty members' portfolios that the college encourages and expects, it is difficult to specify the exact quantity of scholarship contributions necessary for a TTE faculty member to be granted tenure and promotion. Accordingly, the college encourages TTE faculty to publish articles in peer-reviewed journals commensurate with what might be expected in their particular areas of (inter)disciplinary work, and detail why publications in such venues fit with the ASU Charter and ASU's Design Aspirations and maintain what might be deemed as a solid trajectory in such scholarly products over time.

2.2.1.2 Academic Leadership in Scholarship

TTE faculty members within the college are expected to be educational leaders who influence their colleagues and programs in significant scholarly ways. Such activities should be aimed at influencing and advancing the college's mission, the educational community, and ASU charter and design aspirations. CT faculty whose position description includes an expectation of academic leadership in scholarship are subject to participating in and/or contributing to the area of academic leadership in scholarship.

The college recognizes that many larger projects can and often should reach different audiences, including peers and relevant professional and local communities. When it advances a scholarly agenda's impact in an applied setting, a connected series of publications along with educational media that reaches different audiences can often be of higher value than refereed journal articles alone and are to be evaluated as a collection when the TTE faculty member indicates it is appropriate. Examples of academic leadership in scholarship include but are not limited to:

- initiating an individual or collaborative successful research endeavor locally, nationally, or internationally
- initiating collaborative publications such as books or a special issue that lead to published research
- engaging in reviews of the literature that illuminate persistent issues in education and policy
- engaging in action research projects in school in collaboration with teachers and prospective teachers
- engaging in research studies in collaboration with school boards or policymakers
- demonstrated social or other types of impact such as the development of standards and technologies or giving voice to the struggles of disadvantaged communities
- demonstrated leadership in research or scholarly professional organizations related to the

support and improvement of education research

See also: ACD 202–01: Faculty Responsibilities; ACD 506–05: Faculty Promotion; ACD 507-05, "Academic Professional Probationary Appointments"; ACD 507-06, "Continuing Appointment for Academic Professionals"; ACD 507-07, "Academic Professional Promotion"

2.2.2 Teaching

2.2.2.1 Guiding Principles

Excellence in teaching and student advising are important aspects of faculty performance, especially at the college. All college students deserve to experience a diversity of effective teaching styles. So as a matter of primary professional principle, all college faculty should be reflective about their teaching and skillful at improving it. Effective and scholarly teaching is also directly linked to productive scholarship since it will entail a grasp of large bodies of historical and contemporary knowledge, relating these to practical concerns and instilling all students with the scholarly attitudes appropriate to their professions. Another aspect of teaching, which does not relate solely to enrolled students, but which is an important function nonetheless, is the persuasive interpretation of one's area of expertise to a larger professional audience and/or the public at large. In this sense, faculty are encouraged to find and explain synergies among their teaching and service, and if applicable, scholarship endeavors.

The college values challenging education programs through which faculty prepare successful and highly qualified education professionals interested in the advanced study of and research in education. To accomplish these goals, faculty are expected to be committed to engaging in excellent teaching that is collaborative, innovative, and relevant to the educational challenges of the 21st century. Faculty should seek to align their teaching with the ASU Charter and ASU's Design Aspirations as a way to contribute to learning about key issues in education and inclusive excellence.

Indicators of teaching effectiveness include:

- Courses taught, semesters taught
- Student evaluation data (e.g., means for all classes with three or more students enrolled and responding [i.e., $n \geq 3$])
- Peer evaluations
- Curriculum/Course leadership and development
- Mentoring activities (undergraduate, graduate)

However, these data alone are not sufficient to establish excellence in teaching. Faculty members must provide other indicators that illuminate the activities associated with teaching excellence. These other indicators include but are not limited to:

- Classroom teaching including teaching honors and awards
- Objective peer evaluations of teaching
- Scholarship with a focus on pedagogy
- Mentoring and advising students including mentoring honors/awards
- Directing student research, independent studies, theses, and dissertations
- Evidence of student career success related to the faculty member's mentoring

- Participating in curriculum, course, and program development
- Instructional design and technology integration
- Participating in or facilitating workshops on learning outcome assessment or similar topics
- Participating in extended education and online learning
- Instructional or pedagogical innovations appropriate to the division/college
- Assignments related to teaching (e.g., program coordination, course coordination)
- Professional experience or clinical supervision
- Other teaching activities in the interest of the college/university as legitimate partial equivalents of class instruction given the demands upon a faculty member's time

Evidence of quality in teaching should not include student comments on evaluations.

See also ACD 202-01: Faculty Responsibilities

2.2.2.2 Academic Leadership in Teaching

College faculty members are encouraged to make substantive contributions to teaching via academic leadership, teaching innovations, and instructional initiatives. Academic leadership occurs beyond the purview of a faculty member's assigned roles and responsibilities, and academic leadership in teaching can occur at institutional, professional, and community levels. Examples of academic leadership in teaching include but are not limited to:

- Development and delivery of local, state, regional, national, or international professional development workshops on teaching
- Demonstrated leadership in professional organizations related to the improvement of teaching and instruction
- Application, receipt, implementation, and/or analysis of external teaching-related grants
- Evidenced adoption and external recognition of new teaching paradigms, frameworks, and/or innovative approaches
- Development of new undergraduate, graduate, and/or certificate programs
- Program coordination, course coordination
- Developmental grants (e.g., sponsored projects related to teaching, professional development)
- Contributions to the scholarship of teaching via action or applied research

See also ACD 305–08: Academic Advisement; ACD 202–01: Faculty Responsibilities; ACD 304–09 - Evaluation of Teaching; ACD 304– 10 - Course Syllabus; ACD 305–08 - Academic Advisement; ACD 506–05 - Faculty Promotion

2.2.3 Service

2.2.3.1 Guiding Principles

Service requires active participation and special expertise of MFLTC faculty members (except instructors) for its operation and continued development. In the college, all faculty members whose position description includes an expectation of service should demonstrate service of high quality and high impact and serve in a wide range of activities that provide service to education

and other professions.

Service may be demonstrated in three areas:

- Institutional (university, college, division)
- Professional (local, national and/or international)
- Community (local, national and/or international)

The college encourages faculty members to maintain an appropriate balance between service to the college and university and service that reflects special contributions to the broader profession and community. Faculty members are encouraged to be strategic in their selection of service by connecting service goals to scholarly activities or teaching as well, and they should be certain to demonstrate the quality of service associated with special contributions and leadership roles they exercise in fulfilling their service endeavors. Faculty members, in consultation with vice deans, may wish to emphasize different types of service at different points in their careers.

Service may be of two types:

1. That which is associated with the standard requirements of good citizenship as this type of service helps to accomplish and meet the basic obligations of the ongoing important work of the college, campus, and university. These service endeavors are essential to the vitality of the college as they extend professional knowledge that results in the improvement of professional practice. Further, they contribute substantially to the college's local, national, and international reputation and influence. Service to the college, therefore, is an expectation of all faculty members to ensure the continued effective functioning of the college.
2. That which is associated with special contributions based on faculty members' expertise or scholarship that may be provided within the college, campus, and university, but also more widely at the levels of the profession and community. Service as a special contribution is often selected by faculty members because they are committed to the values of the endeavor or because they have been invited or requested to provide their particular expertise to an endeavor. Although these endeavors are sometimes within the university, they more typically arise in broader professional or community contexts.

Service activities and endeavors may include but are not limited to:

- division, college, and university service
- journal editorships
- serving on review panels
- serving as a reviewer for journals
- officers in professional organizations
- consultants to schools and school districts
- consultants to external organizations and agencies

The quality and impact of service rendered are more important than the quantity of service. In addition, the level of activity and time commitment of the service rendered, as well as the products created and the influence of the service rendered, provide further evidence of the quality of service. Accomplishment and significance of the service rendered are what are most valued in judging the quality of service for the various levels of personnel review. While meaningful service may be strategic to faculty members' interests, teaching, and/or scholarly

agendas, service must be in support of the general good rather than private or commercial interests. Faculty should also seek to align their service activities with the ASU Charter and ASU's Design Aspirations as a way to contribute to needed action in education including activities that contribute to aspects of inclusive excellence.

