




<b>College/ Independent Unit</b>	College of Integrative Arts and Sciences
<b>Academic Unit/ Department, if any**</b>	School of Applied Sciences and Arts
<b>Choose document type</b> (bylaws or criteria Document?): <b>Criteria</b>	
<b>If bylaws, does it include criteria for promotion/continuing status/tenure?</b>	
<b>Please concisely list the ranks included in the criteria (if relevant).</b> Career-Track Faculty-Teaching Professors, Clinical Professors, Research Professors, Instructors	

**Unit and college approval**

<b>Date of approval by the faculty and/or academic professionals</b>	April 6, 2026
<b>Date of review by the dean (or lead of independent unit)*</b>	April 17, 2026

**Provost office approval**

	Patricia Friedrich	April 21, 2026
<b>Signature</b>	<b>Name</b>	<b>Date</b>

\*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.

# SASA Career Track Faculty Criteria and Process Document

The mission of the School of Applied Sciences and Arts is to support the College of Integrative Sciences and Arts in providing students with opportunities for career-connected, experiential, and integrative learning, with a focus on research in applied natural sciences and interdisciplinary humanities and social sciences.

## Article 1: Introduction and Definitions

The purpose of this document is to provide guidelines and criteria for career-track faculty promotion. This document articulates practices and specifies details for these processes in accordance with the policies of the Arizona Board of Regents (ABOR), the Academic Affairs Manual (ACD), and the College of Integrative Sciences and Arts (CISA) Bylaws; should any of those conflict, the order of precedence will be ABOR policy, ACD policy, CISA Bylaws, and then SASA Bylaws.

### *Section 1: Definitions*

The following definitions for terms are used throughout this document:

Unit: School of Applied Sciences and Arts (SASA).

Career-Track Faculty: Faculty with fixed term appointments. These faculty members are non-tenure eligible. This includes all clinical faculty, research faculty, teaching faculty, professors of practice, and instructors. For information on ranks, consult ACD 505-02.

Notice of Appointment: An annual or multi-year agreement that defines each career-track faculty member's rank, duties, and responsibilities. A notice of appointment may be referred to as a "contract" in this document. Additional information about contracts, renewals, and other policies is contained in the ABOR and ACD policy manuals.

Workload Agreement: An agreement that defines and modifies the duties and responsibilities of a faculty member over a specified period. These agreements may entail a course release, modification of teaching duties, modification of service duties, or any other substantive change to a faculty contract.

### *Section 2: Exceptions and Variances*

Any exceptions or variances to the policies and criteria outlined in this document require prior approval from the School Director, the Dean of the College, and the Office of the Provost. This includes, but is not limited to, applications for early promotion,

considerations of prior experience, variations in required years of experience, or other substantive deviations from standard procedures. Such exceptions will be considered only in exceptional circumstances.

## Article 2: Promotion Processes and Standards for Teaching Faculty

Teaching faculty are promotion-eligible career-track faculty. An Assistant Teaching Professor may be promoted to Associate Teaching Professor. An Associate Teaching Professor may be promoted to a Teaching Professor. Teaching faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

### *Section 1: Application for Promotion and Process*

An Associate Teaching Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience, see ACD 505-02. The faculty member's request for promotion is not based primarily on time in rank but must demonstrate faculty development in teaching and service consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in ACD 506-05. The five years of college-level teaching experience typically is acquired during a full-time faculty appointment at Arizona State University.

A Teaching Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience, see ACD 505-02. The faculty member's request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in teaching and service consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in ACD 506-05. The seven years of college-level experience typically is acquired during a full-time faculty appointment at Arizona State University. Typically, a candidate for teaching professor has three years of experience at the associate level. Teaching faculty requesting promotion to a superior rank will be evaluated on their portfolios based on teaching and service. Research and creative activities are not required for promotion but may be included if they support added value to teaching and service. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in ACD 506-05 and the Process Guide for Career-track Faculty Promotion.

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC) and in consultation with the

appropriate CTFPC subcommittee chair. These three reviewers will be called a “unit-level peer review committee.” All unit-level peer review committee members must hold the rank applied for or above. At least two committee members must be from the same working group (CTHumSub or CTSciSub) as the applicant. The school director shall charge the three-member unit-level peer review committee to review the portfolio, provide their recommendation, and vote on their recommendation. The chair of the unit level peer review committee shall act as signatory for administrative purposes. The school director will review all promotional materials and committee findings and consult with their designees (as appropriate) to draft a letter for the applicant’s file. The school director then submits the applicant’s materials to college human resources for elevation and consideration per college- and university-level processes.

