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| **College** | **The College of Liberal Arts and Sciences** |
| **Unit** | **School of Geographical Sciences and Urban Planning** |
| **Document** | **Policies and Procedures (Career track section)** |

**Unit and college approval**

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| **Vice Provost for Academic Personnel** | **Date** |

**School of Geographical Sciences and Urban Planning**

**Policies and Procedures (Career track section)**

DRAFT 7/27/09, Revised 11/12/09, Revised 3/25/10, 10/11/11, 8/28/12, 6/24/15, 10/10/15, 12/02/22; 11/28/23

1. **Career Track Faculty and Academic Professional Promotion Criteria**
2. **Definitions and Procedures**

*Definitions*

The three categories of career track appointments in SGSUP include Research Professors, Academic Professionals, and Teaching Professors (previously referred to as lecturers), per definitions described in the ACD.

**Research Professor (Assistant, Associate, or Full):** This title is appropriate for research-intensive career track faculty who typically hold a Ph.D. Typically, an individual appointed as a research professor has experience with research funding, has held a similar position at another university, and/or has operated with a high level of autonomy on research projects. Research faculty are career track faculty members who are qualified to engage in, be responsible for, or oversee a significant research project. They can serve as principal, multiple principal, or co-investigators on grants or contracts administered by the University or assume other high-level responsibilities. In addition, career track research faculty are expected to have collegial and collaborative relationships within SGSUP and contribute to regional or national professional organizations that focus on research, although no unit service is expected. Career track faculty who are hired or supported by research grants or contracts are not guaranteed space, facilities, or services beyond those approved for currently active grants or contracts. Research Professors in SGSUP are not eligible to vote at faculty meetings.

**Academic Professionals (Assistant, Associate, or Full/Senior):** This classification and the titles within are appropriate for individuals who support the unit’s mission based on specialized knowledge and skills relevant to the unit’s academic areas. The responsibilities of Academic Professionals may vary significantly, but typically focus on research support, instructional support, or other activities that require academic freedom. The work of Academic Professionals is evaluated based on three categories of responsibility: position effectiveness; professional contributions; and institutional, professional and community service (described in detail in ACD 202-02). Academic Professionals in SGSUP are not eligible to vote at faculty meetings.

**Teaching Professors (Assistant, Associate, and Full):** This title is appropriate for non-tenure eligible individuals who typically hold a Ph.D. and whose primary responsibility is instruction. Teaching professors are career track faculty members who are qualified to teach a range of courses within the School. Individuals appointed as a Teaching Professors are expected to support student success through high quality instruction and mentoring as appropriate. They can serve as advisors and readers on undergraduate honor’s theses. Teaching professors are expected to support unit service through committees and participation in School affairs. Teaching professors in SGSUP are not eligible to vote at faculty meetings.

*Procedures*

Consistent with University and College policy, career track faculty and academic professionals may be eligible for promotion to the next higher rank. This consideration will be initiated by the employee and timed relative to the published annual Schedule of Academic Personnel Actions. This request must be made in writing to the School Director. For information on what materials are required for consideration for promotion, please consult the applicable process guide located on the provost’s website. <https://provost.asu.edu/promotion_tenure>

1. **Promotion Committee of Review**

Promotion cases for career track faculty are initiated by the faculty member interested in being considered for promotion.

For the purposes of promotion for career track faculty and academic professionals, the “Committee of Review” will consist of all career track faculty and academic professionals at and above the rank to which the candidate would be promoted as specified in the SGSUP Bylaws, Article IX.

At the beginning of Fall Semester of the Academic Year, the School Director will provide the School’s Committee of Review with a list of all candidates that have applied for promotion and the time frame for the completed review by the Committee.

The School’s Committee of Review will elect a Chair, who will be responsible for ensuring a timely completion of the review. The Chair of the Review Committee will appoint three individuals to serve on the subcommittee that reviews the candidate’s credentials for promotion. If there are multiple candidates, there will be multiple subcommittees. Members of the subcommittees reflect the research interests and job duties of the candidate to the extent possible in a School where there are a limited number of career track faculty members and academic professionals. The Chair of the Review Committee will also designate one member of the subcommittee as chair, and that individual will be responsible for preparing a draft document for internal review of the candidate.

