**College of Public Service & Community Solutions**

**College Professor Tenure and Promotion Procedures & Guidelines**

Approved by College Academic Assembly April 15, 2016

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The College of Public Service & Community Solutions values the transdisciplinary nature of public service. In accordance with this focus, faculty members can be appointed at the College level, meaning their academic home is not a school within the college, but rather, the college. Positions that are eligible for college appointment include senior lecturer, associate professor, research assistant professor, research associate professor, research professor, and professor.

**Procedures for Promotion to Professor**

Promotion of appointment of college professors is warranted only when achievements are tangibly demonstrated in a manner consistent with the practices of the four schools within the College. Thus, promotion is based neither on promise or longevity, but on demonstrated excellence.

Faculty members seeking promotion will follow the procedures outlined in ACD 506-05. For tenured faculty who are seeking promotion to professor, they will be reviewed according to the criteria established for promotion to full for college professors. Because they are appointed at the college level, their academic level review will consist of a college professor review committee.

**Criteria for Promotion to Professor**

Professor is the highest academic rank of the university. Promotion to rank of professor will depend on sustained excellence in all three areas; scholarship, teaching, and service.

Scholarship – college professors promoted to the rank of professor should have a record characterized by sustained high quality research and scholarship that is indicated by the following: a consistent high-level of productivity placing work in top-tier peer-reviewed journals and/or publishing high-quality scholarly books; demonstration of impact both through frequent citation of the candidate’s work as well as evidence that scholarship is use-inspired and can demonstrate real-world impact; commitment to a transdisciplinary approach demonstrating impact in two or more disciplines; and international recognition for one’s work. Promotion is judged by contributions that advance knowledge in the person’s area of expertise. When funding is available in one’s area of expertise, external funding in highly valuable.

Teaching – college professors promoted to the rank of professor should have a teaching record that demonstrates sustained excellence in teaching as evidenced by the following: a consistent record of high teaching evaluations by both students and peers; demonstration of effective teaching across program levels (graduate and undergraduate); an ongoing record of effective mentoring of students including graduate and undergraduate students (e.g. chairing dissertations and/or theses to completion, helping students secure grant funding, supervising students in the undergraduate program and/or providing hands-on learning experiences); increased leadership in curriculum development such as developing new courses, serving as lead instructor for a course or course sequence, and/or supervising faculty associates in teaching. Teaching across multiple programs and/or developing classes that represent an interdisciplinary approach is essential for college professors. Achieving national recognition for teaching, curriculum or program development is highly valued.

Service – All faculty are expected to contribute to the service responsibilities of the unit, College, and University. Professional service is expected. Candidates seeking promotion to professor should demonstrate a sustained-level of service that indicates increased leadership over time. Examples of increased leadership include chairing unit committees and/or serving on college-level and university-level committees. Mentoring of junior faculty, contributing to new programs, engagement with community partners, and serving on community boards are highly valued. Enhanced professional service such as serving on an editorial board, serving as a journal editor, organizing a conference, or serving in a leadership role in a professional organization are all highly valued, particularly when these activities advance a transdisciplinary approach.

**Annual Performance Review**

The College Personnel Committee will conduct annual performance reviews of college professors.

**Proposed College Research Professors Promotion Procedures & Guideline**

College research professors play an important role in the success of the College research efforts. Promotion of college research professors is warranted only when achievements are tangibly demonstrated. Thus, promotion is based neither on promise or longevity, but on demonstrated excellence.

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

**Promotion to College Research Associate Professor**

A case for promotion should demonstrate how the candidate has significantly and substantially enhanced the research mission of the College. This might be demonstrated by multiple examples from among the following over the period in review

1. A demonstrated record of significant contributions to research and scholarship, through publications in top-tier journals.
2. Demonstrated development of expertise in area(s) of assignment, consistent with the job description. Demonstrated impact of work in advancing the field.
3. Significant contributions in securing funding and building self-sustaining research programs and advancing the research work of the College.

