

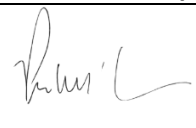


College/ Independent Unit	Ira A. Fulton Schools of Engineering
Academic Unit/ Department, if any**	N/A
Choose document type (bylaws or criteria Document?): Criteria	
If bylaws, does it include criteria for promotion/continuing status/tenure? N/A	
If yes, please concisely list the ranks included in the criteria Fixed Term Academic Professionals	

Unit and college approval

Date of approval by the faculty and/or academic professionals	September 10, 2019
Date of review/consent by the dean (or lead of independent unit)*	September 18, 2019

Provost office approval

	Patricia Friedrich	8/8/2025
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.

Promotion of Academic Professionals

A full list of AP titles is listed in ACD 505-03. Academic Professionals with a fixed-term appointment may have a year-to-year, multi-year, or rolling multi-year appointment. Promotion of academic professionals is warranted only when achievements are tangibly demonstrated. Thus, promotion is based neither on promise nor longevity, but on demonstrated excellence.

Promotion criteria for academic professionals depend on the AP's assigned job responsibilities. Guidelines for significant accomplishment are outlined below. APs with probationary or continuing appointment are governed by a process distinct from the one governing APs with fixed-term (non-continuing eligible) appointments. AP candidates should consult with the Unit Director's office to determine which promotion process guide to follow.

The three areas considered in evaluation of all academic professionals seeking promotion are excellence through **position effectiveness**, **professional contributions**, and **institutional, professional, and community service**.

1. Promotion of Academic Professionals from Assistant to Associate Rank

Candidates for promotion from assistant to associate-level Academic Professional will have five years experience in rank at ASU and must demonstrate excellence in position effectiveness, continued professional contributions, and growth and involvement in institutional, professional, and community service. Examples are outlined in the categories listed below.

If **instruction** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

- a. A record of significant contributions to teaching, not only through superior performance in the laboratory or classroom, but also through the broader support of the University's teaching mission.
- b. Contributions to the design, development, and oversight of curriculum in specific courses.
- c. Significant involvement in the coordination of curricula in different courses.
- d. Demonstrated breadth and versatility of teaching in a range of courses.
- e. Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline.

If **research** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

- a. A record of significant contributions to research and scholarship, either through wide dissemination of results or through a convincing record of substantial support to the research enterprise.

- b. Demonstrated development of expertise in the area(s) of assignment consistent with the job description.
- c. Significant contributions to the preparation of successful grant proposals and refereed scholarly manuscripts, where relevant.
- d. Evidence of excellence in mentorship, teaching, laboratory instruction, or supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise.

If **service** is a significant component of the job description, multiple examples from the following types of accomplishments may serve as suitable promotion criteria:

- a. Significant involvement in institutional, professional and community service work as appropriate.
- b. A record of excellence in the management of facilities used in support of the university's instructional or research missions.
- c. Evidence of extensive support with faculty in their research activities.
- d. Evidence of effective outreach to K-12 schools or the general public
- e. Demonstrated superior management of instrumentation or equipment facilities that support the research, instructional or outreach missions of the institution.

2. Promotion of Academic Professionals from Associate to Full rank

The term “full” is not usually stated, but is used to designate the highest rank of an academic professional title. Candidates for promotion from the associate to full-level Academic Professional will have a record of continued and sustained excellence at ASU since the previous promotion, and should have approximately 5 years in the prior title and demonstrate excellence in position effectiveness, continued growth in professional contributions, and involvement in institutional, professional, and community service activities. Examples are outlined in the categories listed below.

If **teaching** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

- a. A sustained record of excellence and versatility in the classroom as well as leadership in the design, development, and oversight of curriculum in the discipline.
- b. Demonstrated proficiency in the management of specific courses.
- c. Documented participation in national or international discourse on evolving knowledge in the field, curricular developments, and teaching techniques.
- d. Participation in the solicitation or administration of external funding to support teaching initiatives.
- e. Sustained excellence in the mentorship of other teachers, including graduate assistants, other academic professionals, faculty members, or other instructional staff.

- f. Substantive involvement in interdisciplinary teaching efforts or other forms of collaboration or articulation, especially those involving other university departments, community colleges, or high schools.

If **research** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

- a. A sustained record of scholarly initiative and recognized contributions to their fields.
- b. Demonstrated proficiency in the management of a research laboratory or related facility.
- c. Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise.
- d. Demonstrated ability to write or participate significantly in the writing of successful grant proposals and refereed manuscripts.
- e. Significant contributions to national or international scientific meetings.
- f. Sustained excellence in mentorship, teaching, laboratory instruction, and supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise.

If **service** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

- a. Sustained involvement in institutional, professional, and community service work as appropriate.
- b. A sustained record of leadership in management of facilities used in support of the university's instructional or research missions.
- c. Evidence of a leadership role in supporting at least some aspects of their collaborations with faculty in their research activities.
- d. Evidence of organizational leadership in outreach efforts for K-12 schools or the public.
- e. Demonstration of leadership roles in professional societies, such as chairing or organizing sessions at national symposia, memberships on national committees, holding offices in professional societies, appointments to important review bodies for governmental agencies.
- f. Demonstrated leadership in management of instrumentation or equipment facilities that support the research, instructional or outreach missions of the institution.