|  |  |
| --- | --- |
| **College** | **The College of Liberal Arts and Sciences** |
| **Unit** | **School of Mathematical and Statistical Sciences** |
| **Document** | **Promotion Policies for Career Faculty** |

**Unit and college approval**

|  |  |
| --- | --- |
| **Date of approval by the faculty** | **April 27, 2023** |
| **Date of review by the dean** | **June 6, 2023** |

**Provost office approval**

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

**SoMSS Promotion Policies for Career Faculty**

**School of Mathematical and Statistical Sciences**

**College of Liberal Arts and Sciences Arizona State University**

**Preamble**

1. **Approval Process**

For the purpose of approving, altering, amending, or repealing this promotion document, a track faculty quorum is defined as one-half of the tenured faculty members, associate professors without tenure, and academic professionals with continuing appointments in SoMSS, with appointments that are at least 50% in SoMSS, and a fixed-term faculty quorum is defined as at least one-half of the fixed-term faculty at the rank of teaching professor, associate teaching professor, clinical associate professor, clinical professor, associate professor of practice and professor of practice in SoMSS, with appointments that are at least 50% in SoMSS. Voting on this document is by secret ballot. For each vote, voters may choose between “approve,” “disapprove,” and “abstain.” An action is defined to be approved if at least two-thirds of the voters, excluding abstentions, vote “approve” (except if all voters abstain, then the action is not approved). This document will become effective upon approval by a track faculty quorum, upon approval by a fixed-term faculty quorum, and upon approval by the University. Alterations or amendments of this document will become effective upon approval by a track faculty quorum, upon approval by a fixed-term faculty quorum, and upon approval by the University. This document may be repealed upon approval by a track faculty quorum and upon approval by a fixed-term faculty quorum. Proposals for alterations or amendments to this document must be made available to members of the voting groups at least eight days prior to the date of the vote on the proposed amendments. For an online ballot, the materials must be made available to members of the voting groups﻿ at least eight days prior to the close of the ballot. The policies of this document are effective for all fixed-term career faculty candidates that are considered for promotion after August 8, 2023.

1. **Mission Statement and Objectives of the School of Mathematical and Statistical Sciences**

The mission of the School of Mathematical and Statistical Sciences is to conduct programs of research and instruction (both at undergraduate and graduate levels) in the broad areas of applied and theoretical mathematics, statistics, data science, actuarial sciences, and mathematics education. Beyond traditional disciplinary research and instruction, our contributions in interdisciplinary programs are increasingly significant, often focusing on externally funded multidisciplinary approaches to analyze and solve major problems in science and engineering. In addition to research and instruction, the School aims to foster connections with professional programs and the community through outreach programs, and the development of instructional programs that serve its constituents, including in, but not limited to, teacher preparation, the actuarial profession, and online programs. The broader SoMSS objectives are to demonstrate the contributions to society made by SoMSS, by the mathematical sciences in general, and to serve the overall educational mission of the university to foster mathematical thinking and proficiency in students taking courses in all modalities and from multiple client disciplines across the campus. In all activities of SoMSS, the potential for positive impact on any aspect of diversity, equity, inclusion, and belonging is an overarching objective of the SoMSS.

1. **SoMSS Values in Support of Diversity, Equity, and Inclusion**

ASU is committed to maintaining and enhancing a collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved. Academic contributions of career faculty members in teaching, and service or outreach that promote diversity, equity, inclusion, and belonging, are valued in the consideration for all cases of promotion and should be recognized, evaluated, and credited in the academic personnel process along with other achievements.

