College of Integrative Sciences and Arts

School of Applied Sciences and Arts

Career Track Faculty Criteria and Process Document

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**SASA Career Track Faculty Criteria and Process Document**

The mission of the School of Applied Sciences and Arts is to support the College of Integrative Sciences and Arts in providing students with opportunities for career-connected, experiential, and integrative learning, with a focus on research in applied natural sciences and interdisciplinary humanities and social sciences.

# Article 1: Introduction and Definitions

The purpose of this document is to provide guidelines and criteria for career-track faculty promotion and faculty annual review processes. This document articulates practices and specifies details for these processes in accordance with the policies of the Arizona Board of Regents (ABOR), the Academic Affairs Manual (ACD), and the College of Integrative Sciences and Arts (CISA) Bylaws; should any of those conflict, the order of precedence will be ABOR policy, ACD policy, followed by CISA Bylaws.

The following definitions for terms are used throughout this document:

Unit: School of Applied Sciences and Arts (SASA).

Career-Track Faculty: Faculty primarily responsible for instructional and service duties with fixed-term appointments. These faculty members are non-tenure eligible. This includes all clinical faculty, research faculty, teaching faculty, professors of practice, and instructors. For information on ranks, consult ACD 505-02.

Notice of Appointment: An annual or multi-year agreement that defines each career-track faculty member’s rank, duties, and responsibilities. A notice of appointment may be referred to as a “contract” in this document. Additional information about contracts, renewals, and other policies is contained in the ABOR and ACD policy manuals.

Workload Agreement: An agreement that defines and modifies the duties and responsibilities of a faculty member over a specified period. These agreements may entail a course release, modification of teaching duties, modification of service duties, or any other substantive change to a faculty contract.

# Article 2: Promotion Processes and Standards for Teaching Faculty

Teaching faculty are promotion-eligible career-track faculty. An Assistant Teaching Professor may be promoted to Associate Teaching Professor. An Associate Teaching Professor may be promoted to a Teaching Professor. Teaching faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

## Section 1: Application for Promotion and Process

An Associate Teaching Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Assistant Teaching Professors may apply for promotion to Associate Teaching Professor in their fifth year. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate faculty development in teaching and service consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The five years of college-level teaching experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances.

A Teaching Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Associate Teaching Professors may apply for promotion to Teaching Professor in their seventh year and they must have three years at Associate rank. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in teaching and service consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The seven years of college-level experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances and at the discretion of the Vice Provost for Academic Personnel. .

Teaching faculty requesting promotion to a superior rank will be evaluated on their portfolios based on teaching and service. Research and creative activities are not required for promotion but may be included if they support added value to teaching and service. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) and [P6, Process Guide for Promotion and Fixed Term Faculty](https://provost.asu.edu/sites/default/files/page/1562/p6-process-guide-fixed-term-faculty-promotion09292016.pdf).

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC), who shall include at least one elected and appointed member of the CTFPC. These three reviewers will be called a “unit-level peer review committee.” All peer review committee members must hold the rank applied for or above. At least two committee members must be from the same disciplinary group (CTHumSub or CTSciSub) as the applicant.. The school director shall charge the unit-level peer review committee to review the portfolio. The school director will review all promotional materials and committee findings and consult with their designees (as appropriate) to draft a letter for the applicant’s file. The school director then submits the applicant’s materials to college human resources for elevation and consideration per college-level processes.

## Section 2: Standards for promotion

SASA expects all career faculty to be strong teachers and recognizes the diverse ways teaching excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in the classroom, curriculum development, mentoring students, and other related activities. Roles and duties assigned by the school shall count towards career-track faculty as teaching or service, as appropriate to the role.

Faculty are expected to demonstrate their success and potential for future success through a portfolio of indicators and an accompanying personal statement. In evaluating success and potential, the school is committed to looking beyond quantitative metrics and assessing more deeply the broader contributions and potential of faculty members within the expectations of academic rigor. A career-track faculty member must demonstrate excellence in teaching. In addition, the candidate must be active in service to the School and the College. Teaching is weighted more heavily than service in assessing the merits of a candidate’s record.

