

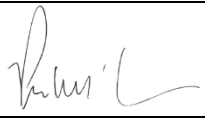


College	The College of Liberal Arts and Sciences
Unit	School of Mathematical and Statistical Sciences
Document	Promotion Policies for Career Faculty

Unit and college approval

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Provost office approval

	
Vice Provost for Academic Personnel Patricia Friedrich	Date 5/9/2025

**SoMSS Promotion Policies for Career Faculty
School of Mathematical and Statistical Sciences
College of Liberal Arts and Sciences Arizona State University**

Preamble

1. Approval Process

For the purpose of approving, altering, amending, or repealing this promotion document, a track faculty quorum is defined as one-half of the tenured faculty members, associate professors without tenure, and academic professionals in SoMSS, with appointments that are at least 50% in SoMSS, and a career-track faculty quorum is defined as at least one-half of the career-track faculty at the rank of senior instructor, principal instructor, associate teaching professor, teaching professor, clinical associate professor, clinical professor, and professor of practice in SoMSS, with appointments that are at least 50% in SoMSS. Voting on this document is by secret ballot. 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 voters, excluding abstentions, vote “approve” (except if all voters abstain, then the action is not approved). This document will become effective upon approval by a track faculty quorum, upon approval by a career-track faculty quorum, and upon approval by the University. Alterations or amendments of this document will become effective upon approval by a track faculty quorum, upon approval by a career-track faculty quorum, and upon approval by the University. This document may be repealed upon approval by a track faculty quorum and upon approval by a career-track faculty quorum. Proposals for alterations or amendments to this document must be made available to members of the voting groups at least eight days prior to the date of the vote on the proposed amendments. For an online ballot, the materials must be made available to members of the voting groups at least eight days prior to the close of the ballot. The policies of this document are effective for all fixed-term career faculty candidates that are considered for promotion after January 1, 2025.

2. Mission Statement and Objectives of the School of Mathematical and Statistical Sciences

The mission of the School of Mathematical and Statistical Sciences is to conduct programs of research and instruction (both at undergraduate and graduate levels) in the broad areas of applied and theoretical mathematics, statistics, data science, actuarial sciences, and mathematics education. Beyond traditional disciplinary research and instruction, our contributions in interdisciplinary programs are increasingly significant, often focusing on externally funded multidisciplinary approaches to analyze and solve major problems in science and engineering. In addition to research and instruction, the School aims to foster connections with professional programs and the community through outreach programs, and the development of instructional programs that serve its constituents, including in, but not limited to, teacher preparation, the actuarial profession, and online programs. The broader SoMSS objectives are to demonstrate the contributions to society made by SoMSS and the mathematical sciences in general, while aligning with the ASU Charter’s commitment to inclusion, advancing research, and assuming fundamental responsibility for the communities we serve. These objectives also support the university’s overall educational mission to foster mathematical thinking and proficiency in students taking courses in all modalities and from multiple client disciplines across the campus.

I. Definitions

- A. **Track faculty**, for the purposes of this document, includes all persons on tenured or tenure-eligible lines at ASU holding the rank of professor, associate professor, or assistant professor with appointments in SoMSS.
- B. **Career faculty** are fixed-term faculty with the title of instructor, teaching professor, clinical professor, or professor of practice, at the rank of assistant, associate, or professor or with the title of instructor, senior instructor or principal instructor and who have a primary appointment in SoMSS. For the purpose of this document, due to the significant research responsibilities of research faculty, the Personnel Committee (PC) will evaluate all research professors. Refer to the SoMSS Promotion and Tenure Policies for Track Faculty.
- C. **Faculty** includes all track faculty and career faculty with appointments in SoMSS that are at least 50%.
- D. **The Promotion Committee** for the career faculty shall be the Instructional Mathematics Personnel Committee, as described in the bylaws.
- E. **Appropriate Members of the Promotion Committee.** The term “appropriate members” of the Promotion Committee refers to all members of the Promotion Committee at or above the rank to which the candidate aspires.
- F. **Appropriate Members of the Faculty.** The term “appropriate members” of the faculty refers to all members at or above the rank to which the candidate aspires. The “appropriate members” for an instructor applying for promotion to senior instructor, an assistant teaching professor applying for promotion to associate teaching professor, or a clinical assistant professor applying for promotion to clinical associate professor, consists of all associate professors, professors, senior instructors, principal instructors, associate teaching professors, teaching professors, clinical associate professors, clinical professors, and professors of practice. The “appropriate members” for a senior instructor applying for promotion to principal instructor, an associate teaching professor applying for promotion to teaching professor, or a clinical associate professor applying for promotion to clinical professor, consists of all professors, principal instructors, teaching professors, clinical professors, and professors of practice.

