




College	University College
Choose document type (bylaws or criteria Document?):	
Criteria	
Please concisely list the ranks included in the criteria (if relevant).	
Career-track Faculty – All Ranks	

Unit and college approval

Date of approval by the faculty and/or academic professionals	May 15, 2025
Date of review by the dean (or lead of independent unit)*	June 5, 2025

Provost office approval

	Patricia Friedrich	8/12/2025
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.

000: Preamble

This document provides an overview of University College's promotion criteria and procedures that are to inform career track (CT) faculty member decisions on promotions. Specific appraisals relative to promotion should also occur within a more general context of continuing annual performance evaluations aimed at improving faculty members' performance over time. All CT faculty members should also maintain regular communication with their unit director and the dean of University College concerning their goals and aspirations as per these promotion criteria, procedures, and standards appropriate to CT faculty member's position and job description.

100: Career-Track Faculty Promotions

Over their careers, CT faculty members are expected to demonstrate excellence in teaching and service as appropriate to their job description.

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

Career track faculty are expected to meet the same qualities of teaching and (where appropriate) service described in the promotion criteria. However, the quantity of teaching and service may vary according to individual annual workload assignments.

101: Promotion of Assistant Teaching Professor to Associate Teaching Professor

An Associate Teaching Professor typically holds a doctorate or appropriate terminal degree and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience ([ACD 505-02](#)). It is generally expected that these five (5) years will have been at the rank of Assistant Teaching Professor or its equivalent rank at ASU or another college or university, with sufficient time at ASU to demonstrate success with ASU students and programs. The Assistant Teaching Professor's request for promotion is not based on time in rank, and 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 experience should be a full-time titled faculty appointment. College-level teaching experience must have occurred at an accredited university or college. Faculty members can apply for promotion to Associate Teaching Professor in their fifth year. For those who have three or more years of a successful full-time faculty appointment before coming to ASU, requests for promotion to Associate Teaching Professor typically can be made after their third year at ASU.

Assistant Teaching Professors requesting promotion to Associate Teaching Professor will be evaluated with respect to evidence of excellence in teaching and service. In addition, due to the nature of the work done within University College, an Assistant Teaching Professor's service and their commitment to University College's goals: "*We design personalized learning experiences to end achievement disparities. We design for an integrated work and learning future. We design services to support learners at scale by using design thinking, analytics, automation, and intelligent agents.*", may also be taken into consideration for this process. The faculty member initiates the application for promotion from Assistant Teaching Professor to Associate Teaching Professor by submitting a portfolio of materials specified in [ACD 506-05](#) and [P6: Process Guide for Promotion of Career-track Faculty](#).

Review of instructional materials should consider relevant factors such as student learning, the appropriateness of course content, curriculum development, program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, evidence of pedagogical practices that promote the success of all students, lead professional development for faculty and the contributions of courses to the unit's curriculum, pedagogy, and scholarship of instruction.

Other possible indicators might include:

- Peer or supervisory evaluation of teaching performance and materials
- Participation in teaching workshops
- Teaching awards and honors.

Candidates may provide evidence of outstanding student mentoring to help advance the overall mission of University College.

Faculty should work closely with Unit directors to establish service contributions. Evaluation of service requires the assessment of quality as well as quantity. Service to the university is assessed in terms of contributions to the work of the academic unit, college and university and its impact on the well-being of University College and Arizona State University. Peers and faculty heads assess contributions to fostering the success of all students, recruitment and retention of students, faculty governance, collegial working environments, and professional behavior.

The evaluation of public/community service is based on the quality of the service rendered, its applicability to the candidate's teaching responsibilities, the quality, and relevance to the academic unit's mission, and the value of that service from the perspective of the community organization or partner. The quality of service to the academic profession is assessed in terms of its overall value for the national distinction of University College, the significance of the recognition brought to the individual and the university and the impact of the service on the field.

102: Promotion from Associate Teaching Professor to Teaching Professor

A Teaching Professor typically holds an appropriate doctorate or terminal degree and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience (ACD 505-02). Candidates for Teaching Professor will have been at the rank of Associate Teaching Professor a sufficient amount of time at rank to demonstrate excellence at rank. However, the request for promotion is based not on time in rank or years of service but rather on exceptional teaching, service, and leadership. Associate Teaching Professors requesting promotion to Teaching Professor will be evaluated with respect to evidence of exceptional teaching, service, and leadership. In addition, due to the nature of the work done within University College, an Associate Teaching Professor's service and their commitment to University College's goals: *"We design personalized learning experiences to end achievement disparities. We design for an integrated work and learning future. We design services to support learners at scale by using design thinking, analytics, automation, and intelligent agents."*, may also be taken into consideration for this process. The faculty member initiates the application for promotion from Associate Teaching Professor to Teaching Professor by submitting a portfolio of materials specified in ACD 506-05 and P6, *Process Guide for Promotion and Career-Track Faculty*.

Review of instructional materials should consider relevant factors such as student learning, the appropriateness of course content, curriculum development, program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, evidence of pedagogical practices that promote the success of all students, lead professional development for faculty and the contributions of courses to the unit's curriculum, pedagogy, and scholarship of instruction.

Other possible indicators might include:

- Peer or supervisory evaluation of teaching performance and materials
- Participation in teaching workshops
- Teaching awards and honors.

Teaching Professors should have a distinguished, sustained, recognized record of exceptional contributions to discipline-based or interdisciplinary instructional content, teaching modalities, technologies, or outcome determined by student success. Candidates may provide evidence of outstanding student mentoring to help advance the overall mission of University College.