Promotion is based on the quality of evidence presented to demonstrate excellence in teaching and service that advances the mission of the school and college. Promotion recognizes a quality of work that goes beyond the basic requirements of contract renewal and is not based solely on time in rank. Candidates must demonstrate excellence in day-to-day performance and expertise in all aspects of job performance responsibilities, evidence of initiative, demonstrated leadership, and a commitment to service activities.

For promotion to the highest rank, there is an increasing expectation that career faculty will demonstrate leadership in their domain of expertise, that they will be at the forefront of developing and implementing innovative and impactful pedagogy, that they will create a coherent program or enterprise of pedagogy, that peers and students will increasingly recognize them as demonstrating excellence in teaching, and that they will mentor others in teaching.

Teaching Faculty with Alternative Workloads

As designated by the school director and dean of the college, each teaching faculty may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. Faculty with these workload agreements should be assessed for promotion with these adjusted workloads taken into consideration.

Assessing teaching

Candidates for promotion will present a record of sustained and prospective excellence and effectiveness in teaching. Peer evaluations are strongly recommended. Excellence in teaching is assessed through multiple indicators as described by the ACD manual and these policies, which may include, but are not limited to:

1. Student evaluations and peer reviews of teaching ((as required by ABOR Manual 6-211)).
2. Peer review of student portfolios.
3. Annual reviews may be included to establish a record of success and suggest a trajectory for the future.
4. Ongoing revisions of courses to suit new instructional context and reflect current knowledge basis.
5. Examples of effective teaching innovation (assignments, modalities of delivery, development of course teaching aids, and so on).
6. Pedagogical practices that demonstrate a commitment to inclusive excellence
7. Ongoing involvement in professional development.
8. Evidence of student success through a sequence of courses.
9. Teaching or mentoring honors/awards.
10. New course and curriculum development.
11. Substantive revisions of existing courses and curriculum.
12. Publications, conference presentations, and workshops that showcase and share effective teaching practices.
13. Evidence of success in mentoring students, supervising honors contracts and theses, conducting independent studies, internships, or any other type of advising and mentoring students.
14. Other evidence determined to be appropriate by the faculty head/director in consultation with the candidate.

Assessing service

Candidates for promotion should present evidence of sustained service contributions to the unit, the school, the college, the university (internal service), the profession, and the community (external service). While the school expects appropriate service from faculty members, the level and type of service performed necessarily depend on the situation, qualifications, and interests of individual faculty members.

The service roles assigned within the school may be considered in evaluating the magnitude of accomplishment expected in service overall and in internal and external service.

Evidence of internal service contributions may include but are not limited to, records of accomplishment in administrative roles, committee work, non-committee work, mentoring faculty, and providing peer teaching observations.

Evidence of external service contributions may include but are not limited to, active participation or leadership in professional associations, representing the unit, the school, the college, or the university to external constituents, and professional service linking the University to the larger community.

# Article 3: Promotion Processes and Standards for Clinical Faculty

Clinical faculty are promotion-eligible career-track faculty. A Clinical Assistant Professor may be promoted to Clinical Associate Professor. A Clinical Associate Professor may be promoted to a Clinical Professor. Clinical faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

## Section 1: Application for Promotion and Process

A Clinical Associate Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Clinical Assistant Professors may apply for promotion to Clinical Associate Professor in their fifth year. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate faculty development in teaching and service consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in the Academic Affairs Policies and Procedures Manual, [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The five years of college-level teaching experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances.

A Clinical Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Clinical Associate Professors may apply for promotion to Clinical Professor in their seventh year and must have three years at the Associate rank. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in teaching and service consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in the Academic Affairs Policies and Procedures Manual, [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The seven years of college-level experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances and at the discretion of the Vice Provost for Academic Personnel.

