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| **College** | Watts College of Public Service and Community Solutions |
| **Unit** | School of Community Resources & Development |
| **Document** | PERSONNEL POLICIES FOR FIXED-TERM FACULTY |
| **Approved by faculty**  |  | **Date: 02.25.2022** |
| **Reviewed by Dean** |  | **Date: 3/3/2022** |

**Provost office approval:**

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# PERSONNEL POLICIES FOR FIXED-TERM FACULTY

The School of Community Resources & Development recognizes the enormous contributions of teaching, service and research of non-tenure-track, fixed-term appointment faculty, e.g. lecturers, clinical professors, and professors of practice. Their attention to high-quality teaching and clinical/hands-on experiences helps attract students to our School, and is part of ASU's continuing effort to provide students with an outstanding academic experience that supports professional development and excellence in earning a degree in SCRD.

Promotion of faculty in fixed-term appointments is warranted when achievements are tangibly demonstrated. This document outlines performance expectations for promotion of Lecturer to Senior Lecturer to Principal Lecturer; promotion of Clinical Faculty from Assistant to Associate to Full. This document pertains to fixed-term faculty within the School of Community Resources & Development (SCRD), which is located within the Watts College of Public Service and Community Solutions at ASU.

Research Faculty will not be addressed in this document because the research needs of our school are fulfilled by tenure track faculty. It should also be noted that Instructors and Faculty Associates have no pathway for promotion and also will not be addressed.

Excellent teaching, service, and professional development may look different in different contexts. The promotion process should take into account constraints faced by faculty teaching in non-US-based contexts such as HAITC and study abroad (e.g. technology difficulties, students whose first language is not English, political environment, cultural/informational constraints, etc.)

The Fixed-Term-Faculty (FTF) Personnel Committee (or the FTF members on the regular Personnel Committee) will review applications of new hires who are being considered for senior and principal lecturer, and for clinical associate and clinical full professor, to determine whether the applicants meet the criteria for an upper level position.

Section 500 deals primarily with policies and procedures for the promotion of fixed-term faculty. For further details on promotion of fixed-term faculty and promotion file contents, see ACD

[506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) Faculty Personnel Actions, and the**[Process Guide for Promotion and Fixed Term Faculty](https://provost.asu.edu/academic-personnel/personnel-processes)**. The date on which promotion files are due in the Office of the Executive Vice President and Provost of the University is specified annually in the schedule of personnel actions released by the Office of the Executive Vice President and Provost.

## Fixed-Term Faculty—Lecturers

Lecturers are fixed-term faculty members with responsibilities that may include teaching, service responsibilities, supervising supplemental student learning, professional development, and/or administrative duties related to teaching while also being active members on School, College, and University committees. Lecturers serve essential functions as part of our faculty. Per university policy, lecturers are not eligible for tenure or sabbatical leaves.

### General Eligibility Criteria

At all levels, eligibility for promotion requires:

* + 1. A master’s, Ph.D., or Ed.D from a related field
		2. Continuous record of excellence in teaching, with evidence of commitment to student success through active mentorship and innovative learning experiences that prioritize access, inclusion and diversity
		3. Evidence of coursework development or improvement
		4. Evidence of service, which may include but are not limited to: school, college, and university committees; administrative duties; and community engagement.

### Promotion from Lecturer to Senior Lecturer

Promotion to the rank of Senior Lecturer will depend upon the demonstration of sustained excellence in teaching and service. While there is no single model for what constitutes a record worthy of promotion, the following criteria serve as general guidelines:

* + 1. Generally holds a graduate degree appropriate for the discipline (e.g. M.A., M.S., Ed.D., or Ph.D.)
		2. At least five (5) years (internal and/or external to ASU) of full-time college level teaching experience. It is generally expected that these five (5) years will have been at the rank of lecturer or its equivalent rank at ASU or another college or university. See [(ACD](https://www.asu.edu/aad/manuals/acd/acd505-02.html)

[505-02)](https://www.asu.edu/aad/manuals/acd/acd505-02.html)

* + 1. High-quality contributions to the teaching mission of the School within and outside the classroom. These contributions may include a variety of activities, such as the following:
			1. Positive results from peer teaching evaluations (required)
			2. Positive quantitative and qualitative results from student course evaluations (required), taking into consideration that certain courses (abstract, difficult,

undergrad vs grad, courses taught by women and people of color) tend to receive lower scores regardless of teaching quality.