### *Section 2: General Standards for Promotion*

SASA expects all teaching faculty to be strong teachers and recognizes the myriad ways teaching excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in the classroom, curriculum development, mentoring students, and other related activities. Roles and duties assigned by the school shall count towards career-track faculty as teaching or service, as appropriate to the role.

Faculty are expected to demonstrate their success and potential for future success through a portfolio of indicators and an accompanying personal statement. In evaluating success and potential, the school is committed to looking beyond quantitative metrics and assessing more deeply the broader contributions and potential of faculty members within the expectations of academic rigor. A teaching faculty member must demonstrate excellence in teaching. In addition, the candidate must be active in service to the institution. Teaching is weighted more heavily than service in assessing the merits of a candidate’s record.

Promotion is based on the quality of evidence presented to demonstrate excellence in teaching and service that advances the mission of the institution. Promotion recognizes a quality of work that goes beyond the basic requirements of contract 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.

For promotion to the highest rank, there is an expectation that career faculty will demonstrate leadership in their domain of expertise, that they will be at the forefront of developing and implementing innovative and impactful pedagogy, that they will create a coherent program or enterprise of pedagogy, that peers and students will increasingly recognize them as demonstrating excellence in teaching, and that they will mentor others in teaching.

### Teaching Faculty with Alternative Workloads

As designated by the school director and dean of the college, each teaching faculty may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. Faculty with these workload agreements should be assessed for promotion with these adjusted workloads taken into consideration.

### Assessing teaching

Candidates for promotion will present a record of sustained and prospective excellence and effectiveness in teaching. Excellence in teaching is assessed through multiple indicators as described by the ACD manual and these policies, which may include, but are not limited to:

1. Student evaluations (as required by ABOR Manual 6-211).
2. Peer observations of teaching (strongly recommended).
3. Peer review of student portfolios.
4. Administrator evaluations of teaching, including supervisor-mandated reviews, other than required annual reviews of job performance.
5. Ongoing revisions of courses to suit new instructional context and reflect current knowledge basis.
6. Examples of effective teaching innovation (assignments, modalities of delivery, development of course teaching aids, and so on).
7. Pedagogical practices that demonstrate a commitment to inclusive excellence
8. Ongoing involvement in professional development.
9. Evidence of student success through a sequence of courses.
10. Teaching or mentoring honors/awards.
11. New course and curriculum development.
12. Substantive revisions of existing courses and curriculum.
13. Publications, conference presentations, and workshops that showcase and share effective teaching practices.
14. Evidence of success in mentoring students, supervising honors contracts and theses, conducting independent studies, internships, or any other type of advising and mentoring students.

### Assessing service

Candidates for promotion should present evidence of sustained service contributions to the unit, the school, the college, the university (internal service), the profession, and the community (external service). While the school expects appropriate service from faculty members, the level and type of service performed necessarily depend on the situation, qualifications, assignments, and interests of individual faculty members.

Evidence of internal service contributions may include but are not limited to, records of accomplishment in administrative roles, committee work, non-committee work, mentoring faculty, and providing peer teaching observations.

Evidence of external service contributions may include but are not limited to: Active participation or leadership in professional associations; representing the faculty group, the school, the college, or the university to external constituents; and professional service linking the University to the larger community.

### *Section 3: Demonstration of Excellence*

The following demonstrations of excellence provide concrete examples of the types of qualities candidates for promotion might demonstrate to show their achievement and progress towards their promotion. These demonstrations of excellence when achieved in adequate quantity and quality strongly indicate a candidate is suitable for promotion to the rank.

