

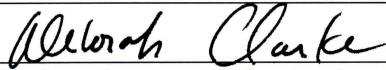


ARIZONA STATE UNIVERSITY

### Confirmation of Approval

<b>College</b>	<b>New College of Interdisciplinary Arts and Sciences</b>
<b>Unit</b>	<b>N/A</b>
<b>Document</b>	<b>Bylaws/Policies/Criteria for Promotion of Lecturers and Clinical Faculty</b>

The attached document has been approved by the provost's office.

	<i>6/27/16</i>
<b>Deborah Clarke, Vice Provost for Academic Personnel</b>	<b>Date</b>

**Office of the University Provost**

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**New College of Interdisciplinary Arts and Sciences**

Bylaws/policies/criteria for promotion of lecturers and clinical faculty across all schools  
within the New College of Interdisciplinary Arts and Sciences

Submitted for faculty vote on 11/18/15 and approved by the faculty.

Approved by Dean on 12/03/15

## **E. Guidelines for Promotion of fixed-term instructional faculty**

### **1. Definition of instructional faculty appointments eligible for promotion**

Instructional faculty appointments include lecturers and clinical professors with appointments of “Principal Lecturer, Senior Lecturer, Lecturer” and “Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor”.

According to ACD 505-02:

“Lecturers are fixed-term faculty members with responsibilities that may include teaching service responsibilities, supervising supplemental kinds of student learning, professional development, and/or administrative duties related to teaching.”

“Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor: Clinical faculty 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 clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development.”

#### **2a. NCIAS Promotion of Lecturers: eligibility**

Schools will follow uniform college level guidelines for promotion of lecturers.

Promotion to Senior Lecturer in NCIAS (the college) generally requires a doctorate or appropriate terminal degree specific to the discipline and/or teaching assignment plus a minimum of five years of full-time college-level teaching experience at ASU. Promotion to Principal Lecturer generally requires a doctorate or appropriate terminal degree plus a substantial and sustained record of excellent performance since the previous promotion. The majority of that service should be at ASU.

#### **2b. Standard for Evaluation of Lecturers**

Because of the nature of the position, evaluation for promotion to Senior Lecturer and Principal Lecturer will be based on the candidate’s pedagogical contributions. The candidate may work with their unit chair/director to identify appropriate materials that would effectively demonstrate an engaged effort to improve/sustain excellence in teaching and mentoring. Evidence supporting excellence in teaching and mentoring and the multiple professional endeavors and experiences that enhance the quality of teaching and related activities should be included in the file presented by the candidate. Specifically, the evaluation of instructional materials must take into account relevant factors such as adherence of syllabi to student learning outcomes, course content that is appropriate and up-to-date with standards of the field, and the contribution of the course to the unit’s curriculum, pedagogy, and the scholarship of instruction. Aspects of pedagogical performance such as peer and student evaluations, course development, and student mentoring should be consistently meritorious to help advance the overall mission of the college.

#### **2c. Criteria for Promotion of Lecturers**

- i) **Promotion from Lecturer to Senior Lecturer:** The promotion of Lecturer to Senior Lecturer is based on the quality of evidence presented to demonstrate excellence in teaching and mentoring, and any other position responsibilities. Such materials should include pedagogical contributions, innovations, or activities beyond the classroom (such as pedagogical publications,

workshop presentations, and creative activities) that inform one's teaching and advance the mission of the college. Promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank.