1. **Definitions**
   1. **Track faculty,** for the purposes of this document, includes all persons on tenured or tenure-eligible lines at ASU holding the rank of professor, associate professor, or assistant professor with appointments in SoMSS.
   2. **Career** faculty are fixed-term faculty with the title of teaching professor, clinical professor, or professor of practice, at the rank of assistant, associate, or professor and who have a primary appointment in SoMSS.
   3. **Faculty** includes all track faculty and career faculty with appointments in SoMSS that are at least 50%.
   4. **The Promotion Committee** for the career faculty shall be the Instructional Mathematics Personnel Committee, as described in the By-Laws.
   5. **Appropriate Members of the Promotion Committee.** The term “appropriate members” of the Promotion Committee refers to all members of the Promotion Committee at or above the rank to which the candidate aspires.
   6. **Appropriate Members of the Faculty**. The term “appropriate members” of the faculty refers to all members at or above the rank to which the candidate aspires. The “appropriate members” for an assistant teaching professor applying for promotion to associate teaching professor, a clinical assistant professor applying for promotion to clinical associate professor, or an assistant professor of practice applying for promotion to associate professor of practice, consists of all associate professors, professors, teaching professors, associate teaching professors, clinical associate professors, clinical professors, associate professors of practice, and professors of practice. The “appropriate members” for an associate teaching professor applying for promotion to teaching professor, a clinical associate professor applying for promotion to clinical professor, or an associate professor of practice applying for promotion to professor of practice consists of all professors, teaching professors, clinical professors, and professors of practice.
2. **Categories Addressed**
   1. For career professors, the promotion discussion applies to cases for promotion to the next highest rank; assistant to associate, and associate to professor.
   2. For fixed-term faculty, contract renewal applies to fixed-term faculty on an annual or multi-year contract.
3. **General Procedures for Promotion**

For career faculty, the latest university process guide for promotion of fixed-term faculty applies. The policies are described in [ACD 506–05: Faculty Promotion](https://www.asu.edu/aad/manuals/acd/acd506-05.html).

* 1. **General Principles for the Review**
     1. SoMSS’ faculty leaders, and all faculty members, are encouraged to educate themselves about persistent biases that may impact teaching, and service/outreach, and should apply a nuanced perspective to evaluating candidates’ contributions with an awareness of these biases. Within the limits set by the provost, and the individual’s goals of the candidate as aligned with their role in the SoMSS, the review process shall provide appropriate credit for actions taken to advance the institution’s and school’s objectives regarding diversity, equity, inclusion, and belonging.
  2. **Required Materials for Evaluation of Candidates**
     1. **Materials supplied by the candidate.**
        1. Career faculty desiring promotion shall supply the School Director with all the materials as specified in the university and college procedures by the date specified by the Director.
        2. In support of SoMSS’ values, all candidates for promotion are encouraged to include a specific discussion of their contributions to, and impact on, diversity, equity, inclusion, and belonging, in their application portfolio.
  3. **Discussion by appropriate faculty.**
     1. With precise dates governed by the College’s calendar for promotion decisions but no later than three weeks before the College deadline, the Chair of the Promotion Committee calls a meeting of the appropriate members of the faculty for a discussion of the candidate’s record relative to the School’s standards for promotion.
     2. Each candidate shall be discussed and evaluated based on their individual qualifications.
     3. Appropriate 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.
     4. Candidates shall not be ranked.
     5. Following discussion of each aspect of each candidate’s application, an advisory vote is taken by secret ballot with space for comments; only appropriate members who are present at the meeting may vote.
     6. Appropriate 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.
  4. **Summary statements.** 
     1. Taking into consideration all available evidence of
        1. the strengths and weaknesses of the candidate’s record,
        2. the assessments of the merits of the candidate’s performance by the appropriate members, and,
        3. the appropriate members of the Promotion Committee decide whether to recommend the candidate for promotion.
     2. The Promotion Committee prepare~~s~~ for the appropriate members a summary statement providing the rationale for its decision; the summary statement shall include the outcome from the advisory vote and shall clearly articulate the majority and minority opinions.
     3. The Promotion Committee summary statement shall be made available to the appropriate members for comments in a timely manner before it is sent to the College.
     4. Independently, but informed by the recommendation of the Promotion Committee, the School Director decides whether to recommend each candidate for promotion and prepares a separate summary statement for each candidate providing the rationale for this decision.
  5. **Notification of Recommendations and Final Decision.**

The latest version of the university policies for promotion of fixed-term career faculty applies.

* 1. **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 members and the Promotion Committee be kept confidential. Violations of the principle of confidentiality as it applies to personnel concerns constitute a serious breach of professional ethics, and seriously jeopardize the ability of the School to conduct its affairs in an effective and professional manner.

1. **Criteria for Evaluation of Instruction and Service**

For all candidates, whether evaluated in teaching, or service, the overall impact on any aspect of diversity, equity, inclusion, and belonging is considered. Specific aspects in which a contribution to an aspect of broadening the contributions in diversity, equity, inclusion, and belonging, are provided, but are not exclusive. Faculty are encouraged to document their activities which have a positive impact in areas of diversity, equity, inclusion, and belonging.

