Teaching Faculty Promotion Workshop

Spring 2023

Promotion Evaluations for Teaching Faculty

Resources

Forms, detailed information and instructions for each personnel process provost.asu.edu/academic-personnel/personnel-processes

Engineering Bylaws and Criteria
Engineering Lecturer Promotion Criteria

School Directors

School Personnel Committees (PC)

Dean's Faculty Advisory Council (DFAC)

Monitoