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**SCHOOL OF SOCIAL TRANSFORMATION**

College of Liberal Arts and Sciences

Arizona State University

**BYLAWS**

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# PREAMBLE

These Bylaws describe the procedures by which the School of Social Transformation (SST or School) in the College of Liberal Arts and Sciences (CLAS) at Arizona State University (ASU) self-governs and carries out the responsibilities and privileges entrusted to it.

# Article I. ORGANIZATION

## Section 1.01 Name

This organization will be called the School of Social Transformation (SST) and is comprised of the following faculties: African and African American Studies, American Studies, Asian Pacific American Studies, Justice and Social inquiry, Social and Cultural Pedagogy, and Women and Gender Studies.

## Section 1.02 Representative Bodies

### School Assembly

The School Assembly is the governing body of the School and follows the rules of ACD Manual 505-02. All persons with voting privileges as provided in Section 1.03 shall be members of the School Assembly.

### Leadership Committee

The Leadership Committee consists of the SST Director and the designated Lead Faculty (Section 1.05.e). The Leadership Committee also includes two (2) at-large members elected from the tenured and tenure-track faculty, SST associate directors (Section 1.05), an elected representative of the non-tenure eligible (NTE) faculty, and staff representatives as determined by the Director. The Leadership Committee serves as the administrative and policy group that advises the Director and makes recommendations for School-related matters to the School Assembly.

## Section 1.03 Membership and Voting Privileges

### Tenured and Tenure-Eligible Faculty

All tenured and tenure-eligible faculty members not on sabbatical or other leave with at least .50 FTE at ASU and with at least 50% of the line in SST will constitute voting members in the School.

### Non-Tenure Eligible Faculty

Full-time Lecturers and Clinical and Research Professors are voting members when 100% of their appointment is in the School. They may serve on committees except on probationary, tenure, promotion, and sabbatical personnel issues. All other faculty members including instructors, visiting faculty members, visiting scholars, postdoctoral fellows, and faculty associates, do not having voting rights but may attend School assemblies.

## Section 1.04 Faculty Responsibilities

The School encourages faculty members to achieve a balance in their commitments to teaching, research, and service, all of which are viewed as integral and necessary parts of the University's mission and purpose. All members in the School share in the responsibility for its success. In addition to their teaching and research responsibilities, faculty members share in the leadership responsibilities outlined below.

## Section 1.05 Officers and Leaders of the School

### Director of the School of Social Transformation

The Director is appointed by the Divisional Dean and Executive Dean, in consultation with SST faculty, with the concurrence of the Provost. They serve at the discretion of the Dean and the Provost. The Director is responsible for the execution of university policies and for the overall leadership of the unit but shares this responsibility with members of the faculty and staff. Recommendations made by the faculty and staff are advisory to the Director, who is ultimately responsible for the successful management of the School.

### Associate Director of the School of Social Transformation

The Director has the option to appoint an Associate Director who serves at the discretion of the Director. The Associate Director of the School must be a tenured faculty member and will be selected in consultation with the Leadership Committee.

### Associate Director for Graduate Studies

The Associate Director for Graduate Studies is a tenured faculty member who has considerable experience in working with graduate students. The associate director of graduate studies is appointed by the School Director, in consultation with the Leadership Committee, and serves annual appointments at the discretion of the School Director.

### Associate Director for Undergraduate Studies

The Associate Director for Undergraduate Studies is a faculty member who is appointed by the School Director in consultation with the Leadership Committee, and typically serves annual appointments.

### Associate Director of Research and Colloquium Committee

The Associate Director of the Research and Colloquium Committee is appointed by the Director to help identify, facilitate, and promote research initiatives and activities that will advance cross cutting areas of inquiry in the School.

### Lead Faculty

The Lead Faculty for each degree program is a faculty member who provides leadership for the degree program and for the School in the areas of research, curriculum, and faculty development. The faculty in each program area (AAAS, AMST, APAS, JSI, SCP, WGS) will elect the Lead Faculty by a majority vote using secret ballot. Lead Faculty are responsible for creating a collegial environment for faculty, staff, and students in their degree program and for providing advice to the School Director.

## Section 1.06 School Committees

### Standing Committees

Unless specified elsewhere, members of standing committees are appointed by the School Director or elected by the School Assembly to serve on committees for two-year terms (terms are renewable). Terms should overlap across committee members to help ensure a degree of continuity of committee practices when needed. The chairs of all standing committees must be full-time tenured faculty members. For those committees that include graduate student representatives, the representatives may have input into all committee activities that do not involve personnel decisions about faculty or other graduate students.

#### Undergraduate Studies Committee

The Undergraduate Studies Committee (UC) coordinates the School’s undergraduate programs. The Undergraduate Studies Committee shall consist of at least four faculty members and one graduate student who shall serve two-year terms. Undergraduate Committee members are selected in a manner that reasonably represents the undergraduate degrees as provided in SST-PP2 The chair of this committee will be the Associate Director of Undergraduate Studies, whose duties are described in SST-PP-1. The responsibilities of the committee are described in SST-PP2.

#### Graduate Studies Committee

There is one School Graduate Committee comprised of the graduate directors of each graduate program, faculty working with other graduate certificates and degrees and graduate student representation from each of the graduate areas of study in SST. The graduate directors are selected by the faculty and Lead Faculty in each of the respective programs. Graduate student members will be selected by other graduate students. The members serve annually. Graduate student members may not participate in decisions involving other graduate students (including admissions, graduate student support, etc.). The chair of this committee will be the Associate Director of Graduate Studies, whose duties are described in SST-PP1. The responsibilities of the committee are described in SST-PP2.

#### Personnel Committee

The Personnel Committee will serve in an advisory role to the School Director for any personnel related issues including annual evaluations and post tenure review. The committee will evaluate faculty performance including annual review, progress toward tenure, probationary review, sabbaticals, and tenure and promotion cases, as a recommendation to the Director. Members of the personnel committee are elected and will reasonably represent the SST faculty described in SST-PP2.

#### Full Professor Promotion Committee

The committee for faculty requesting to be promoted to full professor will consist of all regular faculty members holding that rank. For each promotion case, this committee will select a chair and 2 members, at least one of whom has some expertise in the candidate’s area of scholarship, who will take responsibility for managing the review(s) and related processes. If needed, the committee chair will work with the SST Director to find an expert in the candidate’s area of scholarship at ASU with whom the committee will consult.

#### Research and Colloquium Committee

The Research and Colloquium Committee proposes and develops procedures related to research and research colloquia as described in SST-PP2. The Associate Chair of Research will chair this committee.

#### Diversity, Equity & Inclusion (DEI) Committee

The DEI Committee shall be appointed by the Director in consultation with the Leadership Committee and charged with ensuring diversity and equity in employment and educational programs and activities in accord with ACD 401.

### Ad Hoc Committees

#### Search committees

Search committees will be constituted in accord with CLAS By-laws and the ACD Manual. They shall be constituted as described in SST-PP2.

#### Faculty Committees

Programs of study (AAAS, AMST, APAS, JSI, SCP, WGS) may establish committees they deem necessary such as graduate committees, undergraduate committees, and colloquium committees. The chairs of these committees will represent their respective programs on the corresponding SST committees.

#### Other Ad Hoc committees

Other ad hoc committees will be established as needed.

#### Committee of Review

The Committee of Review shall be constituted as needed as described in SST-PP2 to hear faculty and academic professional complaints and resolve appeals of personnel decisions and teaching or service assignments.

#### Social Practice Committee

The Social Practice Committee will issue and facilitate appropriate, research-based responses to compelling social issues informed by the interdisciplinary expertise of SST faculty. It shall be constituted as described in SST-PP2.

#### Faculty Mentoring Committee

The Faculty Mentoring Committee will support faculty of all ranks who are engaged in promotion processes. It shall be constituted as described in SST-PP2.

#### Events Committee

The purpose of this committee is to coordinate programming across SST. It shall be constituted as described in SST-PP2.

# Article II. MEETINGS

## Section 2.01 Assembly Meetings

Assembly Meetings will include discussions and shared decision-making regarding direction and plans for SST including hiring plans, budget and funding, and curriculum and programming. Two graduate student representatives, elected by the SST graduate students, and staff members may attend assembly meetings but will not have voting rights.

### Frequency

The School Assembly will meet a minimum of two times during the academic semester.

### Notification

Except in an emergency, the Director will announce meetings at least one week in advance and distribute the agenda at least 4 days in advance. Unless specified otherwise by the Director, all members of the School (as outlined above are invited to attend and may submit items to the Director for possible placement on the agenda.

### Quorum

A quorum is 50% or more of the members of the School Assembly. School business will be conducted only when a quorum is present.

### Minutes

For each meeting minutes will be taken by the assistant to the director and distributed to all School members as defined above in a timely fashion, but no later than 2 weeks after the Assembly meeting. The Director will approve the minutes for distribution. Readers may submit corrections and additions either before or at the next School meeting where attendees will approve the minutes. Minutes for each meeting shall be approved by a vote of the School Assembly at the subsequent meeting. One copy of the minutes is stored for safekeeping and minutes will be available to all members of the School Assembly electronically via the SST intranet. The minutes shall include how many members attended, the names of those making motions and amendments, and a summary of all actions taken.

## Section 2.02 Special Meetings

Special SST Assembly meetings may be called at any time by the Director or when at least one-third of the voting members of the School request a special meeting in writing and specify its purpose.

# Article III. PERSONNEL POLICIES

## Section 3.01. Promotion and Tenure/Continuing Status Policies

In all cases, ABOR, ACD, and CLAS policies prevail.

### Eligibility

The process of notification of eligibility for tenure or continuing status is governed by the ACD Manual and by instructions from the Provost's Office and CLAS.

### Evaluation Criteria

Promotion and the award of tenure/ continuing status depend on a record of excellence in teaching, research, and service. The SST standards for tenure / continuing status are described in Appendix A; CLAS and ACD policies provide additional criteria to which SST criteria conform.