#### Demonstrations of Excellence for Promotion to Associate Teaching Professor

Candidates for promotion to associate teaching professor will demonstrate a breadth of activities that typically demonstrate no fewer than four of the following (typically at least three aligned with teaching and at least one aligned with service depending on workload and faculty role):

##### Teaching Aligned:

1. Consistent record of effective teaching as demonstrated through student evaluations and peer observations
2. Experience teaching a significant variety of courses at different levels within their disciplinary area
3. Demonstrated implementation of adoption of teaching methodologies and assessment strategies appropriate to course content and student needs
4. Development or significant revision of high-quality course materials, including syllabi, assignments, and assessment tools
5. Demonstrable commitment to implementing inclusive teaching practices that support a variety of learners
6. Contribution to interdisciplinary teaching initiatives that bridge humanities, social sciences, or natural sciences
7. Evidence of student mentoring (for example honors contracts, advising, or letters of recommendation)

##### Service Aligned:

8. Consistent and active service on faculty group or school committees that contribute to curriculum, assessment, or program development

9. Active participation in college- or university-level service activities, such as committees, initiatives, or governance
10. Service to the profession that supports the unit's mission of teaching and the ASU Charter.
11. Regular and active engagement in professional development activities focused on teaching effectiveness or disciplinary knowledge
12. Demonstrated and sustained engagement with the broader university community through the creation or significant active participation in events, initiatives, or collaborations

### Demonstrations of Excellence for Promotion to Full Teaching Professor

Candidates for promotion to full teaching professor will demonstrate focused leadership and active engagement in no fewer than four of the following (typically at least two aligned with teaching and at least two aligned with service depending on workload and faculty role):

#### Teaching Aligned:

1. Leadership in curriculum development, program assessment, or teaching initiatives within the faculty group, school, or college
2. Recognition for teaching excellence through college, university, or external awards
3. Leadership in securing grants or external funding to support teaching innovations or scholarship of teaching and learning
4. Development of sustained external partnerships that enhance the teaching mission of the program or school
5. Leadership in promoting inclusive teaching practices and mentoring faculty in implementing these practices
6. Mentorship of junior faculty in teaching, including conducting peer observations and providing constructive feedback
7. Leadership in creating or revising academic programs, certificates, or majors that address institutional needs
8. Evidence of sustained and substantial student mentoring (for example, theses, independent studies, internships, or applied projects)

#### Service Aligned:

9. Leadership on significant faculty group, school, or college committees
10. Significant service contributions to college- or university-level committees, task forces, or governance bodies
11. Leadership roles in professional organizations related to teaching or disciplinary areas

12. Service as journal reviewer, editorial board member, or conference organizer in teaching or disciplinary fields that supports the unit's mission of teaching and the ASU Charter
13. Development and leadership of community-engaged teaching initiatives that connect classroom learning with community needs
14. Publication or presentation of scholarship on teaching and learning in peer-reviewed venues
15. Significant contribution to the reputation of the school, college, or university through external professional engagement
16. Contribution to the intellectual life of the academic unit through significant organizing presentations, workshops, or seminars

### **Article 3: Promotion Processes and Standards for Clinical Faculty**

Clinical faculty are promotion-eligible career-track faculty. A Clinical Assistant Professor may be promoted to Clinical Associate Professor. A Clinical Associate Professor may be promoted to a Clinical Professor. Clinical faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

#### *Section 1: Application for Promotion and Process*

A Clinical Associate Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and typically has a minimum of five years of college-level teaching experience or equivalent qualifications and experience, see ACD 505-02. The faculty member's request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in teaching and service consistent with criteria and university norms. Clinical faculty with explicit research obligations shall demonstrate development in research, and they may use the criteria stated in Article 4, Section 3 to evaluate research activity. The candidate must meet all conditions and include all materials specified in the Academic Affairs Policies and Procedures Manual (ACD 506-05). The five years of college-level teaching experience typically is acquired during a full-time faculty appointment at Arizona State University.

A Clinical Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and typically has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience, see ACD 505-02. The faculty member's request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in teaching and service consistent with criteria and university norms. The seven years of college-level experience typically is acquired during a full-time faculty appointment at Arizona State University. Typically, a

candidate for clinical professor has three years of experience at the associate level. Exceptions for years of experience at other institutions or roles should be discussed with the school director.

Clinical faculty requesting promotion to a superior rank will be evaluated on their portfolios based on teaching, service, and professional development. Clinical faculty are expected to be engaged in their fields through professional organizations, conference attendance, keeping relevant licensures related to their appointments, and other professional development opportunities related to their field. Research and creative activities are not typically required for promotion but those that provide evidence of professional development should be included. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in ACD 506-05 and the Process Guide for Career-track Faculty Promotion.