* + - 1. Documented embrace of best practices of in-person and/or online pedagogy, including but not limited to transparent grading policy, diversity of material and assignments, navigability of course websites, student engagement techniques, and fostering diversity and inclusion.
			2. Utilization or creation of innovative pedagogical tools, technologies, or approaches
			3. Regular updating and improvement of existing courses
			4. Teaching courses essential to the unit’s curriculum
			5. Providing experiential learning opportunities such as field trips, volunteerism or service learning
			6. Course, curriculum or program or certificate development or redevelopment
			7. Performing Lead duties on a course
			8. Student mentorship
				1. Undergraduate student mentorship (e.g. honors theses, student group advising, etc.)
				2. Graduate student mentorship (e.g. serving as thesis/dissertation committee member)
				3. Supervising independent studies/extracurricular reading and/or conference projects
			9. Guest lecturing and participation in courses/seminars at ASU and elsewhere
			10. Receipt of external funding for support of instructional activities
			11. Teaching awards
			12. Attending or conducting pedagogical training or workshop sessions
			13. Senior Lecturers may demonstrate significant intellectual contributions and expertise in their taught subject matter. Examples may include:
				1. Research and scholarship related to teaching and curriculum development
				2. Research and scholarship related to subject matter of courses taught
			14. Senior Lecturers may show evidence of continued professional development in service to their teaching.
				1. Keeping abreast of current developments in area of responsibility
				2. Completing continuing education, participation in professional development workshops
				3. Maintaining relevant certifications
		1. Senior Lecturers are active in service to the university, the community, and their field. It is also recognized that some lecturers may have greater opportunities for service than others. Service activities may include:
			1. Active participation in institutional governance within the School, College, or University, such as committee member
			2. Active involvement in committee work for local, state, and/or national professional or civic organizations
			3. Administrative appointments, such as heading a program
			4. Publication and/or conference participation in collaboration with students
			5. Media interviews or commentary that advances the mission of the school
		2. Senior Lecturers will be expected to effectively engage students in course material, demonstrate efforts at promoting student success and retention, show professional behavior, and contribute to a collegial working environment.

### Promotion from Senior Lecturer to Principal Lecturer

Promotion to the rank of Principal Lecturer will depend upon the demonstration of sustained effectiveness in teaching. While there is no single model for what constitutes a record worthy of promotion, the following criteria serve as general guidelines:

1. Generally holds a doctoral or terminal degree appropriate for the discipline (e.g. Ph.D. or Ed.D.)
2. At least seven (7) years (internal and/or external to ASU) of teaching experience, including a minimum of three (3) years at the rank of senior lecturer or its equivalent rank at ASU or another college or university.
3. A consistent pattern of continued and sustained excellence in teaching within and outside the classroom, reflected by a variety of the activities and measures previously outlined for promotion from lecturer to senior lecturer. Principal Lecturers additionally demonstrate ongoing and sustained leadership in teaching by:
	1. Mentoring, supervising independent study, oversight of scholarly activity
	2. Sharing innovative practices freely with others in the School or College
	3. Performing Lead duties on a course(s)
	4. Research and scholarship related to teaching and curriculum development or subject matter of courses taught
4. Increased leadership roles in service activities since the last promotion. For example:
	1. Demonstrated leadership in institutional governance within the School, the College or the University, such as committee chair or faculty senator.
	2. Demonstrated leadership in administration within the School, the College, and/or the University, such as coordinating/overseeing programs, curriculum, internships, etc., or advising a student organization
	3. Leadership role(s) in local, state, or national professional or civic organizations or community partnerships
	4. Leadership roles in academic communities, such as reviewing programs or serving/leading on accreditation organizations.
	5. Pursuit of special projects (that do not include standard responsibilities)

## Fixed-term Faculty—Clinical Faculty

Clinical faculty are fixed-term faculty members who are qualified by training, experience or education to direct or participate in specialized university functions, including student internships, training or other practice components of degree programs. They are appointed as clinical assistant professors, clinical associate professors, clinical professors or internship/practicum/training supervisors.