2.2.3.2 Academic Leadership in Service

College faculty (except instructors) are expected to provide leadership in service. Academic leadership in service involves activities such as tenured faculty mentoring tenure-eligible faculty in matters of scholarship, teaching, and service; serving as editor or as an editorial board member for a research journal; serving as a consultant in writing legislative proposals to develop or change policies that directly affect education; etc. Example contributions that may demonstrate leadership in service in the college include but are not limited to leadership in:

- activities through committees, work groups, and so forth at the division, college, campus, and university levels, including efforts leading to the recognition of the college's programs
- schools and other educational agencies and organizations
- service that demonstrates a commitment to inclusive excellence
- service in local, national, and international professional associations

Evidence for service quality may include, but is not limited to:

- Culminations or products with the persons' contributions clearly delineated
- Letters of appointment to leadership positions
- Letters from committee leaders, vice deans, deans, or knowledgeable others that describe specific service contributions
- Notice of awards or recognition for service

See also: ACD 202–01: Faculty Responsibilities; ACD 305–11 - Commencement; ACD 506–05 - Faculty Promotion; ACD 510–01 - Notification of Consulting or Other Outside Business Activities or Arrangements for Faculty and Academic Professionals

3.0 Evaluation

Detailed in this section are the procedures for each personnel action in the college for faculty members with appointments of 50% full-time equivalent (FTE) or greater. Again, academic professionals are evaluated by their unit supervisors. The specific evaluation processes and criteria for academic professionals vary by position and unit and should be documented for each academic professional in their personnel records.

3.1 Annual Goals

On or before December 31st every year, faculty members must recommend to their vice dean annual goals for the coming year. Recommended goals should be appropriate to the terms of the faculty member's annual workload assignment and aligned with the college's Promotion Criteria.

The recommended annual goals must include goals in scholarship, teaching, and service (as

appropriate to the job description and as aligned with the corresponding definitions and sections above), as well as suggested indicators of success for each stated goal. Vice deans have the final authority on determining acceptable goals, and the vice dean's approval of annual goals is based on the degree to which faculty members' proposed goals align with the Promotion Criteria and reflect the allocation of effort that is in alignment with division and college goals. Faculty members are encouraged to work closely with their vice dean on setting goals, but the vice dean has the ultimate responsibility of determining those goals. Once approved, the vice dean will sign the faculty member's goals, keep them on file, and share the signed document with the faculty member for use during the annual evaluation. Faculty are responsible for keeping a copy of these goals.

Faculty members must indicate how they addressed their goals at the end of every year as part of their annual performance evaluation (see Section 2.2).

See also ACD 506-10: Annual Evaluations of Faculty

3.2 Annual Performance Evaluation

In compliance with ABOR and ASU's ACD procedures, on or before the last Friday of January, faculty members must submit their portfolio materials for their annual performance evaluation of the previous year via ASU Vita (Interfolio/APARS). A designated academic staff member will distribute these materials to the appropriate Personnel Evaluation Committees (PECs), whether the TTE PEC or CT PEC. Portfolios are to contain: Annual goals approved and signed for the year under review,

- A workload report according to ACD 301 (faculty workloads will be addressed in conjunction with the annual review process between individual faculty members and administrator(s) of their unit(s) and will be confirmed in writing by the administrator(s) of the academic unit(s)),
- Vice dean evaluations (as available) from up to two years prior,
- An ASU Vitae (Interfolio) Annotated Vitae Supplement (AVS), a personal statement highlighting achievements, for the annual review year only, according to faculty members' appointments.
- Student evaluations of teaching

Faculty in leadership positions should follow the same general guidelines as all faculty when preparing their personal statements. They should explain their general role in their personal statement, workload form, and AVS. In their personal statement, they can articulate their leadership contributions in the context of leadership in teaching or leadership in service, as appropriate.

Members of the appropriate PECs review and evaluate portfolios according to faculty members' position descriptions and expectations. Thereafter, PEC members forward their assessments, including ratings, and collegial notes (if applicable) to the vice deans for review. The vice deans then evaluate the assessments advanced by the PECs and assign ratings for scholarship, teaching, service, and overall performance.

Copies of the assessments, ratings, and collegial notes from the PECs and the vice dean are filed

and forwarded to the faculty members after the review and assessment procedure is complete.

Note that the accumulation of each year's annual performance review is not a guarantee of a favorable or adverse tenure and/or promotion decision. While annual performance evaluations address a specific period of performance, promotion and tenure decisions are more comprehensive, considering a faculty member's entire career. Promotion and tenure evaluations also include evaluations by external reviewers that are both retrospective and prospective.

See also ACD 301: Faculty/academic professional workloads; ACD 506–01: Preamble for Promotion and Tenure; ACD 506–04: Tenure; ACD 506–05: Promotion

3.2.1 Evaluation Criteria and Indicators for Scholarship

Scholarship is evaluated on a 5-point numerical scale as follows:

5 – Responsibilities of the position exceeded in a sustained and outstanding manner.

To attain a rating of 5, the faculty member would have had ratings of 4 (or 5) for each of the past two years and the rating for this year must be sufficient to warrant a rating of 5. An exceptional record of accomplishments that reflects impact, influence, or contribution to the field would have included, but not be limited to, published works, including refereed research and/or professional articles, books, book chapters, textbooks, monographs, funded and unfunded grants, refereed conference presentations (possibly with published proceedings and/or abstracts), and/or other scholarly works and leadership, such as editorships for a refereed journal and a record of involvement in policy development, and/or change. A positive scholarly trajectory would be clearly evident (e.g., a scholarly concept map may help describe current and future work, explain synergies between scholarship, teaching, and service, and illustrate how these align with ASU Charter and ASU's Design Aspirations). Finally, the attainments for the year should have been consistent with the stated and agreed-upon goals for the period.

4 – Responsibilities of the position exceeded.

To attain a rating of 4, the faculty member would have demonstrated considerable attainments. An excellent record of accomplishments that reflects impact, influence, or contribution to the field would have included, but not be limited to, published works, including refereed research and/or professional articles, books, book chapters, textbooks, monographs, funded and unfunded grants, refereed conference presentations (possibly with published proceedings and/or abstracts), and/or other scholarly works and leadership, such as editorships for a refereed journal and a record of involvement in policy development, and/or change. Convincing evidence of scholarly trajectory would also have been provided. Finally, the attainments for the year should have been consistent with the stated and agreed-upon goals for the period.

3 - Responsibilities of the position fulfilled.

To attain a rating of 3, the faculty member would have demonstrated clear attainments. An acceptable record of accomplishments that reflects impact, influence, or contribution to the field would have included, but not be limited to, published works, including refereed research and/or professional articles, books, book chapters, textbooks, monographs, funded and unfunded grants, refereed conference presentations (possibly with published proceedings and/or abstracts), and/or other

scholarly works and leadership, such as editorships for a refereed journal and a record of involvement in policy development, and/or change. Convincing evidence of scholarly trajectory would also have been provided. Finally, the attainments for the year should have been consistent with the stated and agreed-upon goals for the period.

2 - Responsibilities of the position marginally fulfilled.

To attain a rating of 2, the faculty member would report a modest record of published works that reflects impact, influence, or contribution to the field that includes refereed research and/or professional articles; books, book chapters, textbooks, monographs, funded and unfunded grants, refereed conference presentations (possibly with published proceedings and/or abstracts), and/or other scholarly works and leadership, such as editorships for a refereed journal and a record of involvement in policy development, and/or change. The demonstrated record would have provided little convincing evidence of a positive scholarship trajectory. The scholarly work would have been minimal in quantity and quality. Finally, the attainments for the year may not have been entirely consistent with the stated and agreed-upon goals for the period.

1 - Unsatisfactory—Responsibilities of the position not fulfilled.

To attain a rating of 1, the faculty member would have demonstrated minimal or no scholarly productivity of any kind and would have provided no convincing evidence of a positive scholarship trajectory. Published, refereed research and/or professional articles; books, book chapters, textbooks, monographs, funded and unfunded grants, refereed conference presentations (possibly with published proceedings and/or abstracts), and/or other scholarly works and leadership, such as editorships for a refereed journal and a record of involvement in policy development, and/or change would have been absent, or so minimal as to not have demonstrated progress toward scholarly attainment. Finally, the attainments for the year would not have been consistent with the stated and agreed-upon goals for the period.

3.2.2 Evaluation Criteria and Indicators for Teaching

Faculty teaching work is evaluated on a 5-point numerical scale as follows:

5 - Responsibilities of the position exceeded in a sustained and outstanding manner

To attain a rating of 5, the faculty member would have had ratings of 4 (or 5) for each of the past two years and the rating for this year must be sufficient to warrant a rating of 5. A clear pattern of exceptional teaching or leadership in teaching would have included, but would not have been limited to peer reviews of teaching (applies to face-to-face, hybrid, and online courses), evidence of student mentoring (if applicable), new course development, course revisions, infusion of new methods and/or technologies, evidence of refinement of teaching, development and delivery of professional development (i.e., in-service) workshops, development of new undergraduate, graduate, and/or certificate programs as appropriate/possible. Student course evaluation scores consistently above the college's averages (with consideration for class size, course type, prior experience with teaching the course, etc.) across years. Finally, the attainments for the year would have been consistent with the stated and agreed-upon goals for the period.