Clinical faculty requesting promotion to a superior rank will be evaluated on their portfolios based on teaching, service, and professional development. Clinical faculty are expected to be engaged in their fields through professional organizations, conference attendance, keeping relevant licensures related to their appointments, and other professional development opportunities related to their field. Research and creative activities are not required for promotion but provide excellent evidence of professional development and should be included. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) and [P6, Process Guide for Promotion and Fixed Term Faculty](https://provost.asu.edu/sites/default/files/page/1562/p6-process-guide-fixed-term-faculty-promotion09292016.pdf).

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC), who shall include a combination of elected and appointed members of the SASA CTFPC. These three reviewers will be called a “unit-level peer review committee.” All peer review committee members must hold the rank applied for or above. At least two committee members must be from the same disciplinary division as the applicant. The school director shall charge the unit-level peer review committee to review the portfolio. An additional faculty appointee who can evaluate a candidate’s professional development activities may be appointed by the school director to assist the peer review committee. The additional appointee should hold a promoted clinical or tenured rank.

The school director will review all promotional materials and committee findings and consult with their designees (as appropriate) to draft a letter for the applicant’s file. The school director then submits the applicant’s materials to college human resources for elevation and consideration per college-level processes.

## Section 2: Standards for promotion

SASA expects all career faculty to be strong teachers and recognizes the diverse ways teaching excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in the classroom, curriculum development, mentoring students, and other related activities. Roles and duties assigned by the school shall count towards career-track faculty as teaching or service, as appropriate to the role.

Faculty are expected to demonstrate their success and potential for future success through a portfolio of indicators and an accompanying personal statement. In evaluating success and potential, the school is committed to looking beyond quantitative metrics and assessing more deeply the broader contributions and potential of faculty members within the expectations of academic rigor. A career-track faculty member must demonstrate excellence in teaching. In addition, the candidate must be active in service to the School and the College. Clinical faculty shall demonstrate professional development appropriate to their field in their work. Teaching is weighted more heavily than service in assessing the merits of a candidate’s record.

Promotion is based on the quality of evidence presented to demonstrate excellence in teaching, service, and professional development that advances the mission of the school and college. Promotion recognizes a quality of work that goes beyond the basic requirements of contract renewal and is not based solely on time in rank. Candidates must demonstrate excellence in day-to-day performance and expertise in all aspects of job performance responsibilities, evidence of initiative, demonstrated leadership, and a commitment to service activities.

For promotion to the highest rank, there is an increasing expectation that career faculty will demonstrate leadership in their domain of expertise, that they will be at the forefront of developing and implementing innovative and impactful pedagogy, that they will create a coherent program or enterprise of pedagogy, that peers and students will increasingly recognize them as demonstrating excellence in teaching, and that they will mentor others in teaching. As appropriate to their fields, professional development should also demonstrate high levels of engagement and activity.

Clinical Faculty with Alternative Workloads

As designated by the school director and dean of the college, each teaching faculty may also be assigned a specific workload distribution related to program administration/coordination or any other relevant category. Faculty with these workload agreements should be assessed for promotion with these adjusted workloads taken into consideration.

Assessing Teaching

Candidates for promotion will present a record of sustained excellence and effectiveness in teaching. Peer evaluations are strongly recommended. Excellence in teaching is assessed through multiple indicators as described by the ACD manual and these policies, which may include, but are not limited to:

1. Student evaluations and peer reviews of teaching (as required by ABOR Manual 6-211).
2. Peer review of student portfolios.
3. Annual reviews may be included to establish a record of success and suggest a trajectory for the future.
4. Ongoing revisions of courses to suit new instructional context and reflect current knowledge basis.
5. Examples of effective teaching innovation (assignments, modalities of delivery, development of course teaching aids, and so on).
6. Pedagogical practices that demonstrate a commitment to inclusive excellence.
7. Ongoing involvement in professional development.
8. Evidence of student success through a sequence of courses.
9. Teaching or mentoring honors/awards.
10. New course and curriculum development.
11. Substantive revisions of existing courses and curriculum.
12. Publications, conference presentations, and workshops showcase and share effective teaching practices.
13. Evidence of success in mentoring students, supervising honors contracts and theses, conducting independent studies, internships, or any other type of advising and mentoring students.
14. Other evidence determined to be appropriate by the faculty head/director in consultation with the candidate.

Assessing Service

Candidates for promotion should present evidence of sustained service contributions to the unit, the school, the college, the university (internal service), the profession, and the community (external service). While the school expects appropriate service from faculty members, the level and type of service performed necessarily depend on the situation, qualifications, and interests of individual faculty members.

The service roles assigned within the school may be considered in evaluating the magnitude of accomplishment expected in service overall and in internal and external service.

Evidence of internal service contributions may include, but are not limited to, records of accomplishment in administrative roles, committee work, non-committee work, mentoring faculty, and providing peer teaching observations.

Evidence of external service contributions may include, but are not limited to, active participation or leadership in professional associations, representing the unit, the school, the college, or the university to external constituents, and professional service linking the University to the larger community.

Assessing Professional Development

Professional development is field-dependent for clinical promotion. In cases of fields with professional licensure requirements, keeping current with those licenses is considered part of professional development. The exact nature of the professional development should be reviewed by disciplinary peers and the school director to norm for field standards. Although professional development may be demonstrated through publication of research and creative activity, there is no expectation of publication unless it is explicitly part of a workload distribution. Often, professional development may be demonstrated in areas of teaching and service, and these categories are not mutually exclusive.

# Article 4: Promotion Processes and Standards for Research Faculty

Research faculty are promotion-eligible career-track faculty. An Assistant Research Professor may be promoted to an Associate Research Professor and an Associate Research Professor may be promoted to a Research Professor. Research faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

## Section 1: Application for Promotion and Process

An Associate Research Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of five years of college-level research experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Assistant Research Professors may apply for promotion to Associate Research Professor in their fifth year. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate faculty development in research consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in the Academic Affairs Policies and Procedures Manual, [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The five years of college-level research experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances.

A Research Professor generally holds an appropriate doctorate or terminal degree in the field of their appointment and has a minimum of seven years of college-level research experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Associate Research Professors may apply for promotion to Research Professor in their seventh year and they must have three years at Associate rank. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in research consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in the Academic Affairs Policies and Procedures Manual, [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The seven years of college-level research experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances and at the discretion of the Vice Provost for Academic Personnel.

Research faculty requesting promotion to a superior rank will be evaluated on their portfolios based on research. Research faculty are expected to be engaged in their fields through professional organizations, conference attendance, keeping relevant licensures related to their appointments, and other professional development opportunities related to their field. Teaching and service are not required for promotion but may provide evidence of development as a researcher and may be included. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) and [P6, Process Guide for Promotion and Fixed Term Faculty](https://provost.asu.edu/sites/default/files/page/1562/p6-process-guide-fixed-term-faculty-promotion09292016.pdf).

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC), who shall include a combination of elected and appointed members of the SASA CTFPC.. These three reviewers will be called a “unit-level peer review committee.” All peer review committee members must hold the rank applied for or above. At least two committee members must be from the same disciplinary division as the applicant. The school director shall charge the unit-level peer review committee to review the portfolio. An additional faculty appointee who can evaluate a candidate’s professional development activities may be appointed by the school director to assist the peer review committee. The additional appointee should hold promoted research, clinical, or tenured rank.

The school director will review all promotional materials and committee findings and consult with their designees (as appropriate) to draft a letter for the applicant’s file. The school director then submits the applicant’s materials to college human resources for elevation and consideration per college-level processes.

## Section 2: Standards for promotion

SASA expects all research faculty to be strong researchers and recognizes the diverse ways excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in their roles as researchers. Faculty are expected to demonstrate their success and potential for future success through a portfolio of indicators and an accompanying personal statement.

Promotion is based on the quality of evidence presented to demonstrate excellence in research that advances the mission of the school and college. The promotion recognizes a quality of work that goes beyond the basic requirements of contract renewal and is not based solely on time in rank. Candidates must demonstrate excellence in day-to-day performance and expertise in all aspects of job performance responsibilities, evidence of initiative, demonstrated leadership, and a commitment to research activities. In higher ranks, there is an increasing expectation that career faculty will demonstrate leadership in their domain of expertise.

