




College/ Independent Unit	College of Integrative Sciences and Arts
Academic Unit/ Department, if any**	
Choose document type (bylaws or criteria Document?): Criteria	
If bylaws, does it include criteria for promotion/continuing status/tenure? Promotion	
Please concisely list the ranks included in the criteria (if relevant). (examples: tenure-faculty, career-track faculty, continuing-track academic professionals, fixed-term academic professionals, etc.); career-track faculty: clinical associate professor, clinical professor, teaching associate professor, teaching professor, instructor, senior instructor, principal instructor, research faculty, academic professionals	

Unit and college approval

Date of approval by the faculty and/or academic professionals	May 12, 2026
Date of review by the dean (or lead of independent unit)*	June 5, 2026

Provost office approval

	Patricia Friedrich	June 10, 2026
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.



POLICIES AND PROCEDURES MANUAL

College of Integrative Sciences and Arts

300 PERSONNEL POLICIES FOR CAREER-TRACK FACULTY PROMOTION

Section 300 addresses policies and procedures relating to the promotion of career-track faculty. “Career-Track faculty” are defined in ACD 505-02. The term refers to faculty with appointments to ranks such as instructors, teaching professors, clinical professors, research professors, and professors of practice. For further details on titles, the promotion process, and promotion file contents, see ACD 506-05, Faculty Personnel Actions: Faculty Promotion and Process, and P6, Process Guide for Promotion of Career-Track Faculty. The date when promotion files are due in the Office of the Executive Vice President and Provost of the University is specified annually in the schedule of personnel actions.

Specific criteria and procedures are provided for the following classes of career-track faculty: 301: Teaching, Research, and Clinical Professors; 302: Instructors. Each school or academic unit in CISA shall specify criteria metrics for indicating excellence in promotion; if those local requirements are approved, they will be used in the place of the College criteria below. If school criteria and procedures are not approved, or unless an appropriate body, administrator, or document has deemed otherwise for a particular candidate, the College rules will be used instead. In no case shall a candidate be required to meet two sets of criteria. See also P22: Promotion Requirements for Academic Unit Bylaws.

The materials are reviewed by faculty reviewers as described in section 304, beginning with a school- or program-based peer review committee, as appropriate; the Director; the College Committee for Career-Track Faculty; and the Dean of the College. The recommendations are forwarded to the Executive Vice President and Provost of the University, who makes the final decision.

301: Promotions for Career Track Faculty

Teaching professors, clinical professors, instructors, and research professors (of any rank) are career-track faculty members whose responsibilities, as established in their letters of appointment, may include faculty service, academic research, as well as teaching graduate, undergraduate, or clinical courses, or supervising supplemental forms of student learning.

301-01: Criteria for Promotion from Assistant to Associate Teaching, Associate Research, or Clinical Associate Professor

An associate teaching professor, clinical associate professor, or associate research professor normally holds a doctorate or terminal degree and has a minimum of five years' college-level teaching experience or equivalent qualifications and experience (ACD 505-02). The assistant teaching professor, assistant research professor, or clinical assistant professor's request for promotion is not based on time in rank, but the candidate must meet all conditions and include all materials specified in the Academic Affairs Policies and Procedures Manual, ACD 506-05.

To be eligible to receive promotion, the five years of college-level experience typically will have been in a 1.0 FTE faculty appointment at an accredited university or college, with a sufficient amount of this service at ASU. Faculty are eligible to apply for promotion to associate rank in their fifth year.

Assistant teaching professors, research assistant professors, or clinical assistant professors requesting promotion to associate rank will be evaluated based upon evidence of excellence according to the categories of faculty activity (teaching, research, and service) specified in their appointment. The faculty member initiates the application for promotion from assistant to associate 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 considers relevant factors such as student learning, the appropriateness of quality of course content, curriculum and program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, 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, student evaluations, participation in teaching workshops, receipt of teaching awards, honors or nominations, or evidence of internship, practicum or field placement activities. Student mentoring should be consistently meritorious to help advance the overall mission of the College.

Evaluation of service requires the assessment of quantity and quality. Service is assessed on overall contributions to the profession, program, academic unit, college and/or university. Such service contributions may include that of fostering recruitment, retention and placement of students, development of curriculum, participation in faculty governance. Evaluation of public/community service is based on the service rendered, its applicability to the candidate's teaching responsibilities, its relevance to the academic unit's mission and value from the perspective of the community organization or partner. Service to the academic profession is assessed by its overall value for the national distinction of the program, school, or college; the significance of the recognition brought to the individual and the university, and the impact of the service on the field.