Generally, clinical assistant professors are appointed to one-year terms. Clinical associate professors and clinical professors may be appointed to one-year or multiple-year terms of up to three years. Multiple-year appointments must be approved by the Provost. Per university policy, clinical faculty are not eligible for sabbatical leave or tenure.

### General Eligibility Criteria

At all levels, eligibility for promotion requires:

* + 1. A master’s or terminal degree from a related field
		2. Continuous record of excellence in teaching, with evidence of commitment to student success through active mentorship and innovative learning experiences that prioritize access, inclusion and diversity
		3. Evidence of coursework development or improvement
		4. Evidence of service, which may include but are not limited to School, College and University committees, administrative duties, and community engagement
		5. Evidence of excellent provision of clinical training practice

### Promotion to Clinical Associate Professor

Promotion to the rank of Clinical Associate Professor will depend upon the demonstration of sustained excellence in teaching; training and supervision of students; and service. While there is no single model for what constitutes a record worthy of promotion, the following criteria serve as general guidelines.

* + 1. Generally holds a graduate degree appropriate for the discipline (e.g. M.A., M.S., Ed.D., or Ph.D.)
		2. At least five (5) years (internal and/or external to ASU) of full-time teaching experience. It is generally expected that these five (5) years will have been at the rank of assistant clinical professor or its equivalent rank at ASU or another college or university. See [(ACD 505-02)](https://www.asu.edu/aad/manuals/acd/acd505-02.html)
		3. High-quality contributions to the teaching mission of the School within and outside the classroom/clinical setting. These contributions may include a variety of activities, such as the following:
			1. Positive results from peer teaching evaluations (required)
			2. Positive quantitative and qualitative results from student course evaluations (required), taking into consideration that certain courses (abstract, difficult, undergrad vs grad, courses taught by women and people of color) tend to receive lower scores regardless of teaching quality.
			3. Documented embrace of “best practices” of in-person and/or online pedagogy, including but not limited to transparent grading policy, diversity of material and assignments, navigability of course websites, student engagement techniques, and fostering diversity and inclusion.
			4. Utilization or creation of innovative pedagogical tools, technologies, or approaches
			5. Regular updating and improvement of existing courses
			6. Teaching courses essential to the unit’s curriculum
			7. Providing experiential learning opportunities such as field trips, volunteerism or service learning
			8. Course, curriculum or program or certificate development or redevelopment
			9. Performing Lead duties on a course
			10. Student mentorship
				1. Undergraduate student mentorship (e.g. honors theses, student group advising, etc.)
				2. Graduate student mentorship (e.g. serving as thesis/dissertation committee member)
				3. Supervising independent studies/extracurricular reading and/or conference projects
			11. Guest lecturing and participation in courses/seminars at ASU and elsewhere
			12. Receipt of external funding for support of instructional activities
			13. Teaching awards
			14. Attending or conducting pedagogical training or workshop sessions
			15. In addition, Clinical Associate Professors may demonstrate significant intellectual contributions and expertise in their taught subject matter. Examples may include:
				1. Scholarship related to teaching and curriculum development
				2. Scholarship related to subject matter of courses taught
		4. Supervision of Students in Internships and Applied Settings
			1. Identify, cultivate, and maintain relationships with internship / training sites
			2. Review quality of internship sites, and provide guidance to internship / training sites regarding standards and expectations of internship/clinical experiences
			3. Collaborate with School / College staff to facilitate affiliation agreements, student placements, and student educational agreements
			4. Promote internship / training opportunities to students, and assist students in selecting internship opportunities consistent with their career goals
			5. Supervise and support students during internships / clinical work
			6. Maintain records and track student progress and hours
			7. Coordinate with relevant School faculty (e.g. instructor teaching Leadership and Professional Development)
			8. Review and adopt current best practices and applicable standards in internship, practicum or training programs
			9. Collect and evaluate data in internship, practicum or training programs
			10. Design of clinical/practicum coursework
		5. Professional Development–Evidence of continued professional development in relevant areas of the position.
			1. Keeping abreast of current developments in area of responsibility
			2. Completing required continuing education, participation in professional development workshops
			3. Maintaining relevant certifications / licensure / trainings / health requirements etc.
		6. Service—Use of professional expertise in serving the interests of the Colleges, unit, university, community, discipline and/or higher education. It is also recognized that some clinical faculty may have greater opportunities for service than others. Service activities may include:
			1. Active participation in institutional governance within the School, College, or University, such as committee member
			2. Active involvement in committee work for local, state, and/or national professional or civic organizations
			3. Administrative appointments, such as heading a program
			4. Publication and/or conference participation in collaboration with students
			5. Media interviews or commentary that advances the mission of the school
		7. Clinical Associate Professors will be expected to effectively engage students in course material, demonstrate efforts at promoting student success and retention, show professional behavior, and contribute to a collegial working environment.