# Article 5: Promotion Processes and Standards for Instructional Faculty

Instructional faculty are promotion-eligible career-track faculty. An Instructor may be promoted to Senior Instructor. A Senior Instructor may be promoted to Principal Instructor. Instructional faculty must apply to be considered for promotion to the next rank. This article outlines the processes for applying for promotion and the criteria for promotion consideration.

## Section 1: Application for Promotion and Process

A Senior Instructor generally holds an appropriate graduate degree in the field of their appointment and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Instructors may apply for promotion to Senior Instructor in their fifth year. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate faculty development in teaching consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The five years of college-level teaching experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances.

A Principal Instructor generally holds an appropriate graduate degree in the field of their appointment and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience ([ACD 505-02](https://www.asu.edu/aad/manuals/acd/acd505-02.html)). Senior Instructors may apply for promotion to Principal Instructor in their seventh year and they must have three years at Senior rank. The faculty member’s request for promotion is not based primarily on time in rank but must demonstrate sustained faculty development in teaching consistent with criteria and university norms. The candidate must meet all conditions and include all materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html). The seven years of college-level experience should be acquired during a full-time faculty appointment at an accredited university or college. Exceptions for years of experience at other institutions or roles should be discussed with the school director. Early promotion applications are appropriate only in exceptional circumstances and at the discretion of the Vice Provost for Academic Personnel. An instructional faculty member applying to go from Instructor to directly Principal Instructor is only appropriate in exceptional circumstances and at the discretion of the Vice Provost for Academic Personnel.

Instructional faculty requesting promotion to a superior rank will be evaluated on their portfolios based on teaching. The faculty member initiates the application for promotion by submitting a portfolio of materials specified in [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) and [P6, Process Guide for Promotion and Fixed Term Faculty](https://provost.asu.edu/sites/default/files/page/1562/p6-process-guide-fixed-term-faculty-promotion09292016.pdf).

The portfolio is reviewed by three faculty reviewers selected by the school director from the Career-Track Faculty Personnel Committee (CTFPC), who shall include a combination of elected and appointed members of the SASA CTFPC. The portfolio is reviewed by three faculty reviewers selected by the school director from the SASA Career-Track Faculty Personnel Committee (CTFPC). These reviewers will be called a “unit-level peer review committee.” All peer review committee members must hold the rank applied for or above. At least two committee members must be from the same disciplinary group (CTHumSub or CTSciSub) as the applicant. The applicant may request a substitution from the review committee if there are any conflicts of interest. The school director shall charge the unit-level peer review committee to review the portfolio. The school director will review all promotional materials and committee findings and consult with their designees (as appropriate) to draft a letter for the applicant’s file. The school director then submits the applicant’s materials to college human resources for elevation and consideration per college-level processes.

## Section 2: Standards for promotion

SASA expects all career faculty to be strong teachers and recognizes the diverse ways teaching excellence may be demonstrated. Individuals seeking promotion are evaluated on their contributions in the classroom, teaching innovations, curriculum development, mentoring students, and other related activities. The instructor’s role focuses on teaching, which should include various possible instructional contributions.

Faculty are expected to demonstrate their success and potential for future success through a portfolio of indicators and an accompanying personal statement. In evaluating success and potential, the school is committed to looking beyond quantitative metrics and assessing more deeply the broader contributions and potential of faculty members within the expectations of academic rigor. A career-track faculty member must demonstrate excellence in teaching.

Promotion is based on the quality of evidence presented to demonstrate excellence in teaching that advances the mission of the school and college. Promotion recognizes a quality of work that goes beyond the basic requirements of contract renewal and is not based solely on time in rank. Candidates must demonstrate excellence in day-to-day performance and expertise in all aspects of job performance responsibilities, evidence of initiative, and demonstrated leadership.

