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| College | Health Solutions |
| Unit | Health Solutions |
| Document | Promotion Criteria for Teaching Professors |

Unit and college approval

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| Date of approval by the faculty | 09/18/2023 |
| Date of review by the dean | 10/18/2023 |

Provost office approval

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| Vice Provost for Academic Personnel Patricia Friedrich | Date 5-9-2025 |

Appointment/Retention/Promotion Criteria: Assistant Teaching Professor

Teaching professors are fixed-term faculty members with responsibilities that may include teaching service responsibilities, supervising supplemental kinds of student learning, professional development, and/or administrative duties related to teaching. 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. 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.

As designated by the program director and/or Dean's office, each Assistant Teaching Professor may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, an Assistant Teaching Professor is assigned an administrative position that represents 10% of their workload, expectations for instructional, and/or service responsibilities would be reduced as appropriate. In addition, instructional scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement, and accounted for as service to the college and/or profession.

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| Appointment Criteria |
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Required Qualifications:

- **A graduate degree** appropriate for the area of expertise is required.
Terminal degrees (Ph.D. or other professional doctorate) are preferred.
 - In the absence of a doctoral degree, at least **five** years of relevant professional experience is required.
- Depending upon the specific position, nationally-recognized credentials may be required, such as certifications or licensure.

Inclusive Excellence Requirements

CHS expects all faculty to engage in efforts that advances ASU's charter of inclusive excellence. Candidates for promotion should include specific descriptions of their contributions to ASU charter throughout their application portfolio.

Retention Criteria

Teaching/Instruction Requirements

Successful demonstration of teaching excellence in each of the following areas:

- **Prepares** educational materials

- **Designs** learner experiences and the course of study
- **Delivers** educational materials to learners as assigned
- **Assesses** learner performance according to course objectives
- **Revises**, updates and translates instructional materials in accordance with developments in research, clinical knowledge, & educational specialty.
- **Mentors** students both formally in classes and through independent learning experiences or projects as appropriate.
- **Works collaboratively** with Faculty, Teaching Assistants (TAs), Research Assistants (RAs), Graduate/Undergraduate Student support staff, and colleagues (e.g., Academic Associates; AAs) who support the individual's teaching as appropriate.
- **Engages** in professional development activities to maintain and increase professional expertise, teaching effectiveness, and maintain certification if appropriate.
- **Active engagement** in the CHS mentoring program as a mentee
- **Demonstrates** dedication to issues of inclusive excellence through pedagogical practices, activities, and content.

Service Requirements

Active engagement in a service capacity in at least **one** domain of **academic service** (at the program, college, or university level) that contributes to the mission and productivity of the College or University; **AND** demonstrated participation in CHS student recruitment, engagement, and retention activities; **AND** evidence of active engagement in **one** of the following:

- **Professional Service:** Service in the profession (such as a professional organization) at the community, local, state, and/or national level.
- **Community Service:** Service in the community related to professional expertise and/or representing CHS/ASU
- **Professional Development:** Learning and development opportunities related to service initiatives

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| <h3>Appointment/Retention/Promotion Criteria: Associate Teaching Professor</h3> |
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Promotion to Teaching Associate Professor is based on the quality of evidence presented to demonstrate excellence in teaching and service that advances the mission of the college. Promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank. Candidates must demonstrate excellence in day-to-day performance and expertise in all aspects of job performance responsibilities, evidence of initiative, demonstrated leadership and a commitment to service activities.

NOTE: As designated by the program director and/or Dean's office, each Associate Teaching Professor may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, an Associate Teaching Professor is assigned an administrative position that represents 10%

of their workload, expectations for instructional and/or service responsibilities would be reduced as appropriate. In addition, instructional scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement.

Required Qualifications

- A **graduate degree** appropriate for the area of expertise. Terminal degrees (Ph.D. or other professional doctorate) are preferred.
 - In the absence of a terminal degree, nationally recognized credentials in the field, such as certifications or licensure, are required
 - In the absence of a terminal degree, at least **ten** years of relevant professional experience is required.
- A minimum of **five** years of college/university-level teaching is required, with the majority of this time at ASU.

Inclusive Excellence Requirements

CHS expects all faculty to engage in efforts that advances ASU's charter of inclusive excellence. Candidates for promotion should include specific descriptions of their contributions to the ASU Charter throughout their application portfolio.

Promotion/Retention Criteria

Teaching/Instruction

- **Demonstrates** sustained excellence at rank of Assistant Teaching Professor
- **Demonstrates** evidence of sustained high quality instructional skills and promise of continuing excellence as a teacher through:
 - Positive peer reviews
 - Sustained course evaluation scores above the college mean
- **Active engagement** in the CHS mentoring program as a mentee
- **Application** of professional development to pedagogical growth
- **Active engagement** in student mentoring (e.g. oversight of theses, creative or research projects, or other substantial student scholarship activities at the undergraduate or graduate level)
- **Demonstrates** dedication to issues of inclusive excellence in pedagogical practices, activities, and content.