Evaluation of service requires the assessment of quality as well as quantity. Service to the university should be assessed in terms of contributions to the work of the academic unit, Colleges and university and its impact on the well-being of University College and the University. Peers and faculty heads assess contributions to fostering the success of all students, recruitment and retention of students, faculty governance, collegial working environments, and professional behavior. The evaluation of public/community service is based on the quality of the service rendered, its applicability to the candidate's teaching responsibilities, the quality and relevance to the academic unit's mission, and the value of that service from the perspective of the community organization or partner. The quality of service to the academic profession is assessed in terms of its overall value for the national distinction of University College, the significance of the recognition brought to the individual and the university, and the impact of the service on the field. Teaching

Professors should have a distinguished, recognized record of exceptional service to the university, the community, and the profession to develop or supervise practice components of degree programs or to perform other duties that the Dean of University College determines will significantly enhance professional learning and advance the goals of the assigned academic unit or program in a substantial way.

The service component may include: evidence of continued professional development in relevant areas of the position; efforts to keep abreast of current developments in areas of responsibility; development of new capabilities, methods, and procedures, new knowledge, and/or instrumentation in area(s) of responsibility; collaboration with faculty and students in facilitating, carrying out, and/or documenting innovative research, teaching, peer mentoring, supervision and/or service activities; research, publications, presentation at conferences and grant writing; in general, these activities represent a commitment to the profession or the discipline beyond the daily duties of the position; use of professional expertise to serve the interests of university college students (such as exploratory students), unit, university, community, discipline, and/or higher education; other leadership activities as needed by the unit.

103: Promotion of Instructor to Senior Instructor

A Senior Instructor typically holds an appropriate graduate degree and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience (ACD 505-02). It is generally expected that these five (5) years will have been at the rank of Instructor or its equivalent rank at ASU or another college or university. The Instructor's request for promotion is not based on time in rank, and 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 experience should be a full-time titled faculty appointment. College-level teaching experience must have occurred at an accredited university or college. Faculty members can apply for promotion to Senior Instructor in their fifth year. For those who have three or more years of a successful full-time faculty appointment before coming to ASU, requests for promotion to Senior Instructor typically can be made after their third year at ASU.

Instructors requesting promotion to Senior Instructor will be evaluated with respect to evidence of excellence in teaching. In addition, due to the nature of the work done within University College, an Instructor's commitment to University College's goals: "*We design personalized learning experiences to end achievement disparities. We design for an integrated work and learning future. We design services to support learners at scale by using design thinking, analytics, automation, and intelligent agents.*", may also be taken into consideration for this process. The faculty member initiates the application for promotion from Instructor to Senior Instructor by submitting a portfolio of materials specified in ACD 506-05 and P6, Process Guide for Promotion of Career-track Faculty.

Review of instructional materials should consider relevant factors such as student learning, the appropriateness of course content, curriculum development, program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, evidence of pedagogical practices that promote the success of all students, workshops conducted for teachers and graduate students and the contributions of courses to the unit's curriculum, pedagogy and scholarship of instruction.

Other possible indicators might include:

- Peer or supervisory evaluation of teaching performance and materials
- Participation in teaching workshops
- Teaching awards and honors.
- Candidates may provide evidence of outstanding student mentoring to help advance the overall mission of University College.

While not required, if a candidate chooses to include elements of service for this application, then the following would apply. Evaluation of service requires the assessment of quality as well as quantity. Service to the university is assessed in terms of contributions to the work of the academic unit, college, and university and its impact on the well-being of University College and Arizona State University. Peers and faculty heads assess contributions to fostering the success of all students, recruitment and retention of students, faculty governance, collegial working environments, and professional behavior. Please note that service is not required and lack of service components will not negatively impact how a candidate will be evaluated for promotion.

104: Promotion from Senior Instructor to Principal Instructor

A Principal Instructor typically holds an appropriate graduate degree and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience (ACD 505-02). Candidates for Principal Instructor will have been at the rank of Senior Instructor a sufficient amount of time at rank to demonstrate excellence at rank. However, the request for promotion is based not on time in rank or years of service but rather on exceptional teaching and leadership.

Senior Instructors requesting promotion to Principal Instructor will be evaluated with respect to evidence of exceptional teaching, service, and leadership. In addition, due to the nature of the work done within University College, a Senior Instructor's commitment to University College's goals: "*We design personalized learning experiences to end achievement disparities. We design for an integrated work and learning future. We design services to support learners at scale by using design thinking, analytics, automation, and intelligent agents.*", may also be taken into consideration for this process. The faculty member initiates the application for promotion from Senior Instructor to Principal

Instructor by submitting a portfolio of materials specified in ACD 506-05 and P6, Process Guide for Promotion of Career-track Faculty.

Review of instructional materials should consider relevant factors such as student learning, the appropriateness of course content, curriculum development, program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, evidence of pedagogical practices that promote the success of all students, workshops conducted for teachers and graduate students and the contributions of courses to the unit's curriculum, pedagogy, and scholarship of instruction.

Other possible indicators might include:

- Peer or supervisory evaluation of teaching performance and materials
- Participation in teaching workshops
- Teaching awards and honors.

Principal Instructors should have a distinguished, sustained, recognized record of exceptional contributions to discipline-based or interdisciplinary instructional content, teaching modalities, technologies, or outcomes determined by student success. Candidates may provide evidence of outstanding student mentoring to help advance the overall mission of University College.

While not required, if a candidate chooses to include elements of service for this application, then the following would apply. Evaluation of service requires the assessment of quality as well as quantity. Service to the university is assessed in terms of contributions to the work of the academic unit, college, and university and its impact on the well-being of University College and Arizona State University. Peers and faculty heads assess contributions to fostering the success of all students, recruitment and retention of students, faculty governance, collegial working environments, and professional behavior. Please note that service is not required and lack of service components will not negatively impact how a candidate will be evaluated for promotion.