


College/ Independent Unit	Barrett, The Honors College
Academic Unit/ Department, if any**	N/A
Choose document type (bylaws or criteria Document?): Criteria Only Promotion Criteria	
If bylaws, does it include criteria for promotion/continuing status/tenure? N/A	
If yes, please concisely list the ranks included in the criteria (examples: tenure-faculty, career-track faculty, continuing-track academic professionals, fixed-term academic professionals, etc.): N/A	

Unit and college approval

Date of approval by the faculty and/or academic professionals	April 3, 2024
Date of review/consent by the dean (or lead of independent unit)*	April 10, 2024

Provost office approval

	Patricia Friedrich	3/20/2025
Signature	Name	Date

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

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

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Promotion Criteria

Barrett, The Honors College
Arizona State University

This document shall take effect upon approval by a majority vote of the Honors Faculty Fellows with the rank of teaching professor, associate teaching professor, and assistant teaching professor who hold their primary benefits-eligible appointment in Barrett, the Honors College (BHC) and all tenure line professors whose academic appointment is in Barrett; review by the Dean of BHC; and approval by the University Provost. All promotion and contract renewal decisions are to be made in accordance with the policies of the Arizona Board of Regents, with the guidelines in the ACD manual, and with the Barrett Honors College Bylaws; should any of those conflict, the order of precedence will be ABOR policy, ACD policy, followed by BHC bylaws.

I. **Criteria for Promotion from Assistant to Associate Teaching Professor**

To be recommended for promotion to associate teaching professor, a faculty member must demonstrate excellence in teaching and have a record of effectiveness in mentoring students. In addition, the candidate must be active in service to the college. Teaching is weighted more heavily than service in assessing the merits of a candidate's record.

A. Teaching

Successful candidates for promotion are expected to have demonstrated consistent effectiveness in teaching. The primary criterion for teaching effectiveness is the candidate's performance in teaching honors courses. Quality of teaching and instruction is assessed through multiple indicators as described by the ACD manual and Barrett policies, which may include:

- Active participation in the mentoring program, for example:
 - Going to mentoring meetings
 - Visiting the classes of established Honors Faculty Fellows
 - Allowing other faculty members to visit your classes
- Strong positive written evaluations of teaching and mentoring performance by faculty mentors
- Better than satisfactory annual review scores
- Evidence of ongoing course development, for example:
 - Thoughtfully refining The Human Event and other course syllabi
 - Offering innovative and interdisciplinary upper-division honors courses
- A consistent positive trend in written evaluations by students that demonstrates excellence
- Substantive positive peer reviews by colleagues based on classroom visitations

Other factors may also be considered when evaluating contributions to teaching. These include, but are not limited to:

- Receipt of local and national awards for teaching and mentoring
- Development of instructional materials, for example:
 - Developing a video series on the thesis process
 - Developing materials to support student writing
- Supervision of undergraduate research projects (e.g., Barrett Research Fellow on an academic project)
- Co-authorship of articles and presentations with students based on work they did with the faculty member
- Evidence that students who took a class with the faculty member were well-prepared for future coursework
- Any publications and presentations that reflect the scholarship and the study of teaching and learning
- Evidence of effective teaching of Honors 394 courses
- Engagement with creative pedagogies

Effective and significant mentoring takes many forms, but since all honors students must complete an Honors Thesis to graduate, we expect candidates seeking promotion to **associate teaching professor** will have served as directors for at least **three** successful Honors Thesis projects.

B. Service

At the time of consideration for promotion, a candidate shall have developed a record of effective service in BHC at ASU. The faculty member may also have developed a record of effective service in the University and the community. This service shall typically include the following:

- Participation in important College committees, including, but not limited to, some of the following:
 - Curriculum committee
 - Personnel committee
 - Travel Program committee
 - Admissions committee
 - Mentoring committee
- Engagement in student programming, such as:
 - Serving as faculty advisor for LUX or the Barrett Chronicle
 - Organizing an Honors Lecture Series Talk
 - Helping with LWFONSA scholarship interviews
 - Leading Honors Thesis and Creative Projects Workshops
 - Arranging Pre-Law Panels
 - Participating in recruiting events for Barrett
 - Attending the Celebrating Honors Thesis Symposium
 - Helping with Family Weekend
 - Hosting and attending the Centennial and Rhodes Lectures