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC) and in consultation with the appropriate CTFPC subcommittee chair. These three reviewers will be called a “unit-level peer review committee.” All peer review committee members must hold the rank applied for or above. At least two committee members must be from the same working group (CTHumSub or CTSciSub) as the applicant. The school director shall charge the three member unit-level peer review committee to review the portfolio, provide their recommendation, and vote on their recommendation. The chair of the unit level peer review committee shall act as signatory for administrative purposes. An additional faculty appointee who can evaluate a candidate’s research or professional development activities may be appointed by the school director to assist the peer review committee. The additional appointee should hold a promoted clinical or tenured rank.

The school director will review all promotional materials and committee findings and consult with their designees (as appropriate) to draft a letter for the applicant’s file. The school director then submits the applicant’s materials to college human resources for elevation and consideration per college and university-level processes.

### *Section 2: General Standards for Promotion*

SASA expects all clinical faculty to be strong teachers and recognizes the myriad of ways teaching excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in the classroom, curriculum development, mentoring students, and other related activities. Roles and duties assigned by the school shall count towards career-track faculty as teaching, research, or service, as appropriate to the role.

Faculty are expected to demonstrate their success and potential for future success through a portfolio of indicators and an accompanying personal statement. In

evaluating success and potential, the school is committed to looking beyond quantitative metrics and assessing more deeply the broader contributions and potential of faculty members within the expectations of academic rigor. A clinical faculty member must demonstrate excellence in teaching. In addition, the candidate must be active in service to the institution and/or profession. Clinical faculty shall demonstrate professional development appropriate to their field in their work. Teaching is weighted more heavily than service (or research, if appropriate) in assessing the merits of a candidate's record.

Promotion is based on the quality of evidence presented to demonstrate excellence in teaching, service, and professional development that advances the mission of the school and college. Promotion recognizes a quality of work that goes beyond the basic requirements of contract 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.

For promotion to the highest rank, there is an expectation that clinical faculty member will demonstrate leadership in their domain of expertise, that they will be at the forefront of developing and implementing innovative and impactful pedagogy, that they will create a coherent program or enterprise of pedagogy, that peers and students will increasingly recognize them as demonstrating excellence in teaching, and that they will mentor others in teaching. As appropriate to their fields, professional development should also demonstrate high levels of engagement and activity.

#### Clinical Faculty with Alternative Workloads

As designated by the school director and dean of the college, each teaching faculty may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. Faculty with these workload agreements should be assessed for promotion with these adjusted workloads taken into consideration.

#### Assessing Teaching

Candidates for promotion will present a record of sustained excellence and effectiveness in teaching. Excellence in teaching is assessed through multiple indicators as described by the ACD manual and these policies, which may include, but are not limited to:

1. Student evaluations (as required by ABOR Manual 6-211).
2. Peer observations of teaching (strongly recommended).
3. Peer review of student portfolios.
4. Ongoing revisions of courses to suit new instructional context and reflect current knowledge basis.

5. Examples of effective teaching innovation (assignments, modalities of delivery, development of course teaching aids, and so on).
6. Pedagogical practices that demonstrate a commitment to inclusive excellence.
7. Ongoing involvement in professional development.
8. Evidence of student success through a sequence of courses.
9. Teaching or mentoring honors/awards.
10. New course and curriculum development.
11. Substantive revisions of existing courses and curriculum.
12. Publications, conference presentations, and workshops showcase and share effective teaching practices.
13. Evidence of success in mentoring students, supervising honors contracts and theses, conducting independent studies, internships, or any other type of advising and mentoring students.

### Assessing Service

Candidates for promotion should present evidence of sustained service contributions to the unit, the school, the college, the university (internal service), the profession, and the community (external service). While the school expects appropriate service from faculty members, the level and type of service performed necessarily depend on the situation, qualifications, and interests of individual faculty members.

Evidence of internal service contributions may include, but are not limited to, records of accomplishment in administrative roles, committee work, non-committee work, mentoring faculty, and providing peer teaching observations.

Evidence of external service contributions may include, but are not limited to, active participation or leadership in professional associations, representing the faculty group, the school, the college, or the university to external constituents, and professional service linking the University to the larger community.

### Assessing Professional Development

Professional development is field-dependent for clinical promotion. Commonly, professional development is demonstrated in areas of teaching and service, and these categories are not mutually exclusive. The exact nature of the professional development should be reviewed by disciplinary peers and the school director to norm for field standards. In cases of fields with professional licensure requirements, keeping current with those licenses is considered part of professional development. Although professional development may be demonstrated through publication of research and creative activity, there is no expectation of publication unless it is explicitly part of a workload distribution.