For promotion to the highest rank, there is an increasing expectation that instructional faculty will demonstrate leadership in their teaching and mentorship, that they will be at the forefront of developing and implementing innovative and impactful pedagogy, that they will create a coherent program or enterprise of pedagogy, that peers and students will increasingly recognize them as demonstrating excellence in teaching, and that they will mentor others in teaching.

Assessing teaching

Candidates for promotion will present a record of sustained excellence and effectiveness in teaching, more broadly conceived as instructional contributions. Instructional contributions include faculty work that improves student outcomes in and beyond the formal classroom setting. Peer evaluations are strongly recommended. Excellence in teaching is assessed through multiple indicators as described by the ACD manual and these policies, which may include, but are not limited to:

1. Student evaluations and peer reviews of teaching (as required by ABOR Manual 6-211).
2. Peer review of student portfolios.
3. Annual reviews may be included to establish a record of success and suggest a trajectory for the future.
4. Ongoing revisions of courses to suit new instructional context and reflect current knowledge basis.
5. Examples of effective teaching innovation (assignments, modalities of delivery, development of course teaching aids, workshops, conference presentations, publications, and so on).
6. Pedagogical practices that demonstrate a commitment to inclusive excellence.
7. Ongoing involvement in professional development.
8. Evidence of student success through a sequence of courses.
9. Teaching or mentoring honors/awards.
10. New course and curriculum development.
11. Evidence of success in mentoring students, supervising honors contracts and theses, conducting independent studies, internships, or any other type of advising and mentoring students.
12. Other evidence determined to be appropriate by the faculty head/director in consultation with the candidate.

# Article 6: Faculty Annual Review

The Faculty Annual Review (FAR) process allows faculty to demonstrate their activities throughout the academic year, receive feedback and evaluation from their peers and supervisors, and receive a merit score for consideration in merit raise processes. This article describes the general process for preparing, submitting, and receiving annual faculty reviews. Faculty should pay close attention to yearly announcements for dates and other details from human resources and the school director. FAR processes follow a calendar year and typically occur for the previous year at the beginning of the current year. Reviews are inclusive of material from the previous 36 months with an emphasis on the current year, per ACD 506-10.

## Section 1: Process Guide

All faculty should regularly keep track of their teaching, service, and research/creative activities throughout the calendar year. These activities should be routinely input into the system ASU has created, the Academic Personnel Actions Reporting System (APARS), which Interfolio services. Regularly inputting these activities ensures that APARS is updated when the FAR process begins.

The school director shall direct college human resources to communicate the opening of the FAR process and submission deadlines to the faculty at least one month before the FAR submission deadline for APARS reports and supplemental documents. A complete FAR packet will consist of the following: (1) an activity report generated by the APARS system, (2) an instructional contributions portfolio, (3) a service and professional development portfolio [as applicable], and (4) an annual FAR statement.

APARS Activity Report: This report is generated by APARS from the faculty activities entered throughout the year. Teaching faculty and clinical faculty should report activity primarily under the categories of teaching and service, and instructors should focus on reporting their activities in the teaching category. Research faculty should report activity primarily under the category of research. Faculty should ensure that entries reflect their work’s qualitative and quantitative nature through the description, timeframe, and other fields in APARS. Faculty should contact their reporting supervisor and college human resources for questions on reflecting the activity.

Instructional Contributions Portfolio: This portfolio must include the following documents: (1) student opinion surveys, and (2) any peer observations that took place that year and that the faculty member chooses to include. This portfolio provides additional space to include evidence of instructional contributions as outlined in “Assessing Teaching” under the “Standards for promotion” section. This supplemental section is not page-limited but should be a single PDF file. Instructors, Teaching, and Clinical faculty shall submit this portfolio.

Service and Professional Development Portfolio: This portfolio provides a space for additional documents that demonstrate service and professional development. It may include letters recognizing service, examples of committee work, awards for service or scholarship, and any other material to demonstrate service and professional development. This supplemental section is not page-limited but should be a single PDF file. Teaching and Clinical faculty shall submit this portfolio.

Research and Creative Activities Portfolio: This portfolio provides space to include evidence of research and creative activities. This section is not page-limited but should be a single PDF file. Research faculty only shall submit this portfolio.