### Evaluation Process

The evaluation process is governed by ACD policies and the processes and schedule provided by the Provost's office. The candidate must submit the portfolio required by the Provost's office and/or SST according to the schedule provided for by the Provost's office. The Personnel Committee will be constituted as described in SST PP2. In most cases, the Personnel Committee will review and process tenure and promotion cases as a recommendation to the Director.

### Committee

The committee for faculty requesting to be promoted to full professor will consist of all regular faculty members holding that rank. For each promotion case, this committee will select a chair and 2 members, at least one of whom has some expertise in the candidate’s area of scholarship, who will take responsibility for managing the review(s) and related processes. If needed, the committee chair will work with the SST Director to find an expert in the candidate’s area of scholarship at ASU with whom the committee will consult.

### Probationary Reviews

Probationary reviews shall occur at the times specified by the ACD Manual, the Provost's schedule of personnel actions, and CLAS deadlines.

## Section 3.02. Annual Performance Evaluations

### Process

The Personnel Committee initiates the annual performance evaluation process in accord with the University and CLAS policy as described in SST-PP3. The Personnel Committee advises the Director in preparing the annual performance evaluations. The final responsibility for the annual evaluations of School Faculty rests with the Director

### Criteria

Annual performance evaluations of faculty depend upon the record of excellence in teaching, research or other creative activities, and service as described in SST PP3. Expectations are dependent upon the workload distribution stipulated in the annual work plan.

### Appeals

A person may dispute his or her annual evaluation by following the guidelines established by CLAS or the University and requesting a meeting with the Director. Grievances and appeals beyond the School level shall follow the ACD Manual (ACD 506-10 or 507 -08} and appropriate CLAS rules.

Individuals may also file a complaint regarding their annual performance evaluation in accord with [ACD 401,](http://www.asu.edu/aad/manuals/acd/acd401.html) “Nondiscrimination, Anti-Harassment, and Non-retaliation.”

## Section 3.03. Post-Tenure Review

Post-tenure reviews are governed by ACD 506-11 and the Provost's Policies and

Procedures.

## Section 3.04. Hiring of Faculty

Faculty hiring plans for the School will be made by the Director taking into account the

priorities recommended by the Leadership Committee in consultation with the School Faculty.

# Article IV. AMENDMENTS AND RESTRICTIONS

These Bylaws may be amended by a 2/3 vote of the School Assembly. For that purpose, written notice of intent to include such changes must have appeared on the agenda of the regular School meeting at least thirty days prior to that vote. These Bylaws may not conflict with those of the CLAS, Provost, or the Academic Affairs Policies and Procedures Manual of Arizona State University.

In case of conflicts, the policies and procedures of the College of Liberal Arts and Sciences (CLAS), Arizona State University (ASU), and the Arizona Board of Regents (ABOR) take precedence over these Bylaws.

# APPENDIX A - Promotion and Tenure Criteria

## PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR WITH TENURE

**RESEARCH,** **SCHOLARSHIP,** **AND** **CREATIVE** **ACTIVITY**

**General Expectations and Quality Indicators**

When evaluating a candidate’s research and scholarly activity, the School of Social Transformation values quality as well as quantity. All candidates must demonstrate a vigorous, ongoing research agenda beyond the dissertation that is focused on issues and topics of significance. A coherent research agenda showing a promising trajectory for future research should be evident. Originality of work is a quality indicator, although reprints of earlier work are considered an indication of significance and impact. Top, selective refereed journals or academic/academically oriented commercial presses are most highly valued. SST also recognizes that there is a greater diversity in creative endeavors than traditional text-based scholarship, and that creative work consists of products whose forms vary in length, format, and dissemination. A broad range of creative activities exist in areas such as performances, installations, film/cinema, audio/sound design, digital video, screenwriting, multimedia and interactive media, as well as new and emerging technologies, including but not limited to virtual and augmented reality (VR/AR), video games, and creative coding. Although a candidate’s scholarly record will be evaluated as a whole, emphasis is placed on scholarly activity since joining the ASU faculty.

In assessing quality and quantity, consideration will be given to the candidate’s disciplinary or interdisciplinary program’s reference group(s) and standards that apply within that disciplinary or interdisciplinary field context. During the probationary period, SST candidates are expected to produce more than eight refereed publications including journal articles, book chapters, review essays and other items subject to peer review. Alternatively, candidates are expected to have produced during the probationary period a single-authored book-length manuscript (published or in press, with letter from editor), plus a combination of three or more refereed publications including journal articles, book chapters, review essays and other items subject to peer review. A significant external grant submitted during the probationary period could count as one peer-reviewed item. Nomination and receipt of awards from professional associations and the University for research and scholarship do not replace publications but will be considered in assessing a candidate’s scholarly productivity and impact.

**Evidence of Scholarly Activity**

Journal articles in press (not in review, but fully accepted for publication) will be considered as evidence of scholarly productivity. Book manuscripts in press (not in review, but fully accepted for publication and in copyedit or proof pages stage), which are included in the dossier, will be considered as evidence of scholarly activity. Advance book contracts with university and equivalent presses and book manuscripts in the review process will be considered as works in progress.