Each case will be reviewed by all career track faculty and academic professionals on the School’s Committee of Review. The subcommittee chair will lead the discussion of each case. Only career track employees of the School’s Committee of Review who are present during the in-person meeting when a case is discussed are allowed to contribute to and sign the School’s report. They will vote on the case, and that vote will be recorded in the written report that is delivered to the School Director. The School’s report represents the majority view of the Committee of Review, but any minority opinion is to be included in the report.

The School report must be forwarded to the Director within the time frame agreed upon between the Director and the School’s Committee of Review.

For career track employees with joint appointments, a procedure to incorporate the input from the multiple units involved will be spelled out in a Memorandum of Understanding.

Promotion criteria across the various categories of career-track faculty are discussed below. The review process for all career-track faculty should consider unit and ASU values as follows.

In addition to more traditional metrics of performance outlined below, our overall evaluation and promotion processes value activities that support the ASU charter, mission, goals, and design aspirations. This includes activities in research, teaching, and service that advance inclusive excellence, social embeddedness, community engagement, use‐inspired research, interdisciplinary scholarship, and societal transformation. Examples include, but are not limited to:

* Working with community stakeholders, local governments, and/or other external partners to generate direct benefits to communities we serve, inclusive of applied research, teaching, and service or other community engaged activities.
* Participating in research and training that is intentionally co‐designed by teams of scientists and engineers, practitioners, and users to address the nation's environmental, societal, and economic challenges.
* Engaging with committees, outreach activities, or other activities that support inclusion, and belonging and/or equity.
* Developing and implementing pedagogical advances that improve student experience, retention, and outcomes.

1. **Promotion from Assistant to Associate Research Professor**

Candidates seeking promotion from Assistant Research Professor to Associate Research Professor typically, but are not required to, have five or more years of experience in rank at ASU, and demonstrate clear evidence of a successfully launched research program. One of the primary indicators of success involves funded grants, ideally as a PI (principal investigator) although involvement as a co-Investigator on multiple externally-funded grants is also viewed favorably.

Another primary indicator of success is published peer-reviewed work of high quality that constitutes a program of research. It is expected that this work is published in high-impact journals, with impact measured in terms of citations by other researchers. Invited presentations, symposium contributions, peer reviewed software development, and book chapters are also indicators of visibility in the field and indicators of research success. First-author status on publications is valued although the candidate’s full publication record, including co-authored publications, will be considered in the evaluation of scholarly productivity. Research contributions as related to ASU’s Charter, specified in the prior section (2), are also relevant to research productivity.

Other indicators of success (although carrying less weight in the promotion decision) involve participating in the extramural scientific community by, for example, acceptingrequests to review journal manuscripts, and organizing and chairing sessions at professional meetings.

Research faculty often make important contributions to the School and ASU through mentoring of post-doctoral fellows and doctoral, and undergraduate students in areas relevant to their research. This mentoring may take the form of advice on research methodology and implementation, statistical analysis, and manuscript preparation. Contribution to the School may also involve service activities to the institution, community, and discipline but these activities do not compensate for a clearly established record of research success as evidenced by external grant funding and scholarly publications.

1. **Promotion from Associate to Full Research Professor**

After serving for a period of time as associate professor, a career track research faculty member may be considered for promotion to the rank of professor based on a demonstrated capacity for principal investigator (PI) status on research grants, maintaining a continuous record of scholarly productivity, and demonstrating further development of research interests over the period of time after the initial promotion/appointment to Associate Research Professor.

Fresh scholarly contributions through this period should be evident, showing an upward trajectory in productivity and the introduction of new ideas and methods. Increasing maturity is reflected in activities such as consistent extramural funding as principal investigator and publications in high impact refereed journals, as well as research contributions related to the ASU Charter as specified above (section 2). Additional evidence of scholarly productivity include: review articles, books, invited chapters, special journal editions, invited symposia, distinguished presentations, external recognition of contributions toward software development, special awards, consultation activities, editorial board memberships, serving on external funding review committees, chairing committees of professional organizations, serving on a conference steering committee, organizing and chairing sessions at professional meetings, and fostering collegial relationships with less senior research faculty. There should be clear evidence of growing visibility and productivity since promotion or appointment to Associate Research Professor.