### Promotion to Clinical Professor

Promotion to the rank of Clinical Professor will depend upon the demonstration of sustained excellence in teaching; training and supervision of students; and service. While there is no single model for what constitutes a record worthy of promotion, the following criteria serve as general guidelines.

* + 1. Earned doctoral degree appropriate for the discipline (e.g. Ph.D. or Ed.D.)
		2. At least seven (7) years (internal and/or external to ASU) of teaching experience, including a minimum of three (3) years at the rank of associate clinical professor or its equivalent rank at ASU or another college or university.
		3. A consistent pattern of continued and sustained excellence in teaching within and outside the classroom, reflected by a variety of the activities and measures previously outlined for promotion from assistant clinical professor to associate clinical professor. Clinical professors additionally demonstrate ongoing and sustained leadership in teaching by:
	1. Mentoring, supervising independent study, oversight of a scholarly activity
	2. Sharing innovative practices freely with others in the School or College
	3. Performing Lead duties on a course(s)
	4. Research and scholarship related to teaching and curriculum development or subject matter of courses taught
		1. Increased leadership roles in service activities since the last promotion. For example:
			1. Demonstrated leadership in institutional governance within the College or University, such as committee chair or faculty senator.
			2. Demonstrated leadership in administration within the School, the College, and/or the University, such as coordinating programs, curriculum, internships, etc.
			3. Proven commitment to service to the profession at state, national, or international levels; community engagement and partnership
			4. Leadership roles in academic communities, such as reviewing programs or serving/leading on accreditation organizations.
			5. Pursuit of special projects (that do not include standard responsibilities)
		2. Evidence of substantial professional accomplishment (e.g. awards external to the College, scholarship, professional presentations or workshops at the national or international level)

## Professor of Practice

Professors of practice are fixed-term faculty members whose expertise, achievements, and reputation developed over a sustained period of time qualify them to be distinguished

professionals in an area of practice or discipline, although they may not have academic credentials or experience. Because it is a “distinguished” appointment with a rich history of professional experience and a graduate degree, ASU uses only the Professor of Practice position. The responsibilities of this position are teaching courses, seminars, and independent studies to undergraduate and graduate students, leadership or administrative roles, or other duties that the dean determines are appropriate.

## Procedures for Promotion for Fixed-Term Faculty

1. The School Director and/or the FTF Personnel Committee should notify fixed-term faculty members when they become eligible for promotion.
2. Candidates requesting promotion should prepare a packet that aligns with Faculty Promotion [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) (Review for Promotion: Fixed-Term Faculty) and the [**Process Guide for Promotion and Fixed Term Faculty**](https://provost.asu.edu/academic-personnel/personnel-processes) The candidate is responsible for providing requested information to the Personnel Committee within the period established by the School, College, and University. The candidate should work with the Chair of the Personnel Committee to compile unit-level items (e.g. Confirmation of Teaching Evidence) as described in Step 2, Step 3, and Step 4 of the [**Process Guide for Promotion and Fixed Term Faculty**](https://provost.asu.edu/academic-personnel/personnel-processes)).
3. For the School of Community Resources and Development, the Personnel Committee(s) will review the candidate's dossier and vote on the promotion. The vote and final recommendation are advisory to the Director. For further steps, please refer to the [**Process Guide for Promotion and Fixed Term Faculty**](https://provost.asu.edu/academic-personnel/personnel-processes)).