In addition to the basic expectations for the rank of Lecturer, successful candidates for Senior Lecturer will demonstrate excellence in teaching and mentoring through a combination of the lines of evidence listed below. Excellence in teaching and mentoring should be documented by the candidate for promotion with reference to:

- NCIAS standardized teaching evaluation by students
  - A teaching portfolio that includes student teaching evaluation scores and an analysis/description of how these scores demonstrate excellence in teaching;
- High-quality pedagogical techniques (use of appropriate and current instructional technologies; active learning principles);
- Innovation and breadth of contribution (new courses taught/developed); number and variety of different courses taught (e.g., introductory and advanced);
- School director and/or peer reviews of instruction by appropriate faculty members of equivalent or higher rank;
- Peer reviews of student portfolios or other student work;
- Numbers of students taught or mentored per year;
- Annual performance evaluations;
- Evidence of continuing professional development through participation in workshops, panels, and seminars;
- Mentoring activities such as honors thesis committees, independent studies, etc.;
- Evidence of student success through a sequence of courses, or student career success related to the candidate's teaching and/or mentoring; and
- Other indicators might include teaching awards or other external recognition from appropriate agencies and professional associations

Candidates are encouraged to consult the latest Process Guide for a complete list of items that may be included.

- ii) **Promotion from Senior Lecturer to Principal Lecturer:** The promotion of Senior Lecturer to Principal Lecturer is based on the quality of evidence presented to demonstrate exceptional contributions in teaching service responsibilities including significant leadership in those roles and a distinguished and recognized record of contributions. Such materials must include pedagogical contributions, innovations, and activities beyond the classroom (such as pedagogical publications, workshop presentations, and creative activities) that inform one's teaching and advance the mission of the college. Principal Lecturers should have consistent contributions to college and university service, or professional organizations, scholarship and/or pedagogy, or similar activities. Promotion recognizes a quality of work higher than



that expected for renewal and is not based solely on time in rank.

Exceptional contributions in teaching and mentoring service responsibilities should demonstrate a sustained and substantial pattern of engagement with the undergraduate (and if appropriate graduate) population of the college and increasing knowledge of the craft of teaching, as represented by one or more (or a combination of) the following criteria. The strongest cases will show a pattern of these activities throughout the promotion period.

- Course or curricular development or the development of new pedagogies. For example, contributions to textbooks, archival course materials, or online teaching materials available to others (beyond the instructor's own classes), helping to develop the online instructional program of the unit, developing and teaching a new course title; participating in the redesign of large or required courses in the unit (e.g., introductory or methodology courses).
- Substantial contributions to instruction in the form of advising or mentoring students (e.g., peer mentoring, service-learning programs, study abroad programs, advising student organizations).
- Administration, service, and/or grantsmanship related to the instructional mission of NCIAS. For example, leading or developing programs promoting undergraduate research or internship programs, training programs for teaching assistants, diversity or outreach initiatives, active participation in college and school committees relating to undergraduate programs, instruction, community-college articulation, student retention, undergraduate student life, etc.

#### **2d. Procedures for Promotion of Lecturers**

The review and included materials follow the procedures set out in ACD 506-05 (Faculty Promotion) and those specified by the Office of the Provost (P6: Fixed-Term Faculty Promotion Process Guide). In the event that the process changes, the Process Guide will take precedence over these guidelines. Review materials provided by the faculty member are reviewed by their School's Personnel Committee, the School Director, the College Promotion and Tenure Committee, and the Dean before the materials and reviews are forwarded to the Office of the University Provost who makes the final decision.

The following materials should be submitted:

- i) The Request for Academic Personnel Action form, along with any additional forms used by the college;
- ii) Job description that includes the position description for each fixed-term faculty member and the duties specific to their position;
- iii) A personal statement provided by the candidate (up to four pages long);
- iv) A current Curriculum Vitae for the candidate;
- v) Evidence from the candidate of excellence in the areas of Teaching and Mentoring which includes a minimum of three (3) different types of evidence, with the Summary of Student Evaluation of Instruction (which reflects all student evaluations releasable to the instructor) being one of the evidence pieces. Additional pieces of evidence may include but are not limited to:
  - Teaching statement or philosophy

- Teaching or mentoring honors/awards
  - Peer Evaluations
  - Scholarship with a focus on pedagogy;
- vi) Optional Supporting Materials to demonstrate excellence in other areas of assignment (e.g. research and/or service);
- vii) Evaluation(s) by the school and college personnel committee(s);
- viii) Evaluation letters from the Director and Dean; and
- ix) A current copy of the school's and/or college's approved performance review criteria as appropriate.