4 - Responsibilities of the position exceeded

To attain a rating of 4, the faculty member would have demonstrated considerable attainments. A clear pattern of excellent teaching or leadership in teaching would

have included, but would not have been limited to peer reviews of teaching (applies to face-to-face, hybrid, and online courses), evidence of graduate student mentoring (if applicable), new course development, course revisions, infusion of new methods and/or technologies, evidence of refinement of teaching, development and delivery of professional development (i.e., in-service) workshops, development of new undergraduate, graduate, and/or certificate programs as appropriate/possible. Most student course evaluation scores were at or above the college's averages (with consideration for class size, course type, prior experience with teaching the course, etc.). Finally, the attainments for the year would have been consistent with the stated and agreed-upon goals for the period.

3 - Responsibilities of the position fulfilled

To attain a rating of 3, the faculty member would have demonstrated clear attainments. A clear pattern of appropriate teaching would have included, but would not have been limited to peer reviews of teaching (applies to face-to-face, hybrid, and online courses), evidence of graduate student mentoring (if applicable), new course development, course revisions, infusion of new methods and/or technologies, evidence of refinement of teaching, development, and delivery of professional development (i.e., in-service) workshops, development of new undergraduate, graduate, and/or certificate programs as appropriate/possible. Student course evaluation scores were at or close to the college's averages (with consideration for class size, course type, prior experience with teaching the course, etc.). Finally, the attainments for the year would have been consistent with the stated and agreed-upon goals for the period.

2 - Responsibilities of the position marginally fulfilled

To attain a rating of 2, the faculty member would have demonstrated a pattern of modest teaching that included minimal evidence in the form of peer reviews of teaching (applies to face-to-face, hybrid, and online courses), evidence of graduate student mentoring (if applicable), new course development, course revisions, infusion of new methods and/or technologies, evidence of refinement of teaching, development, and delivery of professional development (i.e., in-service) workshops, development of new undergraduate, graduate, and/or certificate programs as appropriate/possible. The majority of student course evaluation scores were below the college's averages (with consideration for class size, course type, prior experience with teaching the course, etc.). Finally, the attainments for the year may not have been consistent with the stated and agreed-upon goals for the period.

1 - Unsatisfactory—Responsibilities of the position not fulfilled

To attain a rating of 1, the faculty member would have demonstrated minimal to very low levels of teaching performance with little to no evidence such as peer reviews of teaching (applies to face-to-face, hybrid, and online courses), evidence of graduate student mentoring (if applicable), new course development, course revisions, infusion of new methods and/or technologies, evidence of refinement of teaching, development and delivery of professional development (i.e., in-service) workshops, development of new undergraduate, graduate, and/or certificate programs as appropriate/possible. Student Course Evaluation scores consistently below the college's averages (with consideration for class size, course type, prior experience with teaching the course, etc.). Finally, the attainments for the year would not have been consistent with the stated and agreed-upon goals for the period.

3.2.3 Evaluation Criteria and Indicators for Service

Faculty service work is evaluated on a 5-point numerical scale as follows:

5 - Responsibilities of the position exceeded in a sustained and outstanding manner

To attain a rating of 5, the faculty member would have had ratings of 4 (or 5) for each of the past two years and the rating for this year must be sufficient to warrant a rating of 5. A clear pattern of exceptional service that reflects impact, influence, or contribution to the field would have been exhibited. Accomplishments would have included, but would not have been limited to program, division, college, university, professional, and public or community service. Examples include serving as a leader on college, university, or professional organization committees including efforts leading to recognition of college programs; mentoring of other faculty in the college; refereed journal associate editorship and/or refereed journal reviewer; leadership in national, regional, state, and/or professional associations, educational agencies and organizations. Leadership on committees, task forces, etc. more likely would be expected from senior faculty members. Membership on committees, task forces, etc. more likely would be seen among junior faculty members. Finally, the attainments for the year would have been consistent with the stated and agreed-upon goals for the period.

4 - Responsibilities of the position exceeded

To attain a rating of 4, the faculty member would have demonstrated a clear pattern of excellent service that reflects impact, influence, or contribution to the field would have been exhibited. Accomplishments would have included but would not have been limited to a mix of program, college, university, professional, and public or community service. Examples include serving as a leader on program, division, college, university, or professional organization committees including efforts leading to recognition of college programs; mentoring of other faculty in the college; refereed journal associate editorship and/or refereed journal reviewer; leadership in national, regional, state, and/or professional associations, educational agencies and organizations. Leadership on committees, task forces, etc. more likely would be seen among senior faculty members. Membership on committees, task forces, etc. more likely would be seen among junior faculty members. Finally, the attainments for the year would have been consistent with the stated and agreed-upon goals for the period.

3 - Responsibilities of the position fulfilled

To attain a rating of 3, the faculty member would have demonstrated a clear pattern of appropriate service that reflects impact, influence, or contribution to the field would have been exhibited. Accomplishments would have included but would not have been limited to a mix of program, division, college, university, professional, and public or community service. Examples of evidence may include some of the following: Serving as a leader on program, college, university, or professional organization committees including efforts leading to recognition of college programs; mentoring of other faculty in the college; refereed journal associate editorship and/or refereed journal reviewer; leadership in national, regional, state, and/or professional associations, educational agencies and organizations. Leadership on committees, task

forces, etc. more likely would be seen among senior faculty members. Membership on committees, task forces, etc. more likely would be seen among junior faculty members. Finally, the attainments for the year would have been consistent with the stated and agreed-upon goals for the period.

2 - Responsibilities of the position marginally fulfilled

To attain a rating of 2, the faculty member would have demonstrated only a modest amount of service that reflects impact, influence, or contribution to the field. Service (and leadership within that) would have been limited in terms of quantity and quality, across the program, division, college, and/or the profession levels. Additionally, the attainments for the year would not have been consistent with the stated and agreed-upon goals for the period.

1 - Unsatisfactory—Responsibilities of the position not fulfilled

To attain a rating of 1, the faculty member would have demonstrated minimal to no service engagement of any kind. Additionally, the attainments for the year would have been inconsistent with the stated and agreed-upon goals for the period.

4.0 Processes for TTE Faculty

4.1 Continued Probation for TTE Faculty

A recommendation for continued probation is based on a faculty member's cumulative accomplishments. The recommendations for continued probation by the TTE PEC and vice deans should be made based on accomplishments by the faculty member in keeping with these Promotion Criteria and appropriate for continued probation. The TTE faculty member's record of achievement in scholarship, teaching, and service must forecast continued high levels of accomplishment in these three areas over an academic career.

See the ASU Provost's "Personnel Processes" site and look under Faculty Process Guides for more information. See also https://provost.asu.edu/policies/procedures/p3 and ACD 506–03: Faculty Probationary Appointments

4.2 Promotion and TTE Faculty

In compliance with ABOR and ASU's ACD procedures, tenure-eligible faculty members can submit a portfolio for tenure and promotion. The recommendation for tenure should be made based on accomplishment in scholarship, teaching, and service as delineated in these Promotion Criteria and ACD 506-05. The record must be consistent and forecast continued accomplishment. The recommendation for promotion to associate professor typically includes a recommendation for tenure. . Similarly, a recommendation for tenure typically includes a recommendation for promotion In addition, the recommendation for promotion with tenure must never be made based on time in rank. Granting promotion with tenure signifies that a tenure-eligible faculty member is expected to continue to produce high levels of performance in scholarship, teaching, and service as further specified in these Promotion Criteria.

Tenure is recommended in the context of college, division, and programmatic needs, and based

on demonstrated excellence and the anticipation of continued excellence. Demonstrated excellence prior to becoming a tenure-eligible faculty member at ASU is acknowledged and is important, but greater emphasis will be placed on demonstrated excellence while at ASU. The ASU Provost is responsible for promulgating the overall institutional processes for the review of faculty members for promotion and tenure. In the event of any direct conflict between the processes described herein for promotion and tenure and those processes declared by ASU's Provost's office, the latter process statements are to take precedence over those described herein.

In accordance with the Process Guide for Promotion and Tenure, tenure-eligible faculty members seeking promotion and tenure must ensure all candidate responsibilities are followed according to the dates provided by the college. Both the unit (i.e., division) and college will facilitate the multi-step process, with each step serving as an independent recommendation to ASU's Office of the Executive Vice President and Provost of the University and, ultimately, to the ASU president.

The identity of the external reviewers is to remain confidential. In addition, the candidate is not to have any contact about the tenure case with the reviewers whom the college solicits or the tenure-eligible member recommends during the evaluation process. All contact with potential reviewers is to occur only by the dean, in consultation with the vice dean.