**Promotion to College Research Professor**

It is expected that research associate professors who seek promotion to the rank of college research professor should demonstrate how the candidate’s leadership has enhanced the research mission of the unit in a substantial way. This might be demonstrated 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, through publications in top-tier journals.
2. A sustained recording of leading interdisciplinary research teams and mentoring junior faculty.
3. Distinctive contributions to nationally or internationally recognized scholarship or evidence of nationally or internationally recognized expertise.
4. Substantial evidence of funded projects, research initiatives that are interdisciplinary, and a top-tier publication record.
5. Significant leadership role in professional organizations.

The candidate is responsible for providing the required information for review to the Personnel Committee within the time frame established by the College, and University. Materials should include her or his role and responsibilities in the College, a copy of the job description, and date of appointment to the College as well as his or her contributions to the College and University missions.

The purpose of the promotion review is to ascertain whether a college research faculty member has met the criteria for promotion in the College. Because they are appointed at the college level, their academic level review will consist of a College Professor Review Committee.

**Annual Performance Review**

The College Personnel Committee will conduct annual performance reviews.

**Proposed College Lecturer and College Instructor Promotion Procedures & Guidelines**

College lecturers in the College of Public Service & Community Solutions are fixed-term or multi-year term faculty members with responsibilities that include teaching and instruction, supervising supplemental kinds of student learning, professional development, service, and administrative duties related to teaching and to the mission of the College. College lecturers are expected to contribute in a significant way to the quality and breadth of the instructional program of the College. Typically, in accordance with University norms, college lecturers are assigned an annual workload consisting of 80% teaching/instruction (4 classes per semester or the equivalent) and 20% service. Each college lecturer’s performance expectations shall accord with his or her specified work effort.

College lecturers are required to have a Ph.D. or highest terminal degree in that discipline. Consistent with University policy, additional categories of employment include college senior lecturers, who generally hold a doctoral degree and have a minimum of five years of college-level teaching experience or equivalent qualifications and experience; and college principal lecturers, who generally hold a doctoral degree and have a minimum of seven years of college-level teaching experience or equivalent qualifications and experience. Instructors are assigned to a workload consisting of 100% teaching, which equates to five courses (or the equivalent) per semester. Each instructor’s performance expectations shall accord with her or his specified work effort. The strong preference of the College is that instructors hold a doctorate or other appropriate terminal degree.

Instructors are not eligible for multiple-year appointments or promotion. For ranked instructional faculty appointments, a position at the entry rank (college lecturer) may be filled through either a local or a national search. Appointments to the positions of college senior lecturer, college principal lecturer or multiple-year appointments will be made through a national search. For college instructor positions, local searches will be used to identify the most qualified applicant.

Expectations: The primary responsibility of college lecturers and College instructors is excellent and effective teaching, as evidenced by such measures as the standard in-class student evaluations, student responses to any other systematic measurement, peer reviews of teaching, quality of course design or another indicator for a well-developed course. In addition, significant service to the school/College, the University, the profession, and/or the broader community is expected on the part of College lecturers. College lecturers and College instructors are expected to develop thorough and up-to-date syllabi and course materials consistent with program requirements; use assessment techniques that tap into students’ conceptual understanding of course content, maintain regular office hours, meet the administrative expectations of the College for its instructional staff (e.g., timely responses to requests for course planning and book orders, implementation of course evaluations), and adhere to the ASU Academic Affairs Manual, including professional demeanor in the classroom and in other interactions with students and colleagues, in and out of the classroom, including teaching assistants. College lecturers are expected to attend faculty meetings (other than personnel-related meetings from which they may be excused), to participate in committees 3 or other service responsibilities to which they have been assigned, and to participate constructively in the collective intellectual life of the College.