In the area of creative activity, scholarly/artistic activities include but are not limited to the following: contributions to disciplinary/interdisciplinary/inter-cultural field(s) of study, artistic presentations/performances, and appropriate studies that create, integrate, or apply knowledge within or related to the faculty scholarship. This may include feature length and short films, multimedia projects, digital projects, works translated from another language, collaborative projects or creative works in the candidate’s field of specialization. Creative activity may also be evaluated in terms of residencies or fellowships, exhibitions, installations, screenings or commissions, in the faculty member’s field(s) of specialization. Due to the great diversity in creative activity, the Personnel Committee and School Director should consult with senior colleagues who are familiar with the candidate’s medium as part of all promotion and tenure evaluations.

**Collaboratory Works**

SST recognizes the value of collaborative work across all fields. SST encourages faculty to pursue interdisciplinary and transdisciplinary projects. Candidates should submit documentation of their contribution and level of effort in all collaboratory works.

**External Funding**

Research grant proposals in which the candidate is PI or co-PI are evidence of scholarly activity and impact. Co-PI instances will be reviewed case-by-case based on the candidate’s description of role. SST recognizes that some fields are more likely than others to yield large research grants; this will be considered when assessing activity.

**Conference Presentations**

Scholarly presentations at regional, national, and international professional meetings supplement a record of published work. Candidates should note whether conference presentations are refereed or invited.

**TEACHING** **AND** **MENTORING**

**General Expectations and Quality Indicators**

Excellent teaching ability is an important component of the promotion and tenure process, and candidates will not be recommended for tenure and promotion without strong positive evidence of teaching interest, skill, and performance. However, exceptional teaching will not compensate for insufficient scholarly or creative productivity. Evidence that the candidate’s courses contribute to the mission of SST is important. Nomination and receipt of teaching awards from professional associations and the University will be considered in assessing the quality of the candidate’s teaching. Faculty members should maintain teaching portfolios that include: (1) a 2-3 page individual teaching statement that addresses teaching philosophy, goals and objectives, a description of courses taught, student advisement and mentoring activities, and development of scholarly activity supporting teaching; (2) annual summaries of teaching evaluations; (3) representative syllabi; (4) documentation of new course development and redesign, including online courses; and, where relevant, (5) participation in teaching development workshops; and (6) documentation of teaching awards and grants.

**Student Evaluations**

Student teaching evaluations are one required indicator of teaching quality, which will be weighed in balance with other indicators of quality described herein.

**Peer Observation and Review of Curriculum Materials**

Observation of teaching by a senior peer is an important indicator of teaching quality. Peer review includes an assessment of the candidate’s syllabus for the class(es) observed. At least two recent peer review evaluations must be submitted for promotion and tenure.

**Faculty/Student Research**

Independent faculty and student research and/or supervised internships are additional indicators of teaching abilities and mentorship.

**New Courses/Course Redesign**

New course design and course redesign effort is a positive indicator, as illustrated by developing and offering new courses, seminars, or workshops or by redesigning existing courses or methods of delivery.

**Student Advising and Mentorship**

Willingness to participate in independent study and honors theses, and to serve on graduate student committees, is highly valued.

**SERVICE** **AND** **OUTREACH**

**General Expectations and Quality Indicators**

Promotion and tenure candidates are expected to participate actively in the governance and operation of the School and faculties. Expectations for institutional and professional service are commensurate with junior standing. Service should constitute a much smaller portion of promotion and tenure candidates’ load.

**Institutional Service**

Promotion and tenure candidates are expected to participate actively in the governance and operation of the School and Faculty program. College and University service is valued but not required.

**Professional Service**

Leadership roles in professional organizations, editorial boards, refereeing manuscripts, and organizing panels at professional meetings are positive indicators of the significance and impact of a candidate’s work.

**Community Service**

Work with community groups and social engagement are highly valued by SST (e.g., serving on the board of local, regional, national, or international organizations relevant to the candidate’s areas of scholarly expertise; consulting or work with relevant government agencies; participating in non-University academic work). In some disciplinary contexts, fieldwork activities and service to schools are also important.

## PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

Promotion from associate to full professor normally occurs four or more years after promotion to associate professor. However, promotion to full professor is neither necessary nor inevitable, and requires demonstration of maturity and distinction in the three areas of faculty responsibility outlined below.

**RESEARCH,** **SCHOLARSHIP,** **AND** **CREATIVE** **ACTIVITY**

Candidates must demonstrate national and/or international recognition for scholarship and leadership in the field and should provide evidence of continuing creative/research/publication activity. Candidates should have achieved a substantial body of scholarship that demonstrates a coherent trajectory and impact. In many cases, candidates will have a book with a major press along with other publications since the previous promotion. In fields in which book publication is not as common, a substantial number of refereed journal articles, and demonstration of external grant activity (e.g., through submissions, collaborations, contracts) would be the equivalent. In the area of creative activity, continued creative works in whatever the candidate’s field of specialization as well as residencies, fellowships, exhibitions, and nominations/awarding of honors or prizes will be considered. Candidates will often have developed a national/international reputation which results in invitations to present lectures, collaborate in printed volumes or major projects, and give keynote readings and addresses. The quality of such creative work, publications and presentations should be judged as highly original and as making a significant contribution to the field. Scholarly or creative activities that demonstrate an engagement with or impact on public policy will also be considered as evidence of significant contributions to the field and to society.