Additional items not required but can be considered:

- **Nomination** or selection for local/national award for teaching
- **Presentation** at local, state, national, and/or international conferences/workshops/courses related to instructional and learning theories, practices, and procedures
- **Presentation** at local, state, national and/or international conferences/workshops/courses related to one's chosen area(s) of professional expertise

Service

All service requirements of Assistant Teaching Professor;

AND

- Evidence of sustained, significant, and expanding **breadth** of service in a professional capacity at academic, community, and/or professional level(s).
- Increasing levels of **responsibility/leadership** within at least one of the following units of services:
 - Academic
 - Community
 - Professional
 - Student engagement and/or retention

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| Appointment/Retention/Promotion Criteria: Teaching Professor |
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Promotion to Teaching Professor is based on the quality of evidence presented to demonstrate exceptional contributions in teaching and service, including significant leadership, that advances the mission of the college. Candidates must have consistent contributions to college and university service activities, or professional organization(s). Promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank, as promotion to Teaching Professor is typically accompanied by the initiation of a multi-year contract. A reputation for excellence should be evident. Dedication to supporting initiatives to support the ASU charter of inclusive excellence is an expectation for promotion to teaching professor.

NOTE: As designated by the program director and/or Dean's office, each Teaching Professor may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. If, for example, a Teaching Professor is assigned an administrative position that represents 10% of their workload, expectations for instructional, scholarship, and/or service responsibilities would be reduced as appropriate. In addition, instructional scholarship/creative innovation is not a required or typical component of this position, however an individual workload distribution of effort agreement may be modified to reflect a scholarship expectation. If no scholarship component is defined, any productivity in this area may be viewed as an enhancement to overall productivity and personal achievement. Regardless of whether a faculty member has scholarship in their workload, they should be recognized as a leader and/or expert in the field of pedagogy.

Required Qualifications:

- A Teaching Professor typically holds a doctoral or terminal degree
- Substantial and sustained record of excellent performance since the previous promotion. The majority of that service should be at ASU.
- A reputation of continued excellence with increased leadership responsibilities

in other assigned areas, including but not limited to: administrative roles and/or instructional scholarship that demonstrate an impact beyond CHS.

- Development and/or leadership of a project(s) that has/have substantial and broad impact on the college, university, and/or community. This impact must be demonstrated or justified through tangible metrics that exemplify its connection to the mission, vision, and values of the college.
- A minimum of **seven** years of college/university-level teaching experience is required, with the majority of this time at ASU, and a sufficient amount of time to demonstrate sustained excellence and continued growth since their last promotion.

Inclusive Excellence Requirements

CHS expects all faculty to engage in efforts that advances ASU's charter of inclusive excellence. Candidates for promotion should include specific descriptions of their contributions to the ASU charter throughout their application portfolio.

Promotion/Retention Requirements

Teaching/Instruction

- **Demonstrates** sustained excellence at rank of Associate Teaching Professor
- **Demonstrates** evidence of sustained high quality instructional skills and promise of continuing excellence as a teacher through:
 - Positive peer reviews
 - Sustained course evaluation scores above the college mean
- **Creates** new curricular materials to fill college needs, such as the development of new courses, degree programs, etc.
- **Application** of professional development to pedagogical growth
- **Active engagement** in student mentoring (e.g. oversight of theses, creative or research projects, or other substantial student scholarship activities at the undergraduate or graduate level)
- **Demonstrates** dedication to issues of inclusive excellence in pedagogical practices, activities, and content.
- **Develops** and/or implements innovations and advancements in instructional methods, delivery, activities, and evaluation techniques exemplifying pedagogical growth for an experienced teacher.
- **Dissemination of pedagogical and/or subject matter expertise** any of the following:
 - **Presentations** at college, university, regional, national, and/or international conferences/workshops/courses related to instructional design/practices, procedures, learning theories, or the candidate's area of expertise (presenter, program moderator, conference planner, etc.)
 - **Publications** (not necessarily peer-reviewed journals) related to instructional and learning theories, practices, and procedures, and/or the candidate's area(s) of expertise
 - **Publication and/or development** of instructional materials including textbooks, laboratory manuals, computer software, educational training

manuals, and/or the candidate's area of expertise

Service

All service requirements of Associate Teaching Professor

AND

- Effective mentoring of junior/early career faculty in the CHS mentoring program as a mentor is required. Mentoring may be individual and/or group.
- Exceptional, sustained, and increasing **depth** of service in a professional capacity at academic, community, and/or professional level(s) in a clear focus area related to their professional and/or instructional expertise
- Significant leadership roles advancing the mission of the college within at least one of the following units of services:
 - Academic
 - Community
 - Professional
 - Student engagement and/or retention