The vice dean evaluates each tenure-eligible faculty member's portfolio and prepares a report that outlines the candidate's strengths and weaknesses in relation to these Promotion Criteria and also provides a recommendation for or against promotion with tenure along with the reasons for this recommendation. The vice dean then forwards their evaluation to the TTE PEC. The TTE PEC prepares a written report that outlines the candidate's strengths and weaknesses in relation to these Promotion Criteria and also provides a recommendation for or against promotion along with reasons for this recommendation. The vote of the TTE PEC must be indicated in a written report. If the TTE PEC's vote for promotion with tenure is not unanimous, the report should reflect these judgments and provide both majority and minority opinions. This written report should be reviewed and discussed by the entire committee prior to being signed by members of the TTE PEC and sent to the dean. . The dean provides an evaluation and forwards the promotion and tenure portfolio, which includes these recommendations, to ASU's Office of the Executive Vice President and Provost of the University and, ultimately, to the ASU president.

See also ACD 506–01: Faculty Status; ACD 506–04: Tenure;
https://public.powerdms.com/ASU/documents/1542060;
https://provost.asu.edu/policies/procedures/p3

4.3 Sabbatical Leave for TTE Faculty

In compliance with the ABOR and ACD procedures, TTE faculty members who wish to petition for sabbatical leave should consult with the dean about their eligibility. The awarding of sabbatical leave depends on the TTE faculty member's current status and quality of the sabbatical proposal; the availability of division, college, and university resources; and the teaching, scholarship, and service needs of the division, college, and university. Eligibility is not a guarantee that a sabbatical leave will be awarded. But if it is determined that the TTE faculty member is eligible, then the TTE faculty member must prepare and submit a sabbatical

application and request per university guidelines. This application is to be submitted to the dean.

Please see the ASU Provost's "Personnel Processes" site and look under Faculty Process Guides for more information. See also ACD 705: Sabbatical Leave

4.4 Post-Tenure Review of Tenured Faculty

The awarding of tenure comes with the privilege to extend and expand one's work in new directions and the responsibility for continued excellence in scholarship, teaching, and service. The central purpose of the post-tenure process is to monitor and recognize this continued excellence. The annual performance evaluation constitutes the post-tenure review for tenured faculty. The vice dean's final report on each tenured faculty member shall consider the vice dean's prior two (or only one, if that is all that is available) annual reviews of the TTE faculty member.

Please see the ASU Provost's "Post-Tenure Review Process" site for more information. See also ACD 506–11: Post-Tenure Review

4.5 Promotion to Full Professor of Tenured Faculty

The ASU Provost's office is responsible for promulgating the overall institutional processes for review of requests by tenured faculty members for promotion to the rank of full professor. In the event of any direct conflict between the processes described herein for promotion to the rank of full professor and those processes promulgated by ASU's Provost's office, the latter process statements are controlling.

Any tenured associate professor can submit a portfolio for promotion to full professor. Promotion to full professor is the highest recognition that the college may recommend for tenured faculty members who have demonstrated excellence and impact in the areas of scholarship, teaching, and service.

The evidence presented in requesting promotion to full professor should clearly demonstrate continued significant contributions in scholarship, teaching, and service as per these Promotion Criteria and in ACD 506-05. In addition, the tenured faculty member must show evidence of academic leadership and work that has had a demonstrable national/international impact and has received national/international recognition through external validation at the national level. Thus, the candidate for this level of promotion should have achieved a degree of professional stature and be recognized as making a significant contribution to high-quality and high-impact scholarship in the college and the profession at large.

The process for promotion to full professor of tenured faculty is detailed in the Process Guide for Promotion and Tenure.

While the procedure for promotion to full professor is principally the same as that for promotion to associate professor, only full professors may participate in the college-level review process. If the current TTE PEC does not include members who are all full professors, an election will be

held to complete the five-member ad hoc TTE PEC with the additional members needed. These committee members will complete the review. Refer to the college's Bylaws for a detailed description of this process.

Please see the ASU Provost's "Promotion and Tenure" site for more information. See also ACD 506–01: Preamble for Promotion and Tenure; ACD 506-04; ACD 506–05: Faculty Promotion

5.0 Processes for CT Faculty

5.1 Promotion of CT Faculty

CT faculty, again, are defined above as (1) clinical faculty members (i.e., clinical assistant, associate, and full professors), (2) research faculty members (i.e., research assistant, associate, and full professors), (3) teaching faculty members (i.e., teaching assistant, associate, and full professors), (4) professors of practice (i.e., assistant, associate, and full professors of practice,), and (5) instructors (i.e. instructors, senior instructors, and principal instructors). Note prior comments re: ranks for professors of practice in ACD versus practice.

It is understood that academic units will have different criteria for promotion in rank that depend upon the unit's mission and goals (see ACD 506-05). In compliance with ABOR and ACD procedures, CT faculty members seeking promotion must submit a portfolio that provides convincing evidence of accomplishments according to the description of their position and expectations in teaching, service, and scholarship (if applicable). The recommendation for promotion should be based on accomplishments in the relevant areas that correspond to the position in teaching (as appropriate), service (as appropriate), and scholarship (as appropriate) as delineated in these Promotion Criteria. The record must be consistent and forecast continued accomplishment. In addition to demonstrating accomplishment in teaching, service, and scholarship (if applicable) according to their position descriptions and annual workload assignments, the faculty member must also demonstrate leadership and work that has had a demonstrable impact and has received recognition.

In terms of processes, CT faculty who are considering seeking promotion should initiate the process by speaking to their vice dean by the date provided by the college, and familiarize themselves with the promotion process and the university's portfolio submission requirements outlined within the ASU Provost's promotion guidelines . More specific details for each type of CT faculty, defined previously, are below.

5.1.1 Promotion of Clinical Faculty

According to ACD 505-02: "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 components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development." The dean or vice dean may assign a clinical faculty member to a specific workload distribution related to program

administration/coordination or any other relevant role. Scholarship is not a required or typical component of this position.

Clinical faculty may be at the rank of clinical assistant, clinical associate, or clinical full professor. Rank designates the degree to which a member of the clinical faculty has achieved excellence in the work they do, demonstrated program-, college-, or enterprise-level success, and shown leadership and impact in their area of expertise. Clinical faculty at any level can stay in their current rank until they choose to seek promotion. Clinical faculty are also expected to uphold and align their work with the ASU Charter and ASU's Design Aspirations.

Clinical faculty will be evaluated for promotion to the ranks of clinical associate professor or clinical full professor using the criteria for teaching and service described in these Promotion Criteria Sections 2.2.2 and 2.2.3. A case for promotion must be linked to excellence in instruction or instructional activities, including clinical supervision and mentoring. Scholarship or research which, again, is not part of a clinical faculty member's negotiated workload is considered under the teaching or professional service categories, as applicable, for annual reviews and promotion.

5.1.1.1 Criteria for Promotion to the Rank of Clinical Associate Professor

It is expected that clinical assistant professors who seek promotion to the rank of clinical associate professor have a minimum of five years in rank at ASU . The Provost's Office allows candidates to submit their packets at the beginning of their 5th year, so that it goes into effect after 5 years. A case for promotion should demonstrate how the candidate has significantly and substantially enhanced the teaching and service missions of the college. Candidates should also provide explicit evidence of how their work aligns with the ASU Charter and ASU's Design Aspirations.

A candidate for promotion from clinical assistant to clinical associate professor should have or demonstrate:

1. No less than a master's degree in education or a related field appropriate to the position.
2. At least five years of university-level teaching experience at the rank of clinical assistant professor. In a unique situation, where a candidate and their vice dean believe there is compelling evidence to warrant promotion from clinical assistant to clinical associate professor in less than five years, the ASU Provost may consider such a request. This evidence must demonstrate prior experiences equivalent to five years of exceptional teaching and service at the assistant clinical professor rank. If such a case is presented, it must be clearly articulated to all participants in the review process, including internal reviewers and the CT PEC, before reviewing the candidate's dossier for promotion.
3. A record of excellence in teaching and clinical supervision (if applicable), as reflected in annual reviews of teaching, student evaluations above the program norm, peer reviews of teaching (as available), and other indicators of teaching excellence (see also Promotion Criteria 2.2.2). Also valued is evidence of leadership in teaching through activities such as revision and/or development of a curriculum in the candidate's area of specialization, innovations in pedagogical approaches or clinical experiences, mentorship of other faculty, course coordination, and regional/state dissemination of educational materials or action research (see also Promotion Criteria 2.2.2.2). Candidates whose positions do not

involve substantial teaching assignments should demonstrate excellence in leadership in teaching.

4. A record of involvement in service to the division and college through participation in college standing committees, search committees, university-level committees or initiatives, and similar activities, with evidence of impact and high-quality outcomes (see also Promotion Criteria 2.2.3). Also valued is a record of involvement in service to the profession and/or community. This type of service may include activities such as regional/state leadership in professional societies/associations, organizing professional development activities or presentations for university, school, or community educators, and/or membership on a local/state conference program committee. This type of service may also include community activities that draw upon professional expertise or subject knowledge and/or advance the university by meeting the needs of the greater public (see also Promotion Criteria 2.2.3).