**TEACHING** **AND** **MENTORING**

Candidates are expected to have a sustained record of excellence in teaching, continuing to make contributions especially in the core curriculum at the undergraduate and graduate levels as available, and to have been active in graduate and or undergraduate student committee work and mentoring, including a record of success in chairing (where relevant) honor’s, master’s and/or doctoral committees. Teaching philosophy must emphasize ongoing development of teaching and curriculum development and discuss an agenda for future development.

**SERVICE** **AND** **OUTREACH**

Candidates are expected to have made significant institutional service contributions as well as contributions to the profession. Such service will include major committee work such as chairing a standing committee. Externally, candidates will normally have been called upon to participate in editorial board work and/or be appointed to journal editorship(s), committee work and/or election as an officer of a national/international organization, or other professional service. Service awards are also evidence of significant contributions in this area. Community service, integral to SST since its inception, is assumed to be part of a tenured professor’s service and outreach and will be included in the evaluation for full professor.

## PROMOTION OF LECTURERS

**General Eligibility Criteria:**

At all levels, candidates will:

* Typically have an earned Ph.D. degree in a field relevant to SST or a related discipline.
* Demonstrate a continuous record of excellence in teaching and mentoring evidenced by strong positive student evaluations, evidence of course development or improvement (e.g., syllabi), and at least one other type of evidence, which may include but is not limited to curriculum development, participation in pedagogical workshops, a record of student success, and/or the receipt of teaching awards (including nominations).

**Promotion from Lecturer to Senior Lecturer**

In addition to the general eligibility criteria noted above, a candidate for promotion to Senior Lecturer will have at least five years’ teaching experience, with most experience at ASU, and provide evidence during the period in rank of continuing and increasing responsibility in carrying out the unit’s teaching mission; such evidence may include, but is not limited to the following:

* Successful curriculum activity in developing new courses or programs, or redesigning existing courses
* Conscientious performance of service related to the delivery of high-quality instruction (e.g., curriculum committee service, peer mentoring for colleagues, multi-section course supervision, development and/or delivery special curricular activities)

Candidates will also demonstrate continued interest in the scholarship of teaching and learning and/or the scholarship of one’s disciplinary field during the period in rank as evidenced by two or more of the following:

* Participation in workshops, clinics, etc. that enhance the candidate’s teaching
* Attendance at two or more professional disciplinary and/or pedagogical meetings, with at least one presentation given during the previous three years
* Two or more strong publications of a disciplinary and/or pedagogical nature
* Evidence of the application of new formats or technologies to enhance learning
* Evidence of continuous excellence in student evaluations
* Receipt of honors and awards (including nominations) connoting excellence in teaching
* Outside research/project funding (i.e., grants, fellowships, etc.).

**Promotion from Senior Lecturer to Principal Lecturer**

In addition to the general eligibility criteria noted above, a candidate for promotion to Principal

Lecturer will have at least seven years teaching experience, most of it at ASU, and provide evidence during the period in rank of continuing and increasing responsibility in carrying out the unit’s teaching mission through the following:

* Leadership of portions of the unit’s curriculum activity
* Continued development of new courses or programs or redesign existing courses
* Service related to the delivery of high-quality instruction and the scholarship of teaching in the unit (e.g., curriculum committee service, peer mentoring for colleagues, multi-section course supervision) and beyond the unit (e.g., college or university curriculum committee; participation and presentations at college, institutional, or regional teaching development workshops; leadership roles in professional organizations)

The candidate will also demonstrate leadership in teaching through professional development and other activities during the period in rank related to keeping current with the discipline as evidenced by two or more of the following:

* Key participation since promotion/appointment to Senior Lecturer in the organization of workshops, clinics, etc. that enhance teaching at the institutional level or beyond
* Attendance since promotion/appointment to Senior Lecturer at two or more professional disciplinary and/or pedagogical meetings, with at least one presentation given during the previous three years
* Two or more publications since promotion/appointment to Senior Lecturer of a disciplinary and/or pedagogical nature with the candidate as a primary author
* Receipt of honors and awards (including nominations) connoting excellence in teaching
* Outside research/project funding (i.e., grants, fellowships, etc.).

**Application for Promotion**

The candidate is responsible for providing requested information to the Personnel Committee within the time frame established by the School, College, and University. Candidates may work with the Managing Director of School Operations for specific information on what information the promotion application should contain and the format in which it should be submitted (i.e., curriculum vitae, personal statement, etc.).