If the candidate has a research appointment, research and/or creative productivity is indispensable for candidates for promotion. Evaluation of research requires that candidates present evidence of an ongoing program of scholarly research and/or creative activity that is focused and sustained, has progressed beyond the candidate's doctoral dissertation and indicates the candidate's potential for achieving national or international scholarly recognition. In order to apply for promotion, this program must have resulted in significant refereed publications of high

quality. Particular emphasis is placed on the quality of publications, as judged by specialists in the relevant field and by the candidate's Peer Review or School level committee review. As CISA consists of interdisciplinary units, the most appropriate and most highly valued types of scholarly production will be different for faculty in differing fields. In general, however, publications carrying the most weight include scholarly and/or creative books, monographs, articles in appropriate refereed journals or other works, edited volumes in all media (e.g., electronic books and journals), critical editions of texts, critical translations, and/or special issues of refereed journals, innovative textbooks, anthologized works and technical reports. Where applicable, computer programs, digital texts, hypertexts, databases and technological innovations with scholarly, creative or pedagogical applications will also be considered evidence of appropriate faculty activity in this evaluative category.

301-02: Criteria for Promotion from Associate Career-Track to Teaching Professor, Clinical Professor, or Research Professor

A teaching professor, clinical professor or research professor normally holds an appropriate doctorate or terminal degree and has a minimum of seven years of college-level teaching or equivalent qualifications and experience (ACD 505-02). Normally, such candidates for promotion to ultimate rank will have been at the rank of associate teaching professor, clinical associate professor, or associate research professor for three years or more. However, the application for promotion is based not on time in rank or years of service but a record of exceptional teaching, service and leadership.

Associate rank professors requesting promotion to teaching professor, clinical professor or research professor will be evaluated on evidence of exceptional teaching, research/scholarly/creative activity, service, and leadership as relevant to their appointment and workload. The faculty member initiates the application for promotion from associate rank to professor rank by submitting a portfolio of materials specified in ACD 506-05 and P6, Process Guide for Promotion of Career-Track Faculty.

The materials are reviewed by faculty reviewers as described in section 304; a school- or program-based peer review committee, as appropriate; the Director; the College Committee for Career-Track Faculty; and the Dean of the College. The recommendations are forwarded to the Executive Vice President and Provost of the University, who makes the final decision. Review of instructional materials considers relevant factors such as student learning, course content, curriculum and program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, workshops conducted for teachers and graduate students, and the contributions of courses to program curricula, pedagogy, and scholarship of instruction. Other important indicators include peer evaluation of teaching performance and materials, as well as student evaluations. In addition, participation in teaching workshops as well as teaching awards and honors should be noted. Candidates should evidence outstanding student mentoring to help advance the overall mission of the College. Teaching professors and clinical professors should have a distinguished, sustained, recognized record of exceptional contributions to discipline-based or interdisciplinary instructional content, teaching modalities or technologies or outcome-determined student success.

Evaluation of service requires the assessment of quantity and quality. Service is assessed on contributions to the profession, program, academic unit, college and university. Such service contribution may include that of fostering recruitment, retention and placement of students,

development of curriculum, participation in faculty governance, leadership and professional mentoring, collegiality and professional behavior. Evaluation of public/community service is based on the service rendered, its applicability to the candidate's teaching responsibilities, its relevance to the academic unit's mission and value from the perspective of the community organization or partner. Service to the academic profession is assessed by its overall value for the national distinction of the College, the significance of the recognition brought to the individual and the university, and the impact of the service on the field. Service at all levels of the University and the Profession is essential. Those seeking promotion to Teaching Professor or Clinical Professor should have a distinguished, recognized record of exceptional service.

The candidate for promotion to (full) Research Professor should provide evidence of continuing creative activity and/or research and publication and should have achieved a substantial body of research and/or creative works judged in the terms outlined in 201-01. The successful candidate for promotion to Research Professor will have high-quality publications and/or creative works appropriate for the discipline and a demonstrated commitment to seek external funding. Further, a candidate for Research Professor will often have developed a reputation such that the candidate may receive invitations to present lectures, collaborate in printed volumes or research projects and/or give keynote addresses or readings. These or other field-related measures will be used to determine if the candidate for promotion has achieved an appropriate level of external recognition for the research program or primary creative field. The work of the successful candidate for promotion to Professor should be judged as highly original and/or creative by the external referees and a selection of the publications should be considered leading contributions in the relevant field.