Annual FAR Statement: This statement should provide a clear and concise 500-750 word narrative summarizing a faculty member’s contributions in only the current year under review. This narrative should summarize 1) instructional activities in the past year and future goals, and 2) service and professional development contributions and future goals. This statement does not replace the documentation in the reports and portfolios; recorded contributions in other parts of the FAR packet should support the statement. The statement may also provide broader context on topics pertinent to the FAR process. Faculty members with administrative appointments or alternative workload agreements should describe them in the statement.

* Faculty should also include a traditional copy of their CV (in addition to the APARS CV).
* Faculty must also include the past two years’ annual FAR statements (exempting new hires or other gaps in the process) as separate files in this section, along with their current-year statement. Faculty members with administrative appointments or alternative workload agreements should describe them in the statement.

FAR PROCESS:

After faculty submit FAR packets, the packets will be distributed to the Career Track Faculty Personnel Committee (CTFPC). The CTFPC chair will assign packets to committee members, ensuring that a) all packets have at least two committee members contribute to a close review, and b) each reviewer has appropriate disciplinary and instructional knowledge to perform a peer assessment. The CTFPC will draft a review letter for each faculty member that includes an overall rating (merit score). The CTFPC, in consultation with the school director, may adopt worksheets or rubrics to aid in the scoring process as long as they align with school, college, and university policy. Finally, the CTFPC chair shall ensure the committee votes on each letter and obtains a majority vote.

After the CTFPC completes its letters, the FAR packets and committee recommendations will be forwarded to the school director or their designee to draft a final FAR report and merit score. Upon review, the school director shall sign the FAR report and merit score and distribute it to college human resources and the faculty members individually.

## Section 2: Evaluation Criteria

Per ACD 506-10, each unit must establish a minimum of five distinct ratings that distinguish levels of achievement. The following five rating standards will be used to evaluate individual teaching and service criteria and to determine an overall rating for each faculty member reviewed. The number indicated in parentheses will be used, where needed, for calculations and merit processes.

High Merit (5): Outstanding. Faculty receiving this rating demonstrate excellent performance in their job duties, as evidenced by substantial achievement, innovation, or leadership in the area reviewed.

Merit Plus (4): Superior. Faculty receiving this rating demonstrate superior performance in their job duties, as evidenced by achievement, innovation, or leadership in the area reviewed.

Merit (3): Exceeds expectations. Faculty receiving this rating demonstrate very good performance in their job duties. All expected duties are fulfilled in an exemplary manner.

Satisfactory (2): Meets expectations. Faculty receiving this rating demonstrate acceptable performance in their job duties.

Unsatisfactory (1): Does not meet expectations. Faculty receiving this rating demonstrate poor or incomplete performance in their job duties.

The assessments in sub-categories (teaching, and service) shall be adjusted based on the category proportions in the faculty member’s workload.

Teaching

Activities that are recognized as contributions to instructional activities include, but are not limited to:

1. Written evaluations/observations by peers in classroom teaching if applicable.
2. Courses taught, syllabi, and relevant assignment samples.
3. Student course evaluations.
4. Local/national awards for teaching.
5. New course/curriculum development.
6. Development of instructional materials such as textbooks, lab manuals, online materials, used by other instructors.
7. Publication of textbook and instructional materials in printed or electronic form.
8. Workshops delivered to teachers and/or graduate/undergraduate students.
9. Student mentoring and advising, such as mentoring students in research projects, honors contracts, honors theses, master students projects/theses, doctoral students projects/dissertations, co-authoring with students, and assisting students to present in conferences.
10. Participating in professional development and educational learning.
11. Evidence of course supervision and mentoring.

Service

Activities that are recognized as contributions to service activities include, but are not limited to:

1. Membership on committees at the faculty group, school, college, and university levels, indicate those committees you are chairing.
2. Activities you organized/participated beyond assigned committee work at the university, such as faculty senator, coordinating joint programs, administrative positions, etc.
3. Academic activities to professional fields, e.g. serving as editor for refereed journals, serving as officer in national/international scholarly society, editing books and conference proceedings, organizing national/international conferences/sessions.
4. Reviewing articles/chapters for books, proceedings volumes, and journals.
5. Reviewing proposals for funding agencies.
6. Participating in outreach programs to the community.
7. Consultation and membership on community committees and boards.
8. Mentoring faculty and providing teaching observations.