**Promotion Purpose and Evaluation Procedures**

The purpose of the promotion review is to ascertain whether a Lecturer has met the criteria for promotion in SST. Each candidate will be reviewed by the SST Personnel Committee. The SST Director will evaluate all relevant and required information about the candidate, including the recommendation letter from the Personnel Committee. The SST Director will write their own letter to the Dean of The College of Liberal Arts and Sciences which includes a recommendation for or against promotion. For evaluation procedures in the college and university after the promotion case leaves SST, see information disseminated by the Office of the Provost and the Office of the CLAS Dean.

## PROMOTION OF CLINICAL PROFESSORS

**General Eligibility Criteria:**

At all levels, candidates will:

* Typically have an earned Ph.D. degree in a field relevant to SST or a related discipline.
* Demonstrate a continuous record of excellence in teaching and mentoring evidenced by strong positive student evaluations, evidence of course development or improvement (e.g., syllabi), and at least one other type of evidence, which may include but is not limited to curriculum development, participation in pedagogical workshops, a record of student success, and/or the receipt of teaching awards (including nominations).

**Promotion of Assistant Clinical Professor to Associate Clinical Professor**

Candidates seeking promotion to Associate Clinical Professor must have five years in rank at ASU and may count the year of application for promotion toward this eligibility requirement. A case for promotion must be linked to excellence and will demonstrate how the candidate has significantly enhanced the instruction of students and/or advanced the goals of the unit in a substantial way. Evidence of excellence may include, but is not limited to:

* A record of significant contributions to teaching, not only through superior performance in the laboratory or classroom, but also through the broader support of the University’s teaching mission
* Contributions to the design, development, and/or oversight of curriculum in specific courses
* Significant involvement in the coordination of curricula in different courses
* Demonstrated breadth and versatility of teaching in a range of courses
* Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and/or curriculum in the discipline

**Promotion of Associate Clinical Professor to (full) Clinical Professor**

Candidates seeking promotion to Clinical Professor must have seven years in rank at ASU and may count the year of application for promotion toward this eligibility requirement. A case for promotion must be linked to excellence and will demonstrate the candidate’s *leadership* in the enhancement of the instruction of students and/or advancement of the goals of the School in a substantial way. Evidence of excellence may include, but is not limited to:

* Significant leadership contributions to teaching, not only through superior performance in the laboratory or classroom, but also through the broader support of the University’s teaching mission
* Leadership contributions to the design, development, and/or oversight of curriculum in specific courses
* Significant leadership in the coordination of curricula in different courses
* Sustained breadth and versatility of teaching in a range of courses
* Facilitation or leadership involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline
* Significant service in the area of community outreach and engagement that might include serving on important state and/or community boards as well as serving as faculty advisor to student or alumni groups.

**Application for Promotion**

The candidate is responsible for providing requested information to the Personnel Committee within the time frame established by the School, College, and University. Candidates may work with the Managing Director of School Operations for specific information on what information the promotion application should contain and the format in which it should be submitted (i.e., curriculum vitae, personal statement, etc.).

**Promotion Purpose and Evaluation Procedures**

The purpose of the promotion review is to ascertain whether a Clinical Professor has met the criteria for promotion in SST. Each candidate will be reviewed by the SST Personnel Committee. The SST Director will evaluate all relevant and required information about the candidate, including the recommendation letter from the Personnel Committee. The SST Director will write their own letter to the Dean of The College of Liberal Arts and Sciences which includes a recommendation for or against promotion. For evaluation procedures in the college and university after the promotion case leaves SST, see information disseminated by the Office of the Provost and the Office of the CLAS Dean.

**Sabbatical Leave**

Lecturer and Clinical professors with continuous appointments may be eligible for sabbatical according to the policies outlined in ACD 705: Sabbatical Leave. Any request for sabbatical must adhere to college/school sabbatical processes and deadlines.

## PROMOTION OF RESEARCH PROFESSORS

**Promotion to Associate Research Professor**

It is expected that Assistant Research Professors who seek promotion to the rank of Associate Research Professor will have minimum of five years’ in rank at ASU. A case for promotion should demonstrate how the candidate has significantly and substantially enhanced the research mission of the unit. This might be evidenced by multiple examples from among the following over the period in rank:

* 1. A record of demonstrated, significant contributions to research and scholarship, either through wide dissemination of results or through a convincing record of substantial support to the research enterprise of the unit, Typically, a convincing record will include—over  the last five years in rank—3-5 publications and 2-4 presentations of work at academic conferences.
	2. Demonstrated development of expertise in area(s) of assignment, consistent with the job description
	3. Significant contributions to the preparation of successful grant proposals and refereed scholarly manuscripts, where relevant
	4. Evidence of excellence in mentorship, teaching, or supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

**Promotion to (full) Research Professor**

It is expected that Associate Research Professors who seek promotion to the rank of Research Professor will have a minimum of seven years’ in rank at ASU. A case for promotion should demonstrate how the candidate’s **leadership** has enhanced the research mission of the unit in a substantial way. This might be evidenced by multiple examples from among the following over the period in rank:

1. A sustained record of scholarly initiative and recognized contributions to the field, Typically, such a record will include—over the last seven years in rank—5 or more  publications and 4 or more annual presentations of work at academic conferences.
2. Demonstrated proficiency in the management of a research agenda or/or team
3. Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise
4. Demonstrated ability to write or participate significantly in the writing of successful grant proposals and refereed manuscripts
5. Significant contributions to national or international disciplinary meetings
6. Sustained, demonstrable excellence in mentorship, teaching, and supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

**Application for Promotion**

The candidate is responsible for providing requested information to the Personnel Committee within the time frame established by the School, College, and University. Candidates may work with the Managing Director of School Operations for specific information on what information the promotion application should contain and the format in which it should be submitted (i.e., curriculum vitae, personal statement, etc.), as well as review the Provost’s website (https://provost.asu.edu/sites/default/files/ProcessGuideFixed-TermFacultyPromotionP6.pdf).