Associate Research Professors may engage in mentoring activities of post-doctoral, doctoral, and undergraduate students, including participating in Honors, Master’s and Ph.D. committees as well as service to the community, institution, and discipline. These activities may be considered however, they will not compensate for the lack of evidence that the candidate has established him/herself as a prominent contributor to the research enterprise.

1. **Promotion from Assistant Academic Professional to Associate Academic Professional**

Academic Professionals (any title) seeking promotion to the Associate level typically, but are not required to, have five or more years of 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. Candidates must have attained considerable expertise in the areas of competence required of his/her position. Evidence will vary considerably depending on the candidate’s position description. Evidence might include:

* Reports on projects undertaken, and data about their positive impact.
* Documentation of new skills and knowledge, with evidence of their positive impact.
* Descriptions of sharing of skills and expertise with professionals within or beyond the unit.
* Letters of support from faculty or other professionals who have collaborated with the candidate.
* Awards or recognition of achievement.
* Publications (including software development) of or referencing the candidate’s work.
* Class evaluations.

Although responsibilities vary among different academic professionals, there should be evidence of excellence in the candidate’s contribution to the success of the School’s mission. Not only does the quantity of the candidate’s work provide evidence for promotion, but also the quality of their leadership and vision should be taken into consideration.

1. **Promotion from Associate Academic Professional to Full/Senior Academic Professional**

After serving for a period of time as associate Academic Professional, a career track AP may be considered for promotion to the rank of full/senior based on a demonstrated excellence in position effectiveness, continued professional contributions, and growth and involvement in institutional, professional, and community service. Candidates should be considered experts in their chosen fields. When a candidate seeks promotion from Associate Academic Professional to Full/Senior Academic Professional, there should be demonstrated growth and leadership in the professional contributions. Types of evidence may be similar to those provided for promotion to Associate Academic Professional, but should demonstrate that accomplishments exceed the expectations for an Associate Academic Professional.

While specific responsibilities vary among different academic professionals, there should be sustained evidence of excellence in the candidate’s contribution to the School’s mission as well as evidence that the candidate leads efforts in that regard. The case must be made that the candidate is doing more than performing a set of assigned tasks. Rather the candidate is expected to demonstrate initiative in creating new avenues of professional activity.

* Reports on projects undertaken, and data about their positive impact.
* Documentation of new skills and knowledge, with evidence of their positive impact.
* Descriptions of sharing of skills and expertise with professionals within or beyond the unit.
* Letters of support from faculty or other professionals who have collaborated with the candidate.
* Awards or recognition of achievement.
* Publications (including software development) of or referencing the candidate’s work.
* Class evaluations.

1. **Promotion from Teaching Assistant Professor to Teaching Associate Professor**

Teaching Assistant Professors seeking promotion to Teaching Associate Professor typically, but are not required to, have five or more years of experience in rank at ASU, and provide evidence for continuing and increasing responsibility within the School for carrying out the teaching mission; evidence may include the following:

* Excellence in teaching as demonstrated through student teaching evaluations, peer evaluations, teaching awards and commendations, etc.
* Successful curriculum activity in developing new courses or programs, or redesigning existing courses.
* Service to the unit related to the delivery of high-quality instruction (e.g., curriculum committee service, peer mentoring for junior colleagues, multi-section course supervision).

Candidates will also demonstrate interest in the scholarship of teaching and learning, and/or the scholarship of one’s disciplinary field. This may be demonstrated through evidence supporting two or more of the following:

* Participation in activities such as webinars, workshops, or clinics to enhance the candidate’s teaching.
* Attendance at one or more professional disciplinary and/or pedagogical meetings, with at least one presentation (oral or poster) given during the previous three years.
* Two or more publications of a disciplinary and/or pedagogical nature.
* Demonstrated use of new formats or technologies in instruction.
* Receipt of honors and awards connoting excellence in teaching.
* Student mentoring that includes undergraduate honor’s students and graduate students that demonstrates ongoing commitment and excellence.