Personnel committee: For annual performance reviews of college instructors, college lecturers, college senior lecturers, and college principal lecturers, the evaluation committee will consist of the School Personnel Committee, whose evaluation shall be advisory to the school director and dean of the College. For considering promotion of a college lecturer to college senior lecturer, the School Personnel Committee will consist of all members of the tenured and tenure-track faculty of the school as well as college senior lecturers and college principal lecturers. For considering promotion of a college senior lecturer to college principal lecturer, the School Personnel Committee will consist of all members of the tenured faculty of the school as well as college principal lecturers. Instructors are not eligible for promotion.

Criteria for promotion of college lecturers: Individuals who have met the minimum requirements established by the University may apply to the school for consideration for promotion to the position of college senior lecturer. Similarly, college senior lecturers who have met the University’s minimum requirements may apply to the school for consideration for promotion to the position of college principal lecturer. Those minimum criteria include an expectation of a minimum of five years of experience for promotion from college lecturer to college senior lecturer. A minimum of at least seven additional years is expected for promotion to college principal lecturer. However, in neither case is promotion in any sense automatic, nor is it simply a reward for years of experience. Rather, promotion decisions must be based carefully on a convincing demonstration of merit and excellence in the candidate’s program of instruction and service and the needs and goals of the College and institution.

In addition to any personnel forms required by the university, any candidate for promotion to college senior or college principal lecturer should submit a current Curriculum Vitae; summaries of each semester’s teaching evaluations for the preceding six years (or for the period since appointment, if shorter); and a personal statement, not to exceed four single-spaced pages, describing the candidate’s teaching and service program, contributions to the unit and University, and professional development. By mutual agreement with the school director, candidates may also submit additional materials, specifically in support of documenting their teaching contributions. Criteria for college promotion from college lecturer to college senior lecturer: In addition to the basic expectations for the rank of college lecturer, successful candidates for college senior lecturer will demonstrate excellence in teaching (see Section A below), at least five years of experience at the rank of college lecturer, as well as one or a combination of the achievements listed in Section B.

A. Excellence in teaching (required). Excellence in teaching should be documented by the candidate for promotion with reference to: • Standardized teaching evaluations by students • Student responses to open-ended and supplementary assessments of teaching or mentorship • 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; variety of formats of courses (e.g., online, hybrid, face-to-face; introductory and advanced) • Peer reviews of instruction by tenured or tenure-track faculty • Numbers of students taught or mentored per year • Annual performance evaluations in the College • Evidence of continuing professional development through participation in workshops, panels, and seminars • Mentoring activities such as those involved in senior honors thesis committees • Other indicators might include teaching awards or other external recognition.

B. Additional teaching-related achievements should demonstrate a sustained and substantial pattern of engagement with the undergraduate program in 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.

• Evidence of extended professional development related to the teaching assignment, beyond one-off College or ASU workshops. For example, participation in multi-session university programs or study groups on teaching, completion of short courses related to pedagogy or to the subject matter of political science or global studies, participation in national or regional professional conferences related to teaching, or publication of research related to teaching and learning.

• 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 the Colleges instructional program. For example, effort in such forms as advising or mentoring students (peer mentoring, service-learning programs, study abroad programs, advising student organizations).

• Administration, service, and/or grantsmanship related to the instructional mission of the College. For example, leading or developing programs promoting undergraduate research or internship programs, training programs for teaching assistants, diversity or outreach initiatives, active participation in the College or ASU committees relating to undergraduate programs, instruction, community-college articulation, student retention, undergraduate student life, etc.). Criteria for college promotion from college senior lecturer to college principal lecturer: college senior lecturers applying for the position of college principal lecturer must demonstrate sustained excellence in teaching as described in Section A above, at least seven years of experience at the rank of college senior lecturer, as well as sustained and significant achievement in one or more of the areas outlined in Section B, since their last promotion. Any promotion becomes effective during the following academic/fiscal year. Any promotion, regardless of length of appointment, also will be contingent upon the offer of a contract the following academic year.