**Barrett, The Honor College**

Promotion Criteria of Barrett

Approved by the faculty assembly of the college on 05/06/14

Approved by the dean on 05/06/14

**Criteria for Promotion**

Barrett, The Honors College

Arizona State University

This document shall take effect upon approval by a majority vote of the Honors Faculty Fellows with the rank of principal lecturer, senior lecturer, and lecturer with full time (100% FTE) status who hold their primary appointment in the BHC and all tenure line professors whose continuing academic appointment is in Barrett; approval by the Dean of BHC; and approval by the University Provost. All promotion and continuing status decisions are to be made in accordance with the policies of the Arizona Board of Regents, with the guidelines in the ACD manual, and with the Barrett Honors College Bylaws; should any of those conflict, the order of precedence will be ABOR policy, ACD policy, followed by BHC bylaws.

1. **Criteria for Promotion from Lecturer to Senior Lecturer**

To be recommended for promotion to senior lecturer, a faculty member must demonstrate excellence in teaching and have a record of effectiveness in mentoring students. In addition, the candidate must be active in service to the college. In assessing the merits of a candidate’s record, teaching is weighted more heavily than service.

1. Teaching

Successful candidates for promotion are expected to have demonstrated consistent effectiveness in teaching. The primary criterion for teaching effectiveness is the candidate’s performance in teaching honors courses.

Quality of teaching and instruction are assessed through multiple indicators as described by the ACD manual and Barrett policies, which may include:

* Active participation in the mentoring program, for example:
  + Going to mentoring meetings
  + Visiting the classes of established Honors Faculty Fellows
  + Allowing other faculty members to visit your classes
* Strong positive written evaluations of teaching and mentoring performance by faculty mentors
* Better than satisfactory annual review scores
* Evidence of on-going course development, for example:
  + Thoughtfully refining The Human Event and other course syllabi
  + Offering innovative and interdisciplinary upper division honors courses
* A consistent positive trend in written evaluations by students that demonstrates excellence
* Substantive positive peer reviews by colleagues based on classroom visitations
* Serving as director or reader on honors theses or creative projects

Other factors may also be considered when evaluating contributions to teaching.

These include, but are not limited to:

* Receipt of local and national awards for teaching and mentoring
* Development of instructional materials, for example:
  + Developing a video series on the thesis process
  + Developing materials to support student writing
* Supervision of undergraduate research projects
* Co-authorship of articles and presentations with students based on work they did with the faculty member.
* Evidence that students who took a class with the faculty member were well-prepared for future course work.
* Any publications and presentations that reflect the scholarship and the study of teaching and learning

1. Service

At the time of consideration for promotion, a candidate shall have developed a record of effective service in Barrett, the Honors College at ASU. The faculty member may also have developed a record of effective service in the University and in the community. This service shall typically include:

* Participation in important College committees, including, but not limited to, some of the following:
  + Curriculum committee
  + Personnel committee
  + Travel Program committee
  + Admissions committee
  + Mentoring committee
* Engagement in student programming, such as:
  + Serving as faculty advisor for LUX or the Barrett Chronicle
  + Organizing an Honors Lecture Series Talk
  + Helping with LWFONSA scholarship interviews
  + Leading Honors Thesis and Creative Projects Workshops
  + Arranging Pre-Law Panels
  + Participating in recruiting events for Barrett
  + Attending the Celebrating Honors Thesis Symposium
  + Helping with Family Weekend
  + Hosting and attending the Centennial and Rhodes Lectures

Other activities that may be included in the evaluation of a candidate’s service include, but are not limited to:

* Participation in University committees
* Giving talks to the local community
* Participating in alumni events
* Media coverage of faculty work (art projects, research, teaching) that enhances the visibility of Barrett within the broader academic or lay community

1. **Criteria for Promotion from Senior Lecturer to Principal Lecturer**

To reflect the special aims and circumstances at Barrett, Senior Lecturers requesting promotion to Principal Lecturer will be evaluated primarily with respect to evidence of mastery of seminar teaching, as well as pedagogical leadership outside the classroom (e.g. mentoring junior faculty, teaching about pedagogy). The candidate is expected to satisfy the criteria in Section I. In addition, all other aspects of pedagogical performance, including peer and student evaluations, course development, and student mentoring must be consistently outstanding. Since there is the expectation that all honors students complete a thesis or creative project, we expect that candidates seeking promotion to principal lecturer will have served as director for three or more successful honors theses or creative projects.

The candidate’s professional development should also consist of strong and varied service at a level higher than that expected of candidates for promotion to senior lecturer. In terms of service, it is expected that candidates seeking promotion to principal lecturer will have held positions of leadership (e.g. faculty chair, chair of a standing committee, chair of a search committee, serving as academic senator for Barrett, etc.) that help advance the overall mission of Barrett.

**This document was approved by the Barrett Faculty at the regular faculty meeting on May 6, 2014 and approved by Dean Mark Jacobs on the same day.**