5.1.1.2 Criteria for Promotion to the Academic Rank of Clinical Full Professor

The term "full" is not usually stated but is used to designate the highest rank of a clinical faculty title. For promotion to the highest rank of clinical full professor (i.e., clinical professor), candidates must demonstrate a substantial and sustained record of excellent performance in teaching and clinical supervision (if applicable), as well as continued growth and involvement in professional, institutional, or community service since the last promotion. Faculty at the level of clinical professor are also expected to take on greater responsibility for institutional leadership in teaching and mentorship, as well as service, as per the Promotion Criteria (see also Promotion Criteria 2.2.2.2 and 2.2.3.2).

Generally, candidates for clinical professor will have been at the rank of clinical associate professor for a minimum of three years at ASU. There is a university requirement of 7 years overall, but a case can be made otherwise for a “sufficient amount of time at the rank.” However, the request for promotion is based not on time in rank or years of service but rather on exceptional accomplishment. 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 and impact across a coherent and integrated record of achievements.
A candidate for promotion from clinical associate to clinical professor should have or demonstrate:

1. A terminal degree (e.g., Ph.D., Ed.D.) in education or a related field appropriate to the position.
2. Evidence of sustained and increased leadership in teaching through substantive roles in activities that enhance curricula, clinical experiences, faculty mentorship, program coordination, and state/national dissemination of educational materials or action research (see also Promotion Criteria 2.2.2.2).
3. A record of sustained involvement in service to the division and college through participation in college standing committees, search committees, university-level committees or initiatives, and similar activities, with evidence of impact and high-quality outcomes see also Promotion Criteria 2.2.3). The faculty member should show evidence of leadership in service, through substantive engagement in roles such as chairing committees and assuming leadership roles in institutional initiatives (see also Promotion Criteria 2.2.3.2). Also valued is a record of sustained involvement in service to the

profession and/or community. This type of service may include activities such as regional/state leadership in professional societies/associations, organizing professional development activities for university, school, or community educators, and/or membership on a local/state conference program committee. This type of service may also include community activities that draw upon professional expertise or subject knowledge and/or advance the university by meeting the needs of the greater public see also Promotion Criteria 2.2.3). The faculty member may also show evidence of leadership in professional/community service, through substantive engagement in roles such as chairing committees, assuming leadership roles in professional organizations, and consulting on educational policy development and other local, national, and/or international education initiatives (see also Promotion Criteria 2.2.3.2).

5.1.1.3 Promotion Process and Portfolio

Clinical faculty considering promotion to associate or full professor should initiate the process by speaking to their vice dean by the date specified on the Schedule of Academic Personnel Actions. Prospective candidates should also familiarize themselves with the promotion process and the university's portfolio submission requirements outlined within the ASU Provost's Personnel Processes (Process Guide for Career Track Faculty Promotion).

The portfolio must include electronic copies (PDF) of all materials specified by ASU's Provost. In addition to the ASU Provost's portfolio requirements, for those seeking promotion to associate or full, the college requires two internal, reviews of the candidate's accomplishments written by TTE or CT faculty with primary appointments in the college at ranks higher than that of the candidate (i.e., TTE or CT full faculty). At least one should be from the same area of expertise (e.g., elementary education, special education, higher education) as the candidate seeking promotion. Confidential internal reviews are atypical for career track faculty, they belong withing the faculty members' page limitations for teaching/supplemental materials. They are not typically treated as confidential letters akin to the P&T process.

The candidate must submit a list of at least five names of eligible internal reviewers who can evaluate and report on the candidate's teaching, service, and scholarship (if applicable) according to the candidate's rank, position statements, and annual workload assignment. The vice dean will select two reviewers, with at least one coming from the list provided by the candidate. If the candidate's appointment is with a research center or institute, the unit director must write an additional letter evaluating the case, including all of the materials the candidate has submitted for promotion. These letters are included in the candidate's portfolio. These letters also belong within faculty members' page limitations for teaching/supplemental materials. They are not treated as confidential letters akin to the P&T process.

The portfolio is then submitted to the vice dean of the candidate's division, who prepares an independent letter evaluating the case in relation to these Promotion Criteria. The vice dean provides a recommendation for or against promotion including a rationale for their recommendation.

Next, TTE and CT members of the CT PEC or ad hoc CT PEC review the candidate's portfolio, including the vice dean's recommendation. While the procedure for promotion to full professor

is principally the same as that for promotion to associate professor, only full professors across tracks may participate in the college-level review process. If the current CT PEC does not include members who are all full professors across tracks, an election will be held to complete the five-member ad hoc CT PEC committee with the additional members needed. These committee members will complete the review. Refer to the college's Bylaws for a detailed description of this process.
After reviewing the portfolio, CT PEC (or ad hoc CT PEC members) will vote on whether to recommend promotion. The committee then prepares a written report that outlines the candidate's strengths and weaknesses in relation to these Promotion Criteria and provides a recommendation for or against promotion, including a rationale for this recommendation. The vote of the committee must be indicated in the written report. If the committee's vote for promotion is not unanimous, the report should reflect these judgments and provide majority and minority opinions. This written report should be reviewed, discussed, and signed by the reviewing committee prior to placing it in the faculty member's file.

The file is then forwarded to the dean, who reviews the candidate's dossier and prepares a report that outlines their strengths and weaknesses, also in relation to these Promotion Criteria. The dean provides a recommendation for or against promotion including a rationale for their recommendation. Unless the candidate chooses to withdraw from further consideration at this point, the portfolio including all college-level letters is submitted to the ASU Provost by the deadline indicated on the Schedule of Academic Personnel Actions.

The CT PEC (or ad hoc CT PEC), vice dean, and dean will consider all information presented in the faculty member's portfolio and analyses from the candidate's reviewers.

Please see the ASU Provost's "Personnel Processes" site, under Faculty Process Guides for more information on file requirements.

5.1.2 Promotion of Research Faculty

According to ACD 505-02: "Research faculty are fixed-term faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university or take on other appropriate responsibilities."

Research faculty may be at the rank of research assistant, research associate, or research full 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 shown leadership and impact in their area of expertise. Research faculty are also expected to uphold and align their work with the ASU Charter and ASU's Design Aspirations.

While research faculty primarily focus on research and its application, there is some flexibility in the balance among scholarship, teaching, and service within this track. Research faculty members' ranks, position statements, and/or annual workload assignments should inform each individual's candidacy for promotion.

Accordingly, given the broad range of foci, responsibilities, and expectations associated with research faculty, specific criteria for promotion will be case-dependent. Evaluation should include the relevant criteria and reflect their effort in scholarship and research, teaching (if applicable), and service (if applicable), again, as outlined by the research faculty members' ranks, position statements, and/or annual workload assignments.

In general, research faculty will be considered for promotion to the ranks of research associate professor or research professor using criteria for scholarship similar to those used for evaluating the research records of TTE faculty seeking promotion at similar ranks. These criteria are described in these Promotion Criteria – Section 2.2.1. See also below. If a research faculty member's appointment includes teaching and/or service, the same criteria for evaluating the quality of TTE faculty teaching and service will apply. These criteria are described in these Promotion Criteria – Sections 2.2.2 and 2.2.3, respectively. See also below.

5.1.2.1 Criteria for Promotion to the Rank of Research Associate Professor

It is expected that research assistant professors who seek promotion to the rank of research associate professor will have a minimum of five years in rank at ASU before they apply. The Provost's Office allows candidates to submit their packets at the beginning of their 5th year, so that it goes into effect after 5 years. A case for promotion should demonstrate how the candidate has significantly and substantially enhanced the research mission of the college using the criteria for scholarship described in these Promotion Criteria Section 2.2.1, as well as teaching and service (again, if applicable) described in Promotion Criteria Sections 2.2.2 and 2.2.3. Candidates should also provide explicit evidence of how their work aligns with and advances ASU's Charter and Design Aspirations.

For promotion from research assistant to research associate professor, publications (preferably peer-reviewed) and grants prior to joining the college at ASU will be considered, but they will be given less weight than publications and grants awarded since joining the college.