* 1. **Teaching**

Activities that are recognized as contributing to instructional activities in the

mathematical sciences, include, but are not limited to,

* + 1. Written evaluations by peers based on classroom and/or seminar visitations
    2. Local and national awards for teaching
    3. Development of new courses and curriculum development
    4. The development of instructional materials (e.g., textbooks, laboratory manuals, online materials) which can be used by other instructors of in-person or online courses
    5. Publication of textbooks
    6. Mentoring, and advising all trainees, including trainees from groups traditionally underrepresented in the mathematical sciences, and including directing independent studies projects, and honors theses
    7. Participating in extended education and distance learning
    8. Performing learning outcome assessment activities and other instructional or pedagogical innovations appropriate to SoMSS
    9. Participating in or leading activities designed to broaden the impact for diverse groups of students, including adapting teaching styles and class formats
    10. Obtaining external funding for development of instructional materials
    11. Advising student organizations
    12. Participation in instruction involving mathematics education at the elementary and secondary levels
  1. **Service**

Activities that are recognized as contributing to service activities in the mathematical sciences include, but are not limited to,

1. Significant participation in, and/or chairing of, School, College, or University committees
2. Serving as officer in a national or international scholarly society
3. Editing conference proceedings
4. Reviewing articles for review journals
5. Reviewing proposals for external funding agencies
6. Developing internship programs
7. Consulting for other members of the University or industrial community
8. Participation in programs improving education in the mathematical sciences at the elementary, secondary, or college level
9. Course coordination in multi-section classes
10. Participation in the development and implementation of online materials for online courses
11. Managing or assisting in the implementation of online homework and/or instructional materials for the benefit of other instructors and students
12. Participation in outreach programs to the community
13. Participating in training/mentoring sessions for new faculty and/or teaching assistants on tasks such as effective teaching strategies and appropriate use of technology in the curriculum
14. Assisting with the selection and hiring of graders and instructional assistants.
15. Contributions to service and outreach activities promoting diversity, equity, inclusion, and belonging and the participation of groups traditionally underrepresented in the mathematical sciences
16. **Criteria for Promotion for Career Faculty in Teaching and Service**
17. **Teaching**
    1. Successful candidates for promotion are expected to have demonstrated excellence in teaching. The primary criterion for teaching excellence is the candidate’s performance in teaching courses in the School of Mathematical and Statistical Sciences.
    2. Quality of teaching and instruction are assessed through multiple indicators as described in IV.A. By ABOR policy, student evaluations must form part of the evidence for assessing teaching excellence. Examples of evidence in teaching are provided on the Provost’s website [ACD 202–01: Faculty Responsibilities](https://www.asu.edu/aad/manuals/acd/acd202-01.html).
18. **Service**
19. At the time of consideration for promotion, a candidate shall have developed a record of effective service in the School of Mathematical and Statistical Sciences, the profession, or the community, as described in IV.B. As noted in ACD202-01 “Service encompasses service to the university, service to the academic profession, and public/community service. Service to the university includes the individual’s expected contribution to: internal committee work and faculty governance activities; a collegial atmosphere at all levels of interaction within the university; departmental and/or diversity goals and minority student recruitment and retention; and ethical/professional behavior as defined in Board of Regents, university, or academic unit policy.
20. Public/community service is an extension of the faculty member’s teaching activity to the larger community outside the university.

**VI. Criteria for Promotion of Career Faculty with Clinical or Practice Titles**

Eligibility for promotion of career faculty with clinical or practice titles to associate or professor rank is determined by the latest version of university policies. Career faculty with clinical or practice titles at the rank of associate or professor generally hold doctorate degrees (or other appropriate terminal degrees). To be recommended for promotion to the rank of associate, a candidate generally has five years or more of full-time service at ~~t~~he rank of assistant professor within the same or equivalent category of faculty at ASU.

As stated in University Documents, [ACD 505–02: Faculty Membership, Appointment Categories, Ranks, and Titles](https://www.asu.edu/aad/manuals/acd/acd505-02.html) career faculty with clinical or practice titles are fixed-term faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including teaching, student internships, training, or other practice components of degree programs. Responsibilities of these faculty may encompass any area of professional practice and/or technical expertise and may include professional development.