- Other activities that may be included in the evaluation of a candidate's service include, but are not limited to:
 - Participation in University committees
 - Giving talks to the local community
 - Participating in alumni events
 - Media coverage of faculty work (art projects, research, teaching) that enhances the visibility of Barrett within the broader academic or lay community

II. **Criteria for Promotion from Associate Teaching Professor to Teaching Professor**

To reflect the special aims and circumstances at Barrett, associate teaching professors requesting promotion to teaching professor will be evaluated primarily based on evidence of mastery of seminar teaching and pedagogical leadership outside the classroom (e.g. mentoring junior faculty, teaching about pedagogy). The candidate is expected to satisfy the criteria in Section I. In addition, all other aspects of pedagogical performance, including peer and student evaluations, course development, and student mentoring must be consistently outstanding.

Effective and significant mentoring takes many forms, but since all honors students must complete an Honors Thesis to graduate, we expect that candidates seeking promotion to **teaching professor** will have continued mentoring successful Honors Thesis projects and directed at least **six** successful projects, **including one or more completed at the current rank.**

The candidate's professional development should also consist of strong and varied service at a level higher than that expected of candidates for promotion to associate teaching professor. In terms of service, it is expected that candidates seeking promotion to teaching professor will have held positions of leadership (e.g. faculty chair, chair of a standing committee, chair of a search committee, serving as academic senator for Barrett, etc.) that help advance the overall mission of Barrett.

Promotion Policies

Barrett, The Honors College (BHC)
Arizona State University

I. **Definitions**

The Promotion Committee is composed of faculty members at or above the rank to which the candidate desires to be promoted.

- The appropriate faculty for an assistant teaching professor applying for promotion to associate teaching professor consists of all teaching professors and associate teaching professors.
- The appropriate faculty for an associate teaching professor applying for promotion to teaching professor consists of all the teaching professors.
- The chair of the committee should be a teaching professor and is selected by the other members of the committee by secret ballot.

II. Procedures for Promotion

A. Application for promotion

The latest version of the university promotion policies applies.

B. Materials supplied by the candidate

The latest version of the university promotion policies applies. The candidate will also provide at least one written teaching observation from a Barrett faculty member of their choosing who (a) agrees to observe the candidate, (b) is senior in rank to the candidate, and (c) is not a relative or member of the candidate's established household, or a person with whom the employee has a real or perceived conflict of interest.

C. Discussion by appropriate faculty

Late in the fall semester, with precise dates governed by the College's calendar for promotion, but no later than a month before the College deadline, the Chair of the Promotion Committee will call a meeting of the appropriate faculty for a discussion of the candidate's record relative to standards for promotion. The discussion of the candidate's record at the meeting shall include a careful analysis of all materials included in the promotion packet. Each candidate shall be discussed and evaluated based on his or her individual qualifications; candidates shall not be ranked. Following discussion of each aspect of each candidate's application a vote is taken by secret ballot with space for comments; only the appropriate faculty members who are present at the meeting may vote. Faculty 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. Faculty 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

Taking into consideration all available evidence of the strengths and weaknesses of the candidate's record and the assessments of the merits of the candidate's performance by the appropriate faculty, the Promotion Committee decides whether to recommend the candidate for promotion. The Promotion Committee prepares a summary statement providing the rationale for its decision; the summary statement shall include the outcome from the voting. Should there be strong disagreement among the members of the Promotion Committee, this statement shall be made available to the appropriate faculty for comments in a timely manner before the statement is sent to the Chair. The Faculty Chair composes his/her own letter independently, though informed by the letter from the Promotion Committee. Both letters are then sent to the Dean of Barrett, the Honors College.

E. Review by the Dean of Barrett, the Honors College

The dean reviews the portfolio of the candidate and the summary statements and other documentation provided by the Promotion Committee to develop her/his own independent assessment of the candidate's suitability for promotion. The dean then provides her/his independent assessment and recommendation to the University Provost by the deadline set by the University Provost.

F. Review by University Provost and Final Decision

The University Provost, after considering the candidate's portfolio and all recommendations regarding promotion, will make the final decision.

G. Notification of Recommendations and Final Decision

The latest version of the university promotion policies applies.

H. 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 faculty and the Promotion Committee be kept confidential. Violations of the principle of confidentiality as it applies to personnel concerns constitute a serious break of professional ethics, and seriously jeopardize the ability of Barrett to conduct its affairs in an effective professional manner.