A candidate for promotion from research assistant to research associate professor should have or demonstrate:

1. A terminal degree (e.g., Ph.D., Ed.D.) in education or a related field appropriate to the position.
2. At least five calendar years of university-level research experience at the rank of research assistant professor. In a unique circumstance, where a candidate and their vice dean believe there is compelling evidence to warrant promotion from clinical assistant to clinical associate professor in fewer than five calendar years, the ASU Provost may consider such a request. If such a case is presented, it must be clearly articulated to all participants in the review process, including internal reviewers and the CT PEC, before reviewing the candidate's dossier for promotion. An active, sustained, and reasonably focused record of scholarship and funded research projects that demonstrate excellence and influence on the field and that have made a significant contribution to knowledge in the candidate's area(s) of expertise (see also Promotion Criteria 2.2.1).
3. Evidence of academic excellence and impact, such as citations of (preferably peer-reviewed) published work, invited talks and workshops, the ability to secure internal and external funding, awards from professional associations, and other forms of peer and

public-acknowledged excellence at the local and national level (see also Promotion Criteria 2.2.1).
4. If teaching is part of the faculty member's appointment, a record of effective contributions to teaching, such as high-quality formal course instruction and student mentoring, involvement in course/curriculum development, and broader support of the college's teaching mission (see also Promotion Criteria 2.2.2).
5. If service is part of the faculty member's appointment, a record of involvement in institutional, professional, and community service with evidence of impact and high-quality outcomes. Service may include such activities as membership on academic unit committees, roles in shared governance, contributions to campus committees, and/or similar activities within professional organizations. Service may also include community activities that draw upon professional expertise or subject knowledge and/or advance ASU by meeting the needs of the greater public (see also Promotion Criteria 2.2.3).

5.1.2.2 Criteria for Promotion to the Rank of Research Full Professor

The term "full" is not usually stated but is used to designate the highest rank of a research faculty title. For promotion to the highest rank of research full professor (i.e., research professor), candidates must demonstrate a substantial and sustained record of significant contributions to scholarship as per these Promotion Criteria and ACD 506-05. As appropriate to the faculty member's appointment, excellent performance in teaching and continued growth and involvement in professional, institutional, or community service since the last promotion is expected.

Faculty at the level of research professor are also expected to take on greater responsibility for institutional leadership and mentorship. As stated in these Promotion Criteria for promotion of tenure-line faculty, the candidate must show evidence of academic leadership within and beyond the college, continued significant contributions to scholarship with demonstrable national/international impact, and external recognition at the national or international level for the quality and significance of their intellectual contributions.

Generally, candidates for research professor will have been at the rank of research associate professor for a minimum of three years. There is a university requirement of 7 years overall, but a case can be made otherwise for a "sufficient amount of time at the rank." However, the request for promotion is based not on time in rank or years of service but rather on exceptional accomplishment. In the promotion process, research faculty are required to clearly articulate and make visible how their work, and relevant indicators of success, demonstrate evidence of excellence and impact across a coherent and integrated program of work, accordingly.
A candidate for promotion from research associate to research professor should have or demonstrate:
1. A terminal degree (e.g., Ph.D., Ed.D.) in education or a related field appropriate to the position.
2. An active, sustained, and well-established record of scholarship and funded research projects that have progressively demonstrated excellence, influence on the field, and significant contributions to knowledge in the candidate's area(s) of expertise (see also Promotion Criteria 2.2.1).

3. Evidence of continued academic excellence and broader impact, reflected in external recognition at the national or international level for the quality and significance of their intellectual contributions. Excellence and impact can also be demonstrated in academic leadership activities such as editorships of highly regarded academic journals, leadership for collaborative research projects with other institutions of higher education and/or schools and community organizations, and leadership in scholarly professional organizations (see also Promotion Criteria 2.2.1.2 and 4.5).
4. If teaching is part of the research faculty member's appointment, a continued record of effective contributions to teaching, such as high-quality formal course instruction and student mentoring, involvement in course/curriculum development, and broader support of teaching mission (see also Promotion Criteria 2.2.2). The research faculty member should show evidence of academic leadership in teaching, through substantive engagement in the improvement of teaching, course and program development, and/or professional development activities (see also Promotion Criteria 2.2.2.2).
5. If service is part of the research faculty member's appointment, a continued record of involvement in institutional, professional, and community service with evidence of impact and high-quality outcomes. Service may include such activities as membership on academic unit committees, roles in shared governance, contributions to campus committees, and/or similar activities within professional organizations. Service may also include community activities that draw upon professional expertise or subject knowledge and/or advance ASU and the college by meeting the needs of the greater public (see also Promotion Criteria 2.2.3). The research faculty member should show evidence of academic leadership in service, through substantive engagement in roles such as chairing committees, assuming leadership roles in professional organizations, and consulting on educational policy development and other local, national, and/or international education initiatives (see also Promotion Criteria 2.2.3.2).

5.1.2.3 Promotion Process and Portfolios

Research faculty considering promotion to associate or full professor should initiate the process by speaking to their vice dean by the date specified on the Schedule of Academic Personnel Actions. Prospective candidates should also familiarize themselves with the promotion process and the university's portfolio submission requirements outlined within the ASU Provost's Personnel Processes (Process Guide for Fixed Term Faculty Promotion).

The portfolio must include electronic copies (PDF) of all materials specified by ASU's Provost. In addition to the ASU Provost's portfolio requirements, for those seeking promotion to associate or full, the college requires two letters from external reviewers who can evaluate the candidate's scholarly contributions. These reviewers should be at the rank of tenured professor or research professor. These letters also belong within faculty members' page limitations for teaching/supplemental materials. They are not treated as confidential letters akin to the P&T process.

The candidate must submit a list of at least five names of eligible external reviewers who can evaluate and report on the candidate's scholarship, teaching (if applicable), and service (if applicable), according to the candidate's rank, position statements, and annual workload assignment. The vice dean will select two reviewers, with at least one coming from the list

provided by the candidate. If the candidate's appointment is with a research center or institute, the unit director must write an additional letter evaluating the case, including all of the materials the candidate has submitted for promotion. These letters also belong within faculty members' page limitations for teaching/supplemental materials. They are not treated as confidential letters akin to the P&T process.

The portfolio is then submitted to the vice dean of the candidate's division, who prepares an independent letter evaluating the case in relation to these Promotion Criteria. The vice dean provides a recommendation for or against promotion including a rationale for their recommendation.

Thereafter, an ad hoc five-person PEC of faculty members will evaluate the candidate's case in lieu of either the TTE PEC or CT PEC. The ad hoc committee for candidates seeking promotion to associate research professor must include research associate professors, research professors, or TTE faculty at the rank of associate professor or professor. The ad hoc committee must include at least one tenured full professor, and one tenured professor must serve as committee chair. In sum, committee members must include one member of the TTE PEC (selected by members of the TTE PEC), one TTE member of the CT PEC (selected by members of the CT PEC), and three other members elected via the procedures established by the college's Governance Committee. Whenever possible, ad hoc committee members should be those familiar with the candidate's work with at least one person on the committee with direct knowledge of the candidate's research/scholarship. The ad hoc committee for candidates seeking promotion to research professor must include research professors or tenured professors, and one tenured professor must serve as committee chair. In sum, committee members should include one full professor sitting on the TTE PEC (selected by members of the TTE PEC), one full professor sitting on the CT PEC (if applicable, and selected by members of the CT PEC), and three (or four if a professor sitting on the CT PEC is not available) other members elected via the procedures established by the college's Governance Committee. Whenever possible, ad hoc committee members should be those familiar with the candidate's work with, ideally, at least one person on the committee with direct knowledge of the candidate's research/scholarship.

After reviewing the portfolio, the ad hoc PEC members vote on whether to recommend promotion. The committee then prepares a written report that outlines the candidate's strengths and weaknesses in relation to these Promotion Criteria and provides a recommendation for or against promotion, including a rationale for this recommendation. The vote of the ad hoc PEC must be indicated in the written report. If the committee's vote for promotion is not unanimous, the report should reflect these judgments and provide majority and minority opinions. This written report will be reviewed, discussed, and signed by the reviewing committee prior to placing it in the faculty member's file.

The file is then forwarded to the dean, who reviews the candidate's dossier and prepares a report that outlines their strengths and weaknesses, also in relation to these Promotion Criteria. The dean provides a recommendation for or against promotion including a rationale for their recommendation. Unless the candidate chooses to withdraw from further consideration at this point, the portfolio including all college-level letters is submitted to the ASU Provost by the deadline indicated on the Schedule of Academic Personnel Actions.

The ad hoc PEC, vice dean, and dean will consider all information presented in the faculty member's portfolio and analyses from the candidate's reviewers.

Please see the ASU Provost's "Personnel Processes" site, under Faculty Process Guides for more information on file requirements.

5.1.3 Promotion of Teaching Faculty

While these standards are not very different from the Clinical Professor Promotion Criteria prior, in Section 5.1.1, important to note at this point in time is that Teaching Professors have more traditional academic teaching responsibilities (if applicable) and teaching leadership roles.