Any promotion becomes effective during the following academic year. Any promotion, regardless of length of appointment, also will be contingent upon the offer of a contract the following academic year.

### **3. Promotion from Clinical Assistant Professor to Clinical Associate Professor and to Clinical Professor**

#### **3a. Promotion**

To be considered for promotion from Assistant Clinical to Associate Clinical Professor, the faculty member must have spent at least five years in rank as Assistant Clinical Professor at ASU. To be considered for promotion from Associate Clinical Professor to Clinical Professor, the faculty member must have a substantial and sustained record of excellent performance since the previous promotion. The majority of that service should be at ASU.

#### **3b. Standards for Evaluation of Promotion**

Evaluation of a candidate's record will focus on three areas: job performance, scholarship/professional development, and service.

- **Job performance:**  
Fulfillment of the duties and responsibilities of the position held as detailed in the job description and in the workload assignment. The focus of the review will be on the relevant domains for each clinical faculty member and may include: teaching and instruction; training and supervision; and administration. The candidate may work with his/her unit chair/director to identify appropriate materials that would effectively demonstrate an engaged effort to improve/sustain excellence in teaching and mentoring. Evidence about one's teaching and the multiple professional endeavors and experiences that enhance the quality of teaching and related activities should be included in the file presented by the candidate. For clinical faculty whose duties include supervising internships or practicums, evidence for the successful management of these programs needs to be presented.
- **Scholarship/Professional Development:**  
Evidence of continued professional development in relevant areas of the position may include conference presentations and/or published papers on pedagogical practices or research findings in the candidate's discipline, a creative activities portfolio, public exhibitions or performances, attending conferences or workshops to learn novel teaching strategies in his/her discipline or to update their content knowledge, and hosting workshops for other professionals in their discipline.



- **Service:**  
Use of professional expertise in serving the interests of the school, unit, university, community, discipline, and/or higher education. It is also recognized that some clinical faculty may have greater opportunities for service than others.

### **3c. Criteria for Promotion of Clinical Faculty**

The relative weights given to each of the three areas will depend on the workload and responsibilities assigned to the faculty member by the School Director.

*For promotion from Assistant Clinical Professor to Associate Clinical Professor:* The promotion of Assistant Clinical Professor to Associate Clinical Professor is based on the quality of evidence presented to demonstrate excellence in scholarship, professional development, teaching and mentoring, service and any other position responsibilities. Such materials should include pedagogical contributions, innovations, or activities beyond the classroom (such as pedagogical publications, workshop presentations, and creative activities) that inform one's teaching and advance the mission of the college. Promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank. Candidates must demonstrate excellence in day-to-day performance and expertise in all job performance responsibilities, regular participation in scholarship/professional development, evidence of initiative, demonstrated leadership and managerial capability, and a commitment to service activities.

*For promotion from Associate Clinical Professor to Clinical Professor:* The promotion from Associate Clinical to Clinical Professor is based on the quality of evidence presented to demonstrate exceptional contributions in scholarship, professional development, teaching, and service responsibilities including significant leadership in those roles and a distinguished and recognized record of contributions. Such materials must include contributions, innovations, and activities beyond the classroom (such as pedagogical publications, workshop presentations, and creative activities) that inform one's teaching and advance the mission of the college. Clinical Professors should have achieved national recognition through their contributions or service to professional organizations, or similar activities. Promotion recognizes a quality of work higher than that expected for renewal and is not based solely on time in rank. Candidates must demonstrate exceptional performance of duties and fulfillment of all job performance responsibilities, recognized excellence in chosen field, evidence of substantial scholarship and professional accomplishment, contribution to school, college, or university programs, and proven commitment to service.