II. Categories Addressed

- A. For career instructors and professors, the promotion discussion applies to cases for promotion to the next highest rank; instructor to senior instructor; senior instructor to principal instructor; assistant to associate, and associate to professor.
- B. For career-track faculty, contract renewal applies to career-track faculty on an annual or multi-year contract.

III. General Procedures for Promotion

For career faculty, the latest university process guide for promotion of career-track faculty applies. The policies are described in [ACD 506-05: Faculty Promotion](#).

A. General Principles for the Review

- i. SoMSS' faculty leaders, and all faculty members, are encouraged to educate themselves about persistent biases that may impact teaching, and service/outreach, and should apply a nuanced perspective to evaluating candidates' contributions with an awareness of these biases. Within the limits set by the provost, and the individual's goals of the candidate as aligned with their role in the SoMSS, the review process shall provide appropriate credit for actions taken to advance the ASU Charter.

B. Required Materials for Evaluation of Candidates

i. Materials supplied by the candidate.

1. Career faculty desiring promotion shall supply the School Director with all the materials as specified in the university and college procedures by the date specified by the Director.
2. In support of SoMSS' values, all candidates for promotion are encouraged to include a specific discussion of their contributions to and impact on the ASU Charter in their application portfolio.

C. Discussion by appropriate faculty.

- i. With precise dates governed by the College's calendar for promotion decisions but no later than three weeks before the College deadline, the Chair of the Promotion Committee calls a meeting of the appropriate members of the faculty for a discussion of the candidate's record relative to the School's standards for promotion.
- ii. Each candidate shall be discussed and evaluated based on their individual qualifications.
- iii. Appropriate members unable to attend the meeting may submit written comments to the Chair of the Promotion Committee; comments that have been submitted in a timely manner shall be read at the meeting.
- iv. Candidates shall not be ranked.
- v. Following discussion of each aspect of each candidate's application, an advisory vote is taken by secret ballot with space for comments; only appropriate, non-committee members who are present at the meeting may vote.
- vi. Appropriate members who attend the meeting are required to sign a statement that they were present at the meeting; this statement shall be kept confidential except in the event of an appeal by the candidate.

D. Summary statements.

- i. Taking into consideration all available evidence of
 1. the strengths and weaknesses of the candidate's record,
 2. the assessments of the merits of the candidate's performance by the appropriate members, and,
 3. the appropriate members of the Promotion Committee decide whether to

recommend the candidate for promotion.

- ii. The Promotion Committee prepares for the appropriate members a summary statement providing the rationale for its decision; the summary statement shall include the outcome from the advisory vote and the committee vote listed separately and shall clearly articulate the majority and minority opinions.
- iii. The Promotion Committee summary statement shall be made available to the appropriate members for comments in a timely manner before it is sent to the College.
- iv. Independently, but informed by the recommendation of the Promotion Committee, the School Director decides whether to recommend each candidate for promotion and prepares a separate summary statement for each candidate providing the rationale for this decision.

E. Notification of Recommendations and Final Decision.

The latest version of the university policies for promotion of career-track faculty applies.

F. Confidentiality.

In order to allow for full and frank discussion of the strengths and weaknesses of the candidate, it is essential that the deliberations of the appropriate members and the Promotion Committee be kept confidential. Violations of the principle of confidentiality as it applies to personnel concerns constitute a serious breach of professional ethics, and seriously jeopardize the ability of the School to conduct its affairs in an effective and professional manner.

IV. Criteria for Evaluation of Instruction and Service

Faculty are encouraged to document their activities which have a positive impact in areas promoting the ASU Charter.

A. Teaching

Activities that are recognized as contributing to instructional activities in the mathematical sciences, include, but are not limited to,

- i. Written evaluations by peers based on classroom and/or seminar visitations
- ii. Local and national awards for teaching
- iii. Development of new courses and curriculum development
- iv. The development of instructional materials (e.g., textbooks, laboratory manuals, online materials) which can be used by other instructors of in-person or online courses
- v. Publication of textbooks
- vi. Mentoring, and advising all trainees, including trainees from groups traditionally underrepresented in the mathematical sciences, and including directing independent studies projects, and honors theses
- vii. Participating in extended education and distance learning
- viii. Performing learning outcome assessment activities and other instructional or pedagogical innovations appropriate to SoMSS
- ix. Participating in or leading activities designed to broaden the impact for diverse groups

- of students, including adapting teaching styles and class formats
- x. Obtaining external funding for development of instructional materials
- xi. Advising student organizations
- xii. Participation in instruction involving mathematics education at the elementary and secondary levels