Teaching professors (i.e., assistant teaching professors, associate teaching professors, and teaching full professors) are fixed-term faculty members with responsibilities that include teaching and service. More specifically, teaching responsibilities include teaching, mentoring, and other leadership activities, and service responsibilities may include professional development, workshops, and other types of general service (e.g., service on college standing or ad hoc committees). Leadership in teaching and service may include administrative duties or other leadership roles and responsibilities related to teaching, whereby the dean or vice dean may assign a teaching faculty member to a specific workload distribution or program administration/coordination role. Scholarship is not a required or typical component of this position; although, it may be considered as part of one's service.

A teaching professor 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. An associate teaching professor 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. An assistant teaching professor generally holds a doctorate degree (or appropriate terminal degree) and has up to five years of college-level teaching experience or equivalent qualifications and experience. See also ACD 505-02.

Rank designates the degree to which a member of the teaching faculty has achieved excellence in the work they do, has demonstrated program-, college-, or university-level success, and has shown leadership and impact in their area of expertise. Teaching faculty at any level can stay in their current rank until they choose to seek promotion. Teaching faculty are also expected to uphold and align their work with the ASU Charter and ASU's Design Aspirations.

Teaching faculty will be evaluated for promotion to the ranks of associate teaching professor or teaching full professor using the criteria for teaching and service described next. A case for promotion must be linked to excellence in teaching and service, both of which are also relevant and applicable for annual reviews.

5.1.3.1 Criteria for Promotion to the Rank of Associate Teaching Professor

It is expected that assistant teaching professors who seek promotion to the rank of associate teaching professor will have a minimum of five years in rank at ASU before they apply. The Provost's Office allows candidates to submit their packets at the beginning of their 5th year, so

that it goes into effect after 5 years. A case for promotion should demonstrate how the candidate has significantly and substantially enhanced the teaching and service missions of the college. Candidates should also provide explicit evidence of how their work aligns with the ASU Charter and ASU's Design Aspirations.

A candidate for promotion from assistant to associate teaching professor should have or demonstrate:

1. A terminal degree (e.g., Ph.D., Ed.D.) in education or a related field appropriate to the position.
2. At least five years of university-level teaching experience at the rank of assistant teaching professor. In a unique situation, where a candidate and their vice dean believe there is compelling evidence to warrant promotion from assistant teaching to associate teaching professor in less than five calendar years, the ASU Provost may consider such a request. This evidence must demonstrate prior experiences equivalent to five years of exceptional teaching and service at the assistant teaching professor rank. If such a case is presented, it must be clearly articulated to all participants in the review process, including internal reviewers and the CT PEC, before reviewing the candidate's dossier for promotion.
3. A record of excellence in teaching as reflected in annual reviews of teaching, student evaluations above the program norm, peer reviews of teaching (as available), and other indicators of teaching excellence (see also Promotion Criteria 2.2.2). Also valued is evidence of leadership in teaching through activities such as revision or development of a curriculum or program, innovations in pedagogical approaches in or teaching/clinical experiences, mentorship of students or other faculty, supervision, course coordination, and regional/state dissemination of educational materials (see also Promotion Criteria 2.2.2.2).
4. A record of involvement in service to the division, college, or university through participation in college standing or ad-hoc committees, search committees, university-level committees or initiatives, and similar activities, with evidence of impact and high-quality outcomes (see also Promotion Criteria 2.2.3). Also valued is a record of involvement in service to the profession or community. This type of service may include activities such as regional/state leadership in professional societies/associations, organizing professional development activities or presentations for university, school, or community educators, and/or membership on a local/state conference program committee. This type of service may also include community activities that draw upon professional expertise or subject knowledge and/or advance the university by meeting the needs of the greater public (see also Promotion Criteria 2.2.3).

5.1.3.2 Criteria for Promotion to the Academic Rank of Teaching Full Professor

The term "full" is not usually stated but is used to designate the highest rank of a teaching faculty title. For promotion to the highest rank of teaching full professor (i.e., teaching professor), candidates must demonstrate a substantial and sustained record of excellent performance in teaching and service, as well as continued growth and involvement in teaching and professional, institutional, or community service since the last promotion. Faculty at the level of teaching professor are also expected to take on greater responsibility for institutional leadership in teaching and mentorship, as well as service, as per the Promotion Criteria (see also Promotion Criteria 2.2.2.2 and 2.2.3.2).

Generally, candidates for teaching professor will have been at the rank of associate teaching professor for a minimum of three years. However, the request for promotion is based not on time in rank or years of service but rather on exceptional accomplishment. In the promotion process, faculty are required to clearly articulate and make visible how their work, and relevant indicators of success in the areas of teaching and service, demonstrate sustained and increased evidence of excellence and impact across a coherent and integrated record of achievements. Same comment as earlier

A candidate for promotion from associate teaching to teaching professor should have or demonstrate:

1. A terminal degree (e.g., Ph.D., Ed.D.) in education or a related field appropriate to the position.
2. Evidence of sustained and increased leadership in teaching through substantive roles in teaching, mentoring, supervisions, and activities that substantively enhance curricula, student learning experiences, program development and coordination, and state/national dissemination of educational materials (see also Promotion Criteria 2.2.2.2).
3. A record of sustained involvement in service to the division, college, and university through participation in college standing and ad hoc committees, search committees, university-level committees or initiatives, and similar activities, with evidence of impact and high-quality outcomes (see also Promotion Criteria 2.2.3). The faculty member should show evidence of leadership in service, through substantive engagement in roles such as chairing committees and assuming leadership roles in institutional initiatives (see also Promotion Criteria 2.2.3.2). Also valued is a record of sustained involvement in service to the profession and/or community. This type of service may include activities such as regional/state leadership in professional societies/associations, organizing professional development activities for university, school, or community educators, and/or membership on a local/state conference program committee. This type of service may also include community activities that draw upon professional expertise or subject knowledge and/or advance the university by meeting the needs of the greater public see also Promotion Criteria 2.2.3). The faculty member may also show evidence of leadership in professional/community service, through substantive engagement in roles such as chairing committees, assuming leadership roles in professional organizations, and consulting on educational policy development and other local, national, and/or international education initiatives (see also Promotion Criteria 2.2.3.2).

5.1.3.3 Promotion Process and Portfolio

Teaching faculty considering promotion to full should initiate the process by speaking to their vice dean by the date specified on the Schedule of Academic Personnel Actions. Prospective candidates should also familiarize themselves with the promotion process and the university's portfolio submission requirements outlined within the ASU Provost's Personnel Processes (Process Guide for Fixed Term Faculty Promotion).

For those whose responsibilities are primarily teaching, the portfolio must include electronic copies (PDF) of all materials specified by ASU's Provost for those and be submitted according to college procedures and schedules. In addition to the ASU Provost's portfolio requirements, the college requires two internal, confidential reviews of the candidate's accomplishments written by

TTE or CT faculty with primary appointments in the college at ranks higher than that of the candidate (i.e., TTE or CT full faculty). At least one should be from the similar area of expertise (e.g., elementary education, special education, higher education) as the candidate seeking promotion. These letters also belong within faculty members' page limitations for teaching/supplemental materials. They are not treated as confidential letters akin to the P&T process

The candidate must submit a list of at least five names of eligible internal reviewers who can evaluate and report on the candidate's teaching, service, and scholarship (if applicable) according to the candidate's rank, position statements, and annual workload assignment. The vice dean will select two reviewers, with at least one coming from the list provided by the candidate. If the candidate's appointment is with a research center or institute, the unit director must write an additional letter evaluating the case, including all the materials the candidate has submitted for promotion. These letters are included in the candidate's portfolio.

The portfolio is then submitted to the vice dean of the candidate's division, who prepares an independent letter evaluating the case in relation to these Promotion Criteria. The vice dean provides a recommendation for or against promotion including a rationale for their recommendation.

Next, TTE and CT members of the CT PEC or ad hoc CT PEC review the candidate's portfolio, including the vice dean's recommendation. While the procedure for promotion to full professor is principally the same as that for promotion to associate professor, only full professors (all tracks) may participate in the college-level review process when teaching faculty are seeking promotion to full teaching professor. If the current CT PEC does not include members who are all full professors (all-tracks), an election will be held to complete the five-member ad hoc CT PEC committee with the additional members needed. These committee members will complete the review. Refer to the college Bylaws for a more detailed description of this process.

After reviewing the portfolio, CT PEC (or ad hoc CT PEC members) votes on whether to recommend promotion. The committee then prepares a written report that outlines the candidate's strengths and weaknesses in relation to these Promotion Criteria and provides a recommendation for or against promotion, including a rationale for this recommendation. The vote of the committee must be indicated in the written report. If the committee's vote for promotion is not unanimous, the report should reflect these judgments and provide majority and minority opinions. This written report should be reviewed, discussed, and signed by the reviewing committee prior to placing it in the faculty member's file.