### *Section 3: Demonstration of Excellence*

The following demonstrations of excellence provide concrete examples of the types of qualities candidates for promotion might demonstrate to show their achievement and progress towards their promotion. These demonstrations of excellence when achieved in adequate quantity and quality strongly indicate a candidate is suitable for promotion to the rank.

#### Demonstrations of Excellence for Promotion to Clinical Associate Professor

Candidates for promotion to clinical associate professor will demonstrate a breadth of activities that typically demonstrate no fewer than four of the following (typically at least three aligned with teaching and at least one aligned with service depending on workload and faculty role:

##### Teaching Aligned:

1. Consistent record of effective teaching as demonstrated through student evaluations and peer observations
2. Experience teaching a significant variety of courses at different levels within disciplinary, clinical, or professional area of expertise
3. Implementation of varied teaching methodologies and assessment strategies, including the incorporation of clinical or professional practice elements as appropriate to their field
4. Development or significant revision of course materials that reflect current disciplinary, professional standards, or clinical practices
5. Demonstrated commitment to implementing inclusive teaching practices that support a variety of learners in traditional or clinical settings
6. Development of industry partnerships or collaborations that enhance clinical teaching or create student opportunities
7. Evidence of applying current research and best practices to teaching and clinical instruction
8. Evidence of student mentoring (for example honors contracts, advising, or letters of recommendation)
9. Contribution to interdisciplinary teaching initiatives that bridge humanities, social sciences, or natural sciences

##### Service Aligned:

10. Active service on faculty group or school committees that contribute to curriculum, assessment, or program development
11. Engagement with professional organizations related to discipline through membership, attendance, or participation
12. Maintenance and advancement of relevant professional credentials, certifications, membership in professional societies, or licenses required for clinical expertise

13. Publication or presentation of applied research, case studies, or field-based scholarship in professional venues as appropriate to workload and role
14. Participation in scholarly activities such as conference presentations, workshops, or continuing education related to field as appropriate to workload and role
15. Contribution to interdisciplinary initiatives that connect clinical practice with broader academic fields or cross disciplinary boundaries
16. Active participation in university-level service activities, such as committees, initiatives, or governance
17. Service to the profession that supports the unit's mission of teaching and the ASU Charter.

#### Demonstrations of Excellence for Promotion to Full Clinical Professor

Candidates for promotion to full clinical professor will demonstrate focused leadership and active engagement in no fewer than four of the following (typically at least two aligned with teaching and at least two aligned with service depending on workload and faculty role):

##### Teaching Aligned:

1. Leadership in creating or revising curriculum such as academic programs, certificates, or majors that address institutional needs
2. Mentorship of junior faculty, including conducting peer observations and providing constructive feedback
3. Recognition for teaching excellence through college, university, or external awards
4. Leadership in promoting inclusive teaching practices and mentoring faculty in implementing these practices
5. Leadership in maintaining program accreditation or meeting professional standards for clinical programs
6. Development of sustained external partnerships that enhance the teaching mission of the program or school
7. Leadership in curriculum development, program assessment, or teaching initiatives within the faculty group, school, or college

##### Service Aligned:

8. Leadership roles on significant faculty group, school, or college committees related to clinical education or on significant faculty group, school, or college committees
9. Publication of scholarship or creative work related in peer-reviewed venues as appropriate to workload and role
10. Development or evaluation of innovative clinical methodologies, techniques, or approaches to practice

11. Leadership roles in professional organizations related to clinical discipline and clinical education or to teaching or disciplinary areas
12. Recognition as an expert through invited presentations, consultations, or industry engagement as appropriate to workload and role
13. Securing grants, contracts, or external funding to support clinical research or educational innovations or to support teaching innovations or scholarship of teaching and learning as appropriate to workload and role
14. Contribution to knowledge creation through applied research, white papers, or technical reports for industry as appropriate to workload and role
15. Development of scholarly or creative products that advance clinical practice (patents, protocols, assessment tools) as appropriate to workload and role
16. Significant contribution to the reputation of the school, college, or university through external scholarly engagement as appropriate to workload and role
17. Integration of research and scholarship into teaching practices in ways that enhance student learning
18. Evidence of sustained and substantial student mentoring (for example, clinical experiences, practicum supervision, independent studies, or internships)
19. Leadership in collaborative research initiatives with industry partners or other academic units as appropriate to workload and role
20. Contribution to the intellectual life of the academic unit through significant organizing presentations, workshops, or seminars