Research and creative activities are not a separate category for career-track faculty and are not required. However, those activities should be included in the most applicable teaching or service category if appropriate.

## Section 3: Appeals

See ACD 506-10 for details on Faculty Annual Review Appeals

# Article 7: Review of Administrative Appointees

This article outlines the evaluation process for faculty in SASA holding administrative appointments. SASA has two types of administrative faculty: full directors and intermediate administrators. Both categories shall report their activities and assemble the materials for the Faculty Annual Review as appropriate to their rank and career-track or tenured/tenure-track status. Routing reviews for administrative faculty shall follow a separate process from the regular FAR process in conforming with the ACD 111-03 and college-level bylaws. In conformity with these policies, the personnel committees shall not review administrative appointees’ packets.

Directors

Directors shall be evaluated by the processes outlined in ACD 111-03 and in any relevant CISA bylaws.

Intermediate Administrators

The SASA school director shall conduct the faculty annual review for intermediate administrators at the school-level, including any faculty member appointed as a faculty head, assistant school director, or associate school director who reports to the school director. The school director shall consider the intermediate administrators’ complete FAR packet and their completion of duties outlined in their notice of appointment. To allow for peer review, the school director shall appoint a peer review committee for the intermediate administrative faculty to supplement the director’s review direct review. Every other year, the school director shall organize a method of receiving input from the faculty for the review of intermediate administrators, as required by ACD 111-03.

# Article 8: Statement on Student Course Evaluation in Review and Promotion

Student course evaluations (or student opinion surveys) are by ABOR Manual 6-211. They are one instrument used to provide feedback on the instructional contributions of faculty. This policy outlines the appropriate use of evaluations while acknowledging their limitations and potential for bias.

Routinely, student opinion surveys often serve as proximate measures of instructor effectiveness, course design, and learning environment. They have traditionally been used to identify areas for improvement in teaching practice. Often, these student opinion surveys inform discussions and decisions regarding faculty development, promotion, and tenure. However, this use of student surveys must be considered carefully and only in the context of other evidence.

Personnel committees and administrators conducting reviews shall recognize that evidence suggests that using student surveys of teaching in personnel decisions is problematic as they are weakly related to other measures of teaching effectiveness and student learning, can be influenced by course characteristics like time of day, subject, class size, and whether the course is required, all of which are unrelated to teaching effectiveness. In addition, they are influenced by various forms of bias.

To address these concerns, reviewers shall consider the following approaches:

1. Compare student surveys over time within the dataset of the faculty under review. Avoid comparing faculty to means or medians of other faculty or department averages.
2. Consider the sample size, return rate, and standard deviation of student opinion survey results.
3. Student feedback should be considered part of a holistic assessment of teaching effectiveness alongside other evidence such as peer teaching observations, submitted syllabi and assessments, and directly reviewed course materials.

# Article 9: Approval and Amendment Process

A career-track faculty quorum shall be required to approve, alter, amend, or repeal this promotion and criteria document. The quorum requirement shall be satisfied as long as over 50% of SASA faculty who are eligible participate in the voting. To vote on this document, faculty members must hold a career-track faculty rank and be over .50 FTE to vote.

Voting on this document is by electronic ballot, to be left open for five business days. 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). Proposed amendments to this document must be distributed to voting-eligible faculty at least eight days before the opening of voting on the proposed amendments. A meeting on proposed amendments must occur before the opening of voting if at least two voting-eligible faculty rest it before the start of electronic voting.

This document and any future amendments will become effective upon approval by a track faculty quorum, consent by the school director and dean of the college, and approval by the University. The policies of this document are effective for all career-track faculty. Career-track faculty members applying for promotion within two years of an amendment may use the document’s previous version.