The file is then forwarded to the dean, who reviews the candidate's dossier and prepares a report that outlines their strengths and weaknesses, also in relation to these Promotion Criteria. The dean provides a recommendation for or against promotion including a rationale for their recommendation. Unless the candidate chooses to withdraw from further consideration at this point, the portfolio including all college-level letters is submitted to the ASU Provost by the deadline indicated on the Schedule of Academic Personnel Actions.

The CT PEC (or ad hoc CT PEC), vice dean, and dean will consider all information presented in the faculty member's portfolio and analyses from the candidate's reviewers.

Please see the ASU Provost's "Personnel Processes" site, under Faculty Process Guides for more information on file requirements.

5.1.4 Promotion of Professors of Practice

Because the college does not currently have any professors of practice below the rank of full professor of practice, the college's Promotion Criteria are currently silent on the faculty members' promotion criteria, processes, and procedures.

5.1.5 Promotion of Instructors

According to ACD 505-02. "Instructors (i.e., instructors, senior instructors, and principal instructors) are annual, fixed-term faculty whose appointments focus on teaching and mentoring. More specifically, teaching responsibilities include teaching, mentoring, and supervision (e.g., supervising students in practice)." The dean or vice dean may assign an instructor faculty member to a specific workload distribution related to program administration/coordination or any other relevant role. Service and Scholarship are not required or typical components of this position.

Instructor faculty may be at the rank of instructor, senior instructor or principal instructor. Rank designates the degree to which a member of the instructor faculty has achieved excellence in their work, demonstrated program-, or college-, level success, and shown leadership and impact in their area of expertise. Instructor faculty at any level can stay in their current rank until they choose to seek promotion. Instructor faculty are also expected to uphold and align their work with the ASU Charter and ASU's Design Aspirations.

Instructor faculty will be evaluated for promotion to the ranks of senior or principal instructor using the criteria for teaching described in these Promotion Criteria Sections 2.2.2. A case for promotion must be linked to excellence in instruction or instructional activities, including mentoring. Service, scholarship, or research, which are not part of an instructor faculty member's negotiated workload, is considered under the teaching category if agreed upon, as applicable, for annual reviews and promotion.

5.1.5.1 Criteria for Promotion to the Rank of Senior Instructor

It is expected that instructors who seek promotion to the rank of senior instructor will have a minimum of five years in rank at ASU before they apply. The Provost's Office allows candidates to submit their packets at the beginning of their 5th year, so that it goes into effect after 5 years. A case for promotion should demonstrate how the candidate has significantly and substantially enhanced the teaching mission of the college. Candidates should also provide explicit evidence of how their work aligns with the ASU Charter and ASU's Design Aspirations.

A candidate for promotion from instructor to senior instructor should have or demonstrate:

1. No less than a master's degree in education or a related field appropriate to the position.

2. At least five years of university-level teaching experience at the rank of instructor. In a unique situation where a candidate and their vice dean believe there is compelling evidence to warrant promotion from instructor to senior instructor in fewer than five years, the ASU Provost may consider such a request. This evidence must demonstrate prior experiences equivalent to five years of exceptional teaching at the instructor rank. If such a case is presented, it must be clearly articulated to all participants in the review process, including internal reviewers and the Career Track Promotion and Evaluation Committee (CT PEC), before reviewing the candidate's dossier for promotion. A record of excellence in teaching, as reflected in annual reviews of teaching, student evaluations above the program norm, peer reviews of teaching (as available), and other indicators of teaching excellence (see also Promotion Criteria 2.2.2). Also valued is evidence of leadership in teaching through activities such as supporting revision and/or development of a curriculum in the candidate's area of specialization, piloting innovations in pedagogical approaches or clinical experiences, and program or college dissemination of educational practices (see also Promotion Criteria 2.2.2.2).

5.1.5.2 Criteria for Promotion to the Academic Rank of Principal Instructor

For promotion to the highest rank of principal instructor, candidates must demonstrate a substantial and sustained record of excellent performance in teaching, as per the Promotion Criteria (see also Promotion Criteria 2.2.2.2).

Generally, candidates for principal instructor will have been at the rank of senior instructor for a sufficient amount of time at the rank to demonstrate excellence and the promise of continued excellence. However, the request for promotion is based not on time in rank but rather on exceptional accomplishment in teaching and/or mentoring. 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 and impact across a coherent and integrated record of achievements. A candidate for promotion from senior to principal instructor should have or demonstrate:

1. No less than a master's degree in education or a related field appropriate to the position.
2. A record of sustained excellence at the rank of senior instructor as reflected in annual reviews of teaching, student evaluations above the program norm, peer reviews of teaching (as available), and other indicators of teaching excellence (see also Promotion Criteria 2.2.2). Also valued is evidence of sustained and outstanding leadership in teaching through activities such as supporting revision and/or development of a curriculum in the candidate's area of specialization, piloting innovations in pedagogical approaches or clinical experiences, and program or college dissemination of educational practices (see also Promotion Criteria 2.2.2.2).

5.1.5.3 Promotion Process and Portfolio

Instructor faculty considering promotion should initiate the process by speaking to their vice dean by the date specified on the Schedule of Academic Personnel Actions. Prospective candidates should also familiarize themselves with the promotion process and the university's portfolio submission requirements outlined within the ASU Provost's Personnel Processes (Process Guide for Fixed Term Faculty Promotion).

The portfolio must include electronic copies (PDF) of all materials specified by ASU's Provost. In addition to the ASU Provost's portfolio requirements, the college requires two internal, confidential reviews of the candidate's accomplishments written by TTE or CT faculty with primary appointments in the college at ranks higher than that of the candidate (i.e., TTE or CT full faculty). At least one should be from the same area of expertise (e.g., elementary education, special education, higher education) as the candidate seeking promotion. They are not treated as confidential letters akin to the P&T process.

The candidate must submit a list of at least five names of eligible internal reviewers who can evaluate and report on the candidate's teaching according to the candidate's rank, position statements, and annual workload assignment. The vice dean will select two reviewers, with at least one coming from the list provided by the candidate. If the candidate's appointment is with a research center or institute, the unit director must write an additional letter evaluating the case, including all of the materials the candidate has submitted for promotion. These letters are included in the candidate's portfolio. They are not treated as confidential letters akin to the P&T process.

The portfolio is then submitted to the vice dean of the candidate's division, who prepares an independent letter evaluating the case in relation to these Promotion Criteria. The vice dean provides a recommendation for or against promotion, including a rationale for their recommendation.

Next, TTE and CT members of the CT PEC or ad hoc CT PEC review the candidate's portfolio, including the vice dean's recommendations. While the procedure for promotion to principal instructor is principally the same as that for promotion to senior instructor, only full professors (all tracks) or principal instructors may participate in the college-level review process. If the current CT PEC does not include members who are all full professors (all tracks) or principal instructors, an election will be held to complete the five-member ad hoc CT PEC committee with the additional members needed. These committee members will complete the review. Refer to the college Bylaws for a detailed description of this process.
After reviewing the portfolio, CT PEC (or ad hoc CT PEC members) will vote on whether to recommend promotion. The committee then prepares a written report that outlines the candidate's strengths and weaknesses in relation to these Promotion Criteria and provides a recommendation for or against promotion, including a rationale for this recommendation. The vote of the committee must be indicated in the written report. If the committee's vote for promotion is not unanimous, the report should reflect these judgments and provide majority and minority opinions. This written report should be reviewed, discussed, and signed by the reviewing committee prior to placing it in the faculty member's file.

The file is then forwarded to the dean, who reviews the candidate's dossier and prepares a report that outlines their strengths and weaknesses, also in relation to these Promotion Criteria. The dean provides a recommendation for or against promotion, including a rationale for their recommendation. Unless the candidate chooses to withdraw from further consideration at this point, the portfolio, including all college-level letters, is submitted to the ASU Provost by the deadline indicated on the Schedule of Academic Personnel Actions.

The CT PEC (or ad hoc CT PEC), vice dean, and dean will consider all information presented in the faculty member's portfolio and analyses from the candidate's reviewers.

Please see the ASU Provost's "Personnel Processes" site, under Faculty Process Guides for more information on file requirements.

6.0 Processes for Academic Professionals

6.1 Promotion of Academic Professionals

Because the college does not currently have any academic professionals below the rank of full academic professional, the college's Promotion Criteria are currently silent on the academic professional members' promotion criteria, processes, and procedures.

7.0 Peer Institutions

7.1 College-Level Peer Institutions

- Columbia University, Teachers College
- University of Oregon
- Florida State University
- University of Pittsburgh
- Michigan State University
- University of Virginia
- The Ohio State University, Main Campus
- University of Washington
- University of Illinois, Urbana-Champaign

7.2 Association of American Universities (AAU)

- AAU member universities are also considered to be university-level peer institutions.