**Evidence of quality of teaching and related activities** may include, but is not limited to:

- NCIAS standardized teaching evaluation by students
  - A teaching portfolio that includes student teaching evaluation scores and an analysis/description of how these scores demonstrate excellence in teaching;
- High-quality pedagogical techniques (use of appropriate and current instructional technologies; active learning principles);
- Innovation and breadth of contribution (new courses taught/developed); number and variety of different courses taught (e.g., introductory and advanced);
- School director and/or peer reviews of instruction by appropriate faculty members of equivalent or higher rank;
- Peer reviews of student portfolios or other student work;
- Numbers of students taught or mentored per year;
- Annual performance evaluations;

- Evidence of continuing professional development through participation in workshops, panels, and seminars;
- Mentoring activities such as honors thesis committees, independent studies, etc.;
- Evidence of student success through a sequence of courses, or student career success related to the candidate's teaching and/or mentoring; and
- Other indicators might include teaching awards or other external recognition from appropriate agencies and professional associations.

Candidates are encouraged to consult the latest Process Guide for a complete list of items that may be included.

**Evidence of Scholarship/Professional Development** may include but is not limited to:

- Efforts to keep abreast of current developments in areas of responsibility by:
  - giving conferences presentations;
  - publishing papers on pedagogical practices or research findings in the candidate's discipline;
  - keeping an updated creative activities portfolio;
  - hosting public exhibitions or performances;
  - attending conferences or workshops to learn novel teaching strategies in their discipline or to update their content knowledge base;
  - hosting workshops for other professionals in their discipline; and
- Development of new capabilities, methods and procedures, new knowledge, and/or instrumentation in area(s) of responsibility;
- Collaboration with faculty and students in facilitating, carrying out, and/or documenting innovative research, teaching, and supervision; and
- Grant-writing related to candidate's discipline or innovative teaching projects.

**Evidence of Service** may include but is not limited to:

- a. Active participation in service to the School, College, and University;
- b. Participation in activities of professional organizations, service that leverages the faculty member's area of scholarly expertise and contributes to the embeddedness of ASU within the community, and refereeing for conferences, journals, and/or granting agencies.

### **3d. Procedures for the Promotion Review of Clinical Faculty**

The review and included materials follow the procedures set out in ACD 506-05 (Faculty Promotion) and those specified by the Office of the Provost (P6: Fixed-Term Faculty Promotion Process Guide). In the event that the process changes, the Process Guide will take precedence over these guidelines. Review materials provided by the faculty member are reviewed by their School's Personnel Committee, the School Director, the College Promotion and Tenure Committee, and the Dean before the materials and reviews are forwarded to the Office of the University Provost who makes the final decision.

The following materials should be submitted:

- i) The Request for Academic Personnel Action form, along with any additional forms used by the college;
- ii) Job description that includes the position description for each fixed-term faculty member and the duties specific to their position;



- iii) A personal statement provided by the candidate (up to four pages long);
- iv) A current Curriculum Vitae for the candidate;
- v) Evidence from the candidate of excellence in the areas of Teaching and Mentoring which includes a minimum of three (3) different types of evidence, with the Summary of Student Evaluation of Instruction (which reflects all student evaluations releasable to the instructor) being one of the evidence pieces. Additional pieces of evidence may include but are not limited to:
  - a. Teaching statement or philosophy
  - b. Teaching or mentoring honors/awards
  - c. Peer Evaluations
  - d. Scholarship with a focus on pedagogy;
- vi) Optional Supporting Materials to demonstrate excellence in other areas of assignment (e.g. research and/or service);
- vii) Any candidate whose job description includes an expectation of research/scholarship shall also submit Publications/Creative Materials (up to four);
- viii) Evaluation(s) by the school and college personnel committee(s);
- ix) Evaluation letters from the Director and Dean; and
- x) A current copy of the school's and/or college's approved performance review criteria as appropriate.

Any promotion becomes effective during the following academic year. Any promotion, regardless of length of appointment, also will be contingent upon the offer of a contract the following academic year.