## Article 4: Promotion Processes and Standards for Research Faculty

Research faculty are promotion-eligible career-track faculty. An Assistant Research Professor may be promoted to an Associate Research Professor and an Associate Research Professor may be promoted to a Research Professor. Research faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

### *Section 1: Application for Promotion and Process*

An Associate Research Professor generally holds an appropriate terminal degree in the field of their appointment and typically has a minimum of five years of college-level research experience at Arizona State University or equivalent qualifications and experience ACD 505-02. The faculty member's request for promotion is not based primarily on time in rank but must demonstrate faculty development in research consistent with criteria and university norms. The five years of college-level research experience typically is acquired during a full-time faculty appointment at Arizona State University.

A Research Professor generally holds an appropriate terminal degree in the field of their appointment and typically has a minimum of seven years of college-level research experience (ACD 505-02). The faculty member's request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in research consistent with criteria and university norms. The seven years of college-level research experience typically is acquired during a full-time faculty appointment at Arizona State University. Typically, a candidate for research professor has three years of experience at the associate level.

Research faculty requesting promotion to a superior rank will be evaluated on their portfolios based on research. Research faculty are expected to be engaged in their fields through professional organizations, conference attendance, keeping relevant licensures related to their appointments, and other professional development opportunities related to their field. Teaching and service are not required for promotion but may provide evidence of development as a researcher and may be included. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in ACD 506-05 and the Process Guide for Career-track Faculty Promotion.

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC) and in consultation with the appropriate CTFPC subcommittee chair. These three reviewers will be called a "unit-level peer review committee." All peer review committee members must hold the rank applied for or above. At least two committee members must be from the same working group (CTHumSub or CTSciSub) as the applicant. The school director shall charge the three member unit-level peer review committee to review the portfolio, provide their recommendation, and vote on their recommendation. The chair of the unit level peer review committee shall act as signatory for administrative purposes. An additional faculty appointee who can evaluate a candidate's research activities may be appointed by the school director to assist the peer review committee. The additional appointee should hold promoted research, clinical, or tenured rank.

The school director will review all promotional materials and committee findings and consult with their designees (as appropriate) to draft a letter for the applicant's file. The school director then submits the applicant's materials to college human resources for elevation and consideration per college and university-level processes.

### *Section 2: General Standards for Promotion*

SASA expects all research faculty to be strong researchers and recognizes the myriad of ways excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in their roles as researchers. Faculty are expected to demonstrate

their success and potential for future success through a portfolio of indicators and an accompanying personal statement.

Promotion is based on the quality of evidence presented to demonstrate excellence in research that advances the mission of the institution. The promotion recognizes a quality of work that goes beyond the basic requirements of contract 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 research activities. In higher ranks, there is an increasing expectation that career faculty will demonstrate leadership in their domain of expertise.

### *Section 3: Demonstration of Excellence*

The following demonstrations of excellence provide concrete examples of the types of qualities candidates for promotion might demonstrate to show their achievement and progress towards their promotion. These demonstrations of excellence when achieved in adequate quantity and quality strongly indicate a candidate is suitable for promotion to the rank.

#### Demonstrations of Excellence for Promotion to Associate Research Professor

Candidates for promotion to associate research professor will demonstrate a breadth of activities that typically demonstrate no fewer than four of the following:

1. Consistent record of research productivity as demonstrated through peer-reviewed publications, technical reports, or other appropriate scholarly outputs
2. Development of a focused research agenda that shows coherence and increasing depth within a specialized area
3. Evidence of securing funding or contributing significantly to external grant applications
4. Presentations of research at regional or national conferences, symposia, or professional meetings
5. Engagement in collaborative research projects with colleagues within the academic unit or across disciplines
6. Development of research methodologies, protocols, or techniques that advance the field
7. Participation in professional organizations related to research specialization through membership and attendance
8. Contributions on school committees that support the research mission
9. Evidence of mentoring undergraduate or graduate students engaged directly in research activities
10. Development of industry, community, or external partnerships that enhance research capabilities

11. Demonstrated ability to manage research projects, including timelines, resources, and personnel
12. Contribution to the intellectual life of the academic unit through research presentations, workshops, or seminars

#### Demonstrations of Excellence for Promotion to Full Research Professor

Candidates for promotion to full research professor will demonstrate focused leadership and active engagement in no fewer than four of the following:

1. Leadership in developing a significant body of research that has made substantial contributions to the field
2. Success in securing external funding as principal investigator or major contributor on significant grants or contracts
3. Publication record in high-quality peer-reviewed journals, books, or other respected venues in the field
4. Leadership in large-scale or multi-investigator research initiatives or centers
5. Development of innovative research methodologies, techniques, or approaches that influence the field
6. National or international recognition of research expertise through invited presentations, keynotes, or visiting positions
7. Leadership roles in professional organizations related to research specialization
8. Significant mentorship of junior faculty, postdoctoral researchers, or graduate students in research
9. Development of sustained external partnerships with industry, government agencies, or other research institutions
10. Service as journal editor, editorial board member, or regular reviewer for prestigious journals in the field
11. Evidence of research impact through citations, adoption of methods, patents, or influence on practice
12. Leadership on significant faculty group, school, or university committees related to research
13. Contribution to interdisciplinary research initiatives that bridge traditional academic boundaries
14. Development of research infrastructure that benefits the broader university research community

## Article 5: Promotion Processes and Standards for Instructional Faculty

Instructional faculty are promotion-eligible career-track faculty. An Instructor may be promoted to Senior Instructor. A Senior Instructor may be promoted to Principal

Instructor. Instructional faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

### *Section 1: Application for Promotion and Process*

A Senior Instructor generally holds an appropriate graduate degree in the field of their appointment and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience ACD 505-02. The faculty member's request for promotion is not based primarily on time in rank but must demonstrate faculty development in teaching consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in ACD 506-05. The five years of college-level teaching experience typically is acquired during a full-time faculty appointment at Arizona State University.

A Principal Instructor generally holds an appropriate graduate degree in the field of their appointment and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience ACD 505-02. The faculty member's request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in teaching consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in ACD 505-02. The seven years of college-level experience typically is acquired during a full-time faculty appointment at an accredited university or college. Typically, a candidate for teaching professor has three years of experience at the associate level.

Instructional faculty requesting promotion to a superior rank will be evaluated on their portfolios based on teaching. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in ACD 506-05 and the Process Guide for Career-track Faculty Promotion.

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC) and in consultation with the appropriate CTFPC subcommittee chair. These three reviewers will be called a "unit-level peer review committee." All peer review committee members must hold the rank applied for or above. At least two committee members must be from the same working group (CTHumSub or CTSciSub) as the applicant. The school director shall charge the three member unit-level peer review committee to review the portfolio, provide their recommendation, and vote on their recommendation. The chair of the unit level peer review committee shall act as signatory for administrative purposes. The school director will review all promotional materials and committee findings and consult with their

designees (as appropriate) to draft a letter for the applicant's file. The school director then submits the applicant's materials to college human resources for elevation and consideration per college and university-level processes.

### *Section 2: General Standards for Promotion*

SASA expects all instructional faculty to be strong teachers and recognizes the diverse ways teaching excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in the classroom, teaching innovations, curriculum development, mentoring students, and other related activities. The instructor's role focuses on teaching, which should include various possible instructional contributions.

Faculty are expected to demonstrate their success and potential for future success through a portfolio of indicators and an accompanying personal statement. In evaluating success and potential, the school is committed to looking beyond quantitative metrics and assessing more deeply the broader contributions and potential of faculty members within the expectations of academic rigor. A career-track faculty member must demonstrate excellence in teaching.

Promotion is based on the quality of evidence presented to demonstrate excellence in teaching that advances the mission of the school and college. Promotion recognizes a quality of work that goes beyond the basic requirements of contract 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, and demonstrated leadership.

For promotion to the highest rank, there is an increasing expectation that instructional faculty will demonstrate leadership in their teaching and mentorship, that they will be at the forefront of developing and implementing innovative and impactful pedagogy, that they will create a coherent program or enterprise of pedagogy, that peers and students will increasingly recognize them as demonstrating excellence in teaching, and that they will mentor others in teaching.