**Promotion Purpose and Evaluation Procedures**

The purpose of the promotion review is to ascertain whether a Research Faculty has met the criteria for promotion in SST.

Each candidate will be reviewed by the SST Personnel Committee. The SST Director will evaluate all relevant and required information about the candidate, including the recommendation from the Personnel Committee. The Director will write her/his own letter to the Dean of the College of Liberal Arts and Sciences (CLAS), including a recommendation for granting or denying promotion. For evaluation procedures in the college and university after the promotion case leaves SST, see information disseminated by the Office of the Provost and the Office of the CLAS Dean.

## PROMOTION OF ACADEMIC PROFESSIONALS

Academic Professionals (AP) play an important role in the success of SST’s instructional and research efforts. A full list of AP titles can be found in the Academic Affairs Manual ([ACD 505-03](http://www.asu.edu/aad/manuals/acd/acd505-03.html)). Promotion of academic professionals is warranted only when achievements are tangibly demonstrated. Thus, promotion is based neither on promise nor longevity, but on demonstrated excellence.

Assigned job responsibilities may vary considerably from AP to AP depending on the needs of the unit. Therefore, promotion criteria should be applied in the context of and as appropriate to the job description.

**General Criteria for Promotion of Academic Professionals**

The three areas considered in evaluation of all Academic Professionals seeking promotion are excellence through position effectiveness, professional contributions, and institutional, professional, and community service. Excellence is achieved in the context of the program in which the academic professional works ([ACD 507-07](http://www.asu.edu/aad/manuals/acd/acd507-07.html)). In SST, promotion depends upon contributions to the mission and goals of the school.

After initial appointment in SST, each candidate for promotion will be judged primarily on the quality of performance in her/his assigned responsibilities consistent with the appropriate job description and on whether she/he meets the criteria for the next rank. Criteria for promotion to a higher rank will include sustained superior performance, as well as the accumulation of the necessary experience and knowledge commensurate with advanced rank. Documentation of progress toward promotion in SST may include items such as contributions to the advancement or enhancement of their area of responsibility, professional and peer recognition, teaching evaluations (where appropriate to the position), awards, service in professional associations, and service within the academic community and professional or disciplinary contributions.

Promotion occurs in sequence from Assistant to Associate and from Associate to Full. Promotion cases are considered according to a schedule determined annually by the Office of the University Provost.

**Promotion of Assistant Academic Professional to Associate Rank**

Candidates seeking promotion to the Associate rank must have a minimum of five years’ experience at the Assistant rank of their current title at ASU and have attained considerable expertise in the areas of competence required of their positions. Candidates must demonstrate excellence in position effectiveness, continued professional contributions, and growth and involvement in university and community service over the period in rank.

If **instruction** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

* 1. A record of significant contributions to teaching, not only through teaching evaluations above a 3.5 on a 5 point scale with 5 as the highest score but also through the broader support of the University’s teaching mission
	2. Contributions to the design, development, and oversight of curriculum in specific courses
	3. Significant involvement in the coordination of curricula in different courses
	4. Demonstrated breadth and versatility of teaching in a range of courses
	5. Involvement in professional development activities that reflect substantial awareness of the evolution of knowledge and curriculum in the discipline

If **research** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

* 1. A record of significant contributions to research and scholarship, either through wide dissemination of results or through a convincing record of substantial support to the research enterprise, such as a proven track record of grant proposals annually and awards at least bi-annually (including grant renewals)
	2. Demonstrated development of expertise in the area(s) of assignment consistent with the job description
	3. Significant contributions to the preparation of successful grant proposals and refereed scholarly manuscripts, where relevant
	4. Evidence of excellence in mentorship, teaching, or supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

If **service** is a significant component of the job description, multiple examples from the following types of accomplishments may serve as suitable promotion criteria:

* 1. Significant involvement in the school, institutional, professional and/or community service work as appropriate.
	2. A record of excellence in the management of activities used in support of the university’s instructional or research missions
	3. Evidence of effective outreach to K-12 schools or the general public
	4. Demonstrated superior management of instrumentation or equipment facilities that support the research, instructional or outreach missions of the institution

**Promotion of Associate Academic Professional to Full Rank**

The term “Full” is not usually stated, but it is used to designate the highest rank of an Academic Professional title. Candidates for promotion from the Associate to Full-level Academic Professional will have a minimum of seven years at the Associate rank of their current title at ASU and demonstrate excellence in position effectiveness, continued growth in professional contributions, and involvement in institutional, professional, and community service activities over the period in rank. Examples are outlined in the categories listed below.