B. Service

Activities that are recognized as contributing to service activities in the mathematical sciences include, but are not limited to,

- i. Significant participation in, and/or chairing of, School, College, or University committees
- ii. Serving as officer in a national or international scholarly society
- iii. Editing conference proceedings
- iv. Reviewing articles for review journals
- v. Reviewing proposals for external funding agencies
- vi. Developing internship programs
- vii. Consulting for other members of the University or industrial community
- viii. Participation in programs improving education in the mathematical sciences at the elementary, secondary, or college level
- ix. Course coordination in multi-section classes
- x. Participation in the development and implementation of online materials for online courses
- xi. Managing or assisting in the implementation of online homework and/or instructional materials for the benefit of other instructors and students
- xii. Participation in outreach programs to the community
- xiii. Participating in training/mentoring sessions for new faculty and/or teaching assistants on tasks such as effective teaching strategies and appropriate use of technology in the curriculum
- xiv. Assisting with the selection and hiring of graders and instructional assistants.
- xv. Contributions to service and outreach activities promoting the ASU Charter and the participation of groups traditionally underrepresented in the mathematical sciences

V. Criteria for Promotion for Career Faculty in Teaching and Service

A. Teaching

- i. Successful candidates for promotion are expected to have demonstrated excellence in teaching. The primary criterion for teaching excellence is the candidate's performance in teaching courses in the School of Mathematical and Statistical Sciences.
- ii. Quality of teaching and instruction are assessed through multiple indicators as described in IV.A. By ABOR policy, student evaluations must form part of the evidence for assessing teaching excellence. Examples of evidence in teaching are provided on the Provost's website [ACD 202–01: Faculty Responsibilities](#).

B. Service

- i. At the time of consideration for promotion, a candidate shall have developed a record of effective service in the School of Mathematical and Statistical Sciences, the profession, or the community, as described in IV.B. As noted in ACD202-01. Service is a vital component of faculty responsibilities, encompassing contributions to the university, the academic profession, and the broader community. Service to the university includes participation in internal committee work, faculty governance activities, and efforts to foster a collegial atmosphere at all levels of university interaction. Faculty are also expected to engage in activities that support ASU Charter initiatives and advance departmental goals, particularly those aimed at fostering a supportive environment for all students. More broadly, service activities should reflect ethical and professional behavior, as outlined in Board of Regents, university, and academic unit policies.
- ii. Public/community service is an extension of the faculty member's teaching activity to the larger community outside the university.

VI. Criteria for Promotion of Career Faculty with Clinical or Practice Titles

Eligibility for promotion of career faculty with clinical or practice titles to associate or professor rank is determined by the latest version of university policies. Career faculty with clinical or practice titles at the rank of associate or professor generally hold doctorate degrees (or other appropriate terminal degrees). To be recommended for promotion to the rank of associate, a candidate generally has five years or more of full-time service at the rank of assistant professor within the same or equivalent category of faculty at ASU.

As stated in University Documents, ACD 505-02: Faculty Membership, Appointment Categories, Ranks, and Titles career faculty with clinical or practice titles are career-track 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 these faculty may encompass any area of professional practice and/or technical expertise and may include professional development.

A. Criteria for Promotion from Assistant to Associate Rank

To be recommended for promotion to the rank of clinical associate professor or associate professor of practice, the faculty member must demonstrate evidence of excellent teaching with evidence provided by student evaluations and written evaluations by faculty members. The candidate also shall have substantially contributed to specialized instructional activities and service in the School's educational mission, associated with their specialized assigned responsibilities, that extend beyond the standard realm of classroom instruction, as described above in IV.A. Candidates for promotion should demonstrate their contributions to the program for which they were hired, an ability to teach a wide variety of classes for that program, and be generally involved in professional activities associated with that program. Service activities that are considered valuable to the educational mission of the School associated with the specific program, include (but are not limited to), as described in IV.B. The impact of service

contributions (in terms of students and instructors served) is more important than the quantity of time spent on service.

B. Criteria for Promotion from Associate to Professor Rank

Candidates for promotion to the rank of Professor shall generally have at least seven years of college-level teaching experience, with sufficient time at rank to demonstrate continued and sustained excellence.