#### Assessing teaching

Candidates for promotion will present a record of sustained and prospective excellence and effectiveness in teaching. Excellence in teaching is assessed through multiple indicators as described by the ACD manual and these policies, which may include, but are not limited to:

1. Student evaluations (as required by ABOR Manual 6-211).
2. Peer observations of teaching (strongly recommended).

3. Peer review of student portfolios.
4. Administrator evaluations of teaching, including supervisor-mandated reviews, other than required annual reviews of job performance.
5. Ongoing revisions of courses to suit new instructional context and reflect current knowledge basis.
6. Examples of effective teaching innovation (assignments, modalities of delivery, development of course teaching aids, workshops, conference presentations, publications, and so on).
7. Pedagogical practices that demonstrate a commitment to inclusive excellence.
8. Ongoing involvement in professional development.
9. Evidence of student success through a sequence of courses.
10. Teaching or mentoring honors/awards.
11. New course and curriculum development.
12. Evidence of success in mentoring students, supervising honors contracts and theses, conducting independent studies, internships, or any other type of advising and mentoring students.

### *Section 3: Demonstration of Excellence*

The following demonstrations of excellence provide concrete examples of the types of qualities candidates for promotion might demonstrate to show their achievement and progress towards their promotion. These demonstrations of excellence when achieved in adequate quantity and quality strongly indicate a candidate is suitable for promotion to the rank.

#### Demonstrations of Excellence for Promotion to Senior Instructor

Candidates for promotion to senior instructor will demonstrate a breadth of activities that typically demonstrate no fewer than four of the following:

1. Consistent record of effective teaching as demonstrated through student evaluations and peer observations
2. Experience teaching a significant variety of courses at different levels within their disciplinary area
3. Implementation or adoption of teaching methodologies and assessment strategies appropriate to course content and student needs
4. Development or significant revision of course materials, including syllabi, assignments, and assessment tools
5. Evidence of student mentoring through coursework, independent studies, or academic support
6. Demonstrated commitment to implementing inclusive teaching practices that support a variety of learners
7. Contribution to teaching initiatives that support course and curriculum development

8. Regular and active engagement in professional development activities focused on teaching effectiveness and disciplinary knowledge
9. Evidence of applying pedagogical innovations within classroom teaching
10. Development of teaching materials that enhance student learning experiences
11. Demonstrated effectiveness in online, hybrid, or in-person teaching modalities as appropriate to assigned courses
12. Evidence of student mentoring (for example honors contracts, advising, or letters of recommendation)
13. Evidence of continuous improvement in teaching through reflection and incorporation of feedback

#### Demonstrations of Excellence for Promotion to Principal Instructor

Candidates for promotion to principal instructor will demonstrate focused leadership and active engagement in no fewer than four of the following:

1. Leadership in course development, assessment, or teaching initiatives within the faculty group or school
2. Mentorship of junior instructional faculty in teaching, including sharing resources and providing feedback
3. Leadership in creating or revising course sequences or curriculum components that address program needs
4. Recognition for teaching excellence through faculty group, college, or university awards
5. Development of innovative teaching materials or approaches that have been adopted by colleagues
6. Leadership in promoting inclusive teaching practices that enhance student success
7. Significant contribution to program assessment and continuous improvement efforts
8. Development of student engagement initiatives that enhance the learning experience
9. Publication or presentation of teaching practices or innovations in appropriate venues
10. Leadership in implementing teaching technologies or methodologies that benefit multiple courses
11. Significant contribution to the reputation of the program through teaching excellence
12. Evidence of sustained and substantial student mentoring (for example, theses, independent studies, internships, or applied projects)
13. Evidence of substantial impact on student success metrics within courses taught

## Article 6: Approval and Amendment Process

A career-track faculty quorum shall be required to approve, alter, amend, or repeal this promotion and criteria document. The quorum requirement shall be satisfied as long as over 50% of SASA faculty who are eligible participate in the voting. To vote on this document, faculty members must hold a career-track faculty rank and be at least .50 FTE to vote.

Voting on this document is by electronic ballot, to be left open for at least five business days. For each vote, voters may choose between “approve,” “disapprove,” and “abstain.” An action is defined to be approved if at least two-thirds of the participating voters, excluding abstentions, vote “approve” (except if all voters abstain, then the action is not approved). Proposed amendments to this document must be distributed to voting-eligible faculty at least eight days before the opening of voting on the proposed amendments. A meeting on proposed amendments must occur before the opening of voting if at least two voting-eligible faculty rest it before the start of electronic voting.

This document and any future amendments will become effective upon approval by a career-track faculty quorum, consent by the school director and dean of the college, and approval by the University. The policies of this document are effective for all career-track faculty within the School of Applied Sciences and Arts. Career-track faculty members applying for promotion within two years of an amendment may use the document’s previous version.