1. **Promotion from Teaching Associate Professor to Teaching Professor**

Teaching Associate Professors seeking promotion to full Teaching Professor typically, but are not required to, have five or more years of experience in rank at ASU, and provide evidence since promotion/appointment to Teaching Associate Professor of continuing and increasing responsibility within the unit for carrying out the unit’s teaching mission through the following:

* Excellence in teaching as demonstrated through student teaching evaluations, peer evaluations, teaching awards and commendations, etc.
* Leadership of curriculum activities such as developing new courses and programs or redesigning existing ones.
* Service related to the delivery of high-quality instruction and the scholarship of teaching in the unit (e.g., curriculum committee service, peer mentoring for junior colleagues, multi-section course supervision) and beyond the unit (e.g., college or university curriculum committee; participation and presentations at college, institutional, or regional teaching development workshops; leadership roles in professional organizations)

Candidates will also demonstrate leadership in teaching through professional development and other activities related to keeping current with the discipline. This should be demonstrated through evidence supporting two or more of the following achievements since promotion/appointment to Teaching Associate Professor:

* Key participation and leadership in the organization of webinars, workshops, clinics, and support activities that enhance teaching at the unit, institutional level or beyond. For example, creating and disseminating a manual of “best practices.”
* Attendance at two or more professional disciplinary and/or pedagogical meetings, with at least one oral presentation given during the previous three years.
* Two or more publications of a disciplinary and/or pedagogical nature with the candidate as a primary author.
* Receipt of honors and awards connoting excellence in teaching.
* Student mentoring that incudes undergraduate honor’s students and graduate students that demonstrates commitment and excellence.

1. **Annual Performance Review**

Annual performance evaluations are carried out following the regulations identified in ACD 506-10 (TT faculty and career track faculty), ACD 507-08 (academic professionals), and the guidelines provided by CLAS (<https://clas.asu.edu/faculty-and-staff/academic-personnel>).

Performance is evaluated over a 36 month moving window but with substantial emphasis on the current year. The performance review is carried out following the completion of the last calendar year in the review period using the time frame defined by CLAS procedures.

In addition to more traditional metrics of performance outlined below, our overall evaluation and promotion processes value activities that support the ASU charter, mission, goals, and design aspirations. This includes activities in research, teaching, and service that advance inclusive excellence, social embeddedness, community engagement, use‐inspired research, interdisciplinary scholarship, and societal transformation. Examples include, but are not limited to:

* Working with community stakeholders, local governments, and/or other external partners to generate direct benefits to communities we serve, inclusive of applied research, teaching, and service or other community engaged activities.
* Participating in research and training that is intentionally co‐designed by teams of scientists and engineers, practitioners, and users to address the nation's environmental, societal, and economic challenges.
* Engaging with committees, outreach activities, or other activities that support inclusion, and belonging and/or equity.
* Developing and implementing pedagogical advances that improve student experience, retention, and outcomes.

For tenure-track and career track faculty, the review evaluates performance in research, teaching, and service/outreach using the relative contribution of each as defined by the workload percentages. Annual workload percentages are determined by the School Director or his/her designee in consultation with the faculty member. Typically, workload assignments for a given year will be communicated in the prior year.

There is no ‘standard’ workload in the School. Rather, it is determined annually through negotiation between the faculty member and the Director. Workloads are divided between teaching, research, and service. One 3 credit hour class typically counts as 10% of the load. Standard service is 20%. For tenure-track faculty, it is expected that there will be a percentage >0% in all three categories. For career track faculty, one or more category may have 0%. The School’s Personnel Committee may play an advisory role to the Director in workload agreements.

For academic professionals, the review uses the individual’s position description to evaluate position effectiveness, professional contributions, and institutional, professional, and/or community service. The position description should include a percent effort assigned to the individual’s major categories of duties & responsibilities, as well as to professional contributions and service. Annual workload percentages are determined by the School Director or his/her designee in consultation with the academic professional. Typically, workload assignments for a given year will be communicated in the prior year.

CLAS defines three categories of performance:

* above satisfactory (3)
* satisfactory (2)
* unsatisfactory (1)

The expectation is that tenure-track and career track faculty and academic professionals meet satisfactory performance, which is described above.