1. **Criteria for Promotion from Assistant to Associate Rank**

To be recommended for promotion to the rank of clinical associate professor or associate professor of practice, the faculty member must demonstrate evidence of excellent teaching with evidence provided by student evaluations and written evaluations by faculty members. The candidate also shall have substantially contributed to specialized instructional activities and service in the School's educational mission, associated with their specialized assigned responsibilities, that extend beyond the standard realm of classroom instruction, as described in IV.A. Candidates for promotion should demonstrate their contributions to the program for which they were hired, an ability to teach a wide variety of classes for that program, and be generally involved in professional activities associated with that program. Service activities that are considered valuable to the educational mission of the School associated with the specific program, include (but are not limited to), as described in IV.B. The impact of service contributions (in terms of students and instructors served) is more important than the quantity of time spent on service.

1. **Criteria for Promotion from Associate to Professor Rank**

Candidates for promotion to the rank of Professor shall generally have at least seven years of college-level teaching experience, with five years of college-level teaching experience at the rank of associate professor within the same category of faculty at ASU, (or similarly ranked appointment elsewhere); most of that experience should be at ASU. They should have records of continued and sustained excellence since the previous promotion.

To be recommended for promotion to the rank of professor, a candidate must have demonstrated a sustained track record of excellent teaching. The candidate also shall have substantially contributed to specialized instructional activities and service in the School's educational mission, associated with their specialized assigned responsibilities, that extends beyond the level that is typically present for promotion cases to the rank of associate, as described in IV.A. The list of service criteria relevant to promotion to the rank of professor is the same as listed above in IV.B. However, the level of involvement, impact, and leadership expected for promotion to the rank of professor is higher than that for a career associate professor. Examples of leadership expected for promotion candidates from associate professor to professor include (but are not limited to)

1. Specialized program development that extends across multiple units, and / or campuses, of ASU
2. Chairing or participating in an important committee or program
3. Developing specialized curriculum materials used by a large number of students and faculty members
4. Leading consulting or authoring activities that impact a large number of members of the University and/or the community.
5. Leading a major outreach program for the community and specialized program
6. Leading a training and/or mentoring program on instruction for new faculty or graduate students for the specialized program.

**VII. Criteria for Promotion of Career Faculty with Teaching Titles**

Eligibility for promotion to associate or teaching professor is determined by the latest version of university policies. Associate teaching professors or teaching professors generally hold doctorate degrees (or other appropriate terminal degrees). To be recommended for promotion to associate teaching professor a candidate generally has five years or more of full-time service as an assistant teaching professor at ASU, (or similar appointment elsewhere); most of that experience should be at ASU.

1. **Criteria for Promotion to Associate Teaching Professor**

To be recommended for promotion to **associate teaching professor** the faculty member must demonstrate evidence of excellent teaching with evidence provided by student evaluations and written evaluations by faculty members. The candidate also shall have substantially contributed to other instructional activities and service in the School's educational mission that extend beyond the realm of classroom instruction, as described in IV.A. Candidates for promotion should demonstrate either the ability to teach a wide variety of classes or be able to teach classes in an area of high need for the School. Service activities that are considered valuable to the educational mission of the School include (but are not limited to), as described in IV.B. The impact of service contributions (in terms of students and instructors served) is more important than the quantity of time spent on service.

1. **Criteria for Promotion to Teaching Professor**

Generally, candidates for promotion to **teaching professor** have at least seven years of college-level teaching experience, with five years of college-level teaching experience as an associate teaching professor (or similar ranked appointment elsewhere); most of that experience should be at ASU. They should have records of continued and sustained excellence since the previous promotion.

To be recommended for promotion to teaching professor, a candidate must have demonstrated a sustained track record of excellent teaching. The candidate also shall have substantially contributed to other instructional activities and service in the School's educational mission that extends beyond the level that is typically present for promotion cases to associate teaching professor. The list of service criteria relevant to promotion to teaching professor is the same as listed above in the section on promotion criteria for associate teaching professor. However, the level of involvement, impact, and leadership expected for promotion to teaching professor is higher than that for associate teaching professor. Examples of leadership expected for promotion candidates to teaching professor include (but are not limited to)

1. Course coordination that extends across multiple campuses of ASU
2. Actively participating in an important SoMSS committee or program
3. Developing curriculum materials used by a large number of students and faculty members
4. Leading consulting or authoring activities that impact a large number of members of the University and/or the community.
5. Leading a major outreach program for the community
6. Leading a training and/or mentoring program on instruction for new faculty or graduate students.