If **instruction** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

1. A sustained record of excellence and versatility in the classroom as demonstrated through student evaluations below a 3.5 on a scale of 5 with 5 the highest in multiple courses at different undergraduate levels (e.g., first year, upper level courses), as well as leadership in the design, development, and oversight of curriculum in the discipline
2. Demonstrated proficiency in the management of specific courses
3. Documented participation in national or international discourse on evolving knowledge in the field, curricular developments, and teaching techniques
4. Participation in the solicitation or administration of external funding to support teaching initiatives
5. Sustained excellence in the mentorship of other teachers, including graduate assistants, other academic professionals, faculty members, or other instructional staff
6. Substantive involvement in interdisciplinary teaching efforts or other forms of collaboration or articulation, especially those involving other university departments, community colleges, or high schools

If **research** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

* 1. A sustained record of scholarly initiative and recognized contributions to their fields
	2. Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise, such as first authorship on research papers, articles or other research products.
	3. Demonstrated ability to write or participate significantly in the writing of successful grant proposals and refereed manuscripts
	4. Significant contributions to national or international scientific meetings
	5. Sustained excellence in mentorship, teaching, laboratory instruction, and supervision of undergraduates, graduate students, or employees whose work is essential to the research enterprise

If **service** is a significant component of the job description, multiple examples of the following types of accomplishments may serve as suitable promotion criteria:

* 1. Sustained involvement in school, institutional, professional, and community service work as appropriate.
	2. A sustained record of leadership in support of the school/university’s instructional or research missions
	3. Evidence of a leadership role in at least some aspects of their collaborations with faculty in their instructional or research activities
	4. Demonstration of leadership roles in professional societies, such as chairing or organizing sessions at national conferences, memberships on national committees, holding offices in professional societies, appointments to important review bodies for governmental agencies

**Application for Promotion**

The candidate is responsible for providing requested information to the Personnel Committee within the time frame established by the School, College, and University. Because the nature of Academic Professional positions may be quite diverse, the materials submitted may vary depending on the Academic Professional’s role and responsibilities.

Candidates may work with the Managing Director of School Operations for specific information on what information the promotion application should contain and the format in which it should be submitted (i.e., curriculum vitae, personal statement, etc.), as well as review the Provost’s website (<https://provost.asu.edu/sites/default/files/ProcessGuide_AP_FixedTermPromotion.pdf>).

**Promotion Purpose and Evaluation Procedures**

The purpose of the promotion review is to ascertain whether an Academic Professional has met the criteria for promotion in SST.

Each candidate will be reviewed by the SST Personnel Committee. The SST Director will evaluate all relevant and required information about the candidate, including the recommendation letter from the Personnel Committee. The SST Director will write her/his own letter to the Dean of the College of Liberal Arts and Sciences (CLAS) which includes a recommendation for or against promotion. For evaluation procedures in the college and university after the promotion case leaves SST, see information disseminated by the Office of the Provost and the Office of the CLAS Dean.

## PROBATIONARY REVIEW

**GOALS** **AND** **PURPOSE**

Untenured assistant professors undergo a probationary review to evaluate progress and guide the individual toward achievement of promotion and tenure. There are three possible outcomes: (1) continuing contract, (2) conditional contract, or (3) terminal contract. The goal of the probationary review is to provide feedback to the candidate and assess their position on the tenure track.

**PROCESS**

Candidates will prepare materials requested by the university, to be reviewed by the School Director and the College Promotion and Tenure Committee according to the university calendar. The Dean of the College and the Dean’s Advisory Council then review materials. Materials are not sent to the University Personnel Committee.

**PREPARING** **MATERIALS**

Candidates should gather evidence of scholarly activity, teaching, and service, remembering that service is the least important for probationary faculty. Materials include a 4-page self-evaluation, curriculum vita, published materials, evidence of scholarly work in progress, a teaching portfolio[[1]](#footnote-1), and a minimum of two teaching peer reviews by tenured faculty. The candidate prepares materials in the same way they are prepared for a tenure review, except that no outside letters are solicited.

**ASSESSMENT**

**Continuing Contract**

Candidate has received satisfactory or higher marks in all areas of performance.

**Conditional Contract**

Candidate has received unsatisfactory assessment in one or more areas of performance. The evaluation states what must be done to improve performance.

**Terminal Contract**

Candidate has received unsatisfactory marks in all three areas of faculty performance.

Conditional and terminal contracts are used specifically when there is serious deficiency in teaching or there is scant evidence of scholarly or creative activity and in the judgment of the personnel committee the faculty member is not demonstrating sufficient progress toward earning tenure. Other reasons may include professional misconduct or change in the focus of the academic unit. The College Dean makes the final determination for any evaluation.

1. For items to be included in the teaching portfolio, see the section on Teaching and Mentoring, Promotion from Assistant to Associate Professor with Tenure. [↑](#footnote-ref-1)