To be recommended for promotion to the rank of professor, a candidate must have demonstrated a sustained track record of excellent teaching. The candidate also shall have substantially contributed to specialized instructional activities and service in the School's educational mission, associated with their specialized assigned responsibilities, that extends beyond the level that is typically present for promotion cases to the rank of associate, as described in IV.A. The list of service criteria relevant to promotion to the rank of professor is the same as listed above in IV.B. However, the level of involvement, impact, and leadership expected for promotion to the rank of professor is higher than that for a career associate professor. Examples of leadership expected for promotion candidates from associate professor to professor include (but are not limited to)

- i. Specialized program development that extends across multiple units, and / or campuses, of ASU
- ii. Chairing or participating in an important committee or program
- iii. Developing specialized curriculum materials used by a large number of students and faculty members
- iv. Leading consulting or authoring activities that impact a large number of members of the University and/or the community.
- v. Leading a major outreach program for the community and specialized program
- vi. Leading a training and/or mentoring program on instruction for new faculty or graduate students for the specialized program.

VII. Criteria for Promotion of Career Faculty with Teaching Titles

Eligibility for promotion to associate or teaching professor is determined by the latest version of university policies. Associate teaching professors or teaching professors generally hold doctorate degrees (or other appropriate terminal degrees). To be recommended for promotion to associate teaching professor a candidate generally has five years or more of full-time service as an assistant teaching professor at ASU, (or similar appointment elsewhere); most of that experience should be at ASU.

A. Criteria for Promotion to Associate Teaching Professor

To be recommended for promotion to **associate teaching professor** the faculty member must demonstrate evidence of excellent teaching with evidence provided by student evaluations and written evaluations by faculty members. The candidate also shall have substantially contributed to other instructional activities and service in the School's educational mission that extend beyond the realm of classroom instruction, as described in IV.A. Candidates for promotion

should demonstrate either the ability to teach a wide variety of classes or be able to teach classes in an area of high need for the School. Service activities that are considered valuable to the educational mission of the School include (but are not limited to), as described in IV.B. The impact of service contributions (in terms of students and instructors served) is more important than the quantity of time spent on service.

B. Criteria for Promotion to Teaching Professor

Generally, candidates for promotion to **teaching professor** have at least seven years of college-level teaching experience, with sufficient time at rank to demonstrate continued and sustained excellence.

To be recommended for promotion to teaching professor, a candidate must have demonstrated a sustained track record of excellent teaching. The candidate also shall have substantially contributed to other instructional activities and service in the School's educational mission that extends beyond the level that is typically present for promotion cases to associate teaching professor. The list of service criteria relevant to promotion to teaching professor is the same as listed above in the section on promotion criteria for associate teaching professor. However, the level of involvement, impact, and leadership expected for promotion to teaching professor is higher than that for associate teaching professor. Examples of leadership expected for promotion candidates to teaching professor include (but are not limited to)

- i. Course coordination that extends across multiple campuses of ASU
- ii. Actively participating in an important SoMSS committee or program
- iii. Developing curriculum materials used by a large number of students and faculty members
- iv. Leading consulting or authoring activities that impact a large number of members of the University and/or the community.
- v. Leading a major outreach program for the community
- vi. Leading a training and/or mentoring program on instruction for new faculty or graduate students.

VIII. Criteria for Promotion of Career Faculty with Instructor Titles

Eligibility for promotion to senior or principal instructor is determined by the latest version of university policies. Promotion to senior instructor does not require a terminal degree, whereas promotion to principal instructor does require a doctorate degree (or other appropriate terminal degree). To be recommended for promotion to senior instructor a candidate generally has five years or more of full-time service as an instructor at ASU (or similar appointment elsewhere); most of that experience should be at ASU.

A. Criteria for Promotion to Senior Instructor

To be recommended for promotion to senior instructor, the faculty member must demonstrate evidence of excellent teaching with evidence provided by student evaluations and written evaluations by faculty members. The candidate also shall have substantially contributed to other

instructional activities in the School's educational mission that extend beyond the standard realm of classroom instruction, as described above in IV.A. Candidates for promotion should demonstrate either the ability to teach a wide variety of classes or be able to teach classes in an area of high need for the School.

B. Criteria for Promotion to Principal Instructor

Generally, candidates for promotion to principal instructor have at least seven years of college-level teaching experience, with sufficient time at rank to demonstrate continued and sustained excellence.

To be recommended for promotion to principal instructor, a candidate must have demonstrated a sustained track record of excellent teaching. The candidate also shall have substantially contributed to the other instructional activities in the School's educational mission that extend beyond the level that is typically present for promotion cases to senior instructors. The level of involvement, impact, and leadership expected for promotion to principal instructor is higher than that for senior instructor. Examples of leadership expected for promotion candidates to principal instructor include (but are not limited to):

- i. Developing curriculum materials used by a large number of students and faculty members
- ii. Mentoring new instructors or graduate students
- iii. Mentoring undergraduate students
- iv. Attending professional development seminars
- v. Participating in an educational outreach program