302 Promotion of Instructors¹

302-01: Criteria for Promotion to Senior Instructor

Instructors are annual, fixed-term appointments. A senior instructor generally has a minimum of five years of college-level teaching experience or equivalent qualifications and experience. Instructors are eligible to apply for promotion to Senior Instructor in their fifth year of faculty appointment. Successful candidates would at the earliest assume their new rank in the beginning of their sixth year.

Indicators of Excellence. In addition to the required documents, candidates for promotion to Senior Instructor may provide evidence of excellence via the following indicators:

1. Student teaching evaluations that demonstrate a pattern of effective teaching
2. Reviews of classroom performance conducted by peers or those of higher rank
3. Demonstrated high quality pedagogical techniques that may include, but are not limited to, innovative approaches to online or classroom instruction
4. Contribution to creation and/or redesign of courses, contribution to redesign of degree programs, and/or design of new methods of instruction or mentoring that can be shared with colleagues within or beyond the faculty group
5. Documentation of successful mentoring and/or contributions to student success
6. Receipt of teaching awards or other external recognitions of teaching excellence
7. Receipt of external support that advances the College's mission, initiatives, or objectives

¹PROVOST APPROVED 7/31/2025**

8. Commitment to improvement through participation in professional development opportunities (i.e., University, College, and faculty workshops), presentation of research focused on teaching, and/or attendance at profession-centric conferences
9. Publication related to the area of teaching
10. Other evidence of teaching or leadership excellence

302-02: Criteria for Promotion to Principal Instructor

Principal Instructors generally have a minimum of seven years of college-level teaching experience or equivalent qualifications and experience; a sufficient amount of time at the rank of senior instructor to demonstrate excellence and the promise of continued excellence is required. Instructors are eligible to apply for promotion to Principal Instructor beginning with their seventh (7th) year of college teaching. Successful candidates would assume their new rank at the beginning of the next year.

Indicators of Excellence. In addition to the required documents, candidates for promotion to Principal Instructor may provide evidence of excellence via the following indicators:

1. Student teaching evaluations that demonstrate a pattern of effective teaching
2. Effective mentoring over the period in rank which may include, but is not limited to, participation on student committees, mentoring through study abroad programs or within community-based programs, mentoring and observation of teaching associates, and/or other forms of intensive mentoring
3. Demonstrated engagement across multiple instructional/mentoring aspects of a degree program/area
4. Reviews of classroom performance conducted by peers or those of higher rank
5. Demonstrated leadership in a specific area of teaching, instruction, or mentoring
6. Documentation of successful mentoring and/or contributions to student success.
7. Nomination and/or receipt of teaching award(s)
8. Delivery of conference workshop(s), panel(s), and/or presentation(s)
9. Demonstrated leadership in a distinct area related to teaching/instruction
10. Publication related to the area of teaching
11. Other evidence of teaching or leadership excellence

303: Criteria for Promotion for Academic Professionals

In considering promotion cases for academic professionals, CISA is guided in large part by the definitions, policies, and procedures described in the Academic Affairs Manual (ACD 507-07: Academic Professional Promotion). Unit administrators, personnel committees, and promotion candidates are encouraged to consult the Academic Affairs Manual (ACD) prior to and throughout the promotion review process in order to develop a clear understanding of the policy and processes.

In addition to the expectations and requirements within ACD 507-07: Academic Professional Promotion, CISA is guided by specific promotion criteria as articulated by each School or Faculty Group, which shall specify metrics for excellence in their program(s) or Faculty Group.

While guided in large part by school and university criteria, CISA requires evidence of a demonstrated and sustained record of excellence for all academic professionals seeking promotion. Demonstrated excellence must exceed the criteria for the candidate's current rank.

Evidence of exceeding criteria might include: a record of demonstrated accomplishment and sustained successful innovation in teaching, research, or service; demonstrated accomplishment and successful leadership in program or curriculum development beyond current job expectations.

CISA expects that candidates for promotion to Associate/Senior rank will typically have a minimum of five years of experience at rank. CISA expects that candidates for promotion to Full/Principal rank will typically have a minimum of seven years of college-level experience.

304: Letters of Evaluation for Career-Track Faculty

The candidate must include a minimum of two non-confidential letters of evaluation or peer observation from appropriate faculty. Teaching letters should typically involve a direct observation of the faculty member's teaching practices and review of teaching materials. Letter writers should be informed by the candidate to areas of performance that are part of the candidate's appointment (i.e., teaching, research and creative activities, service), and be instructed to comment on those areas in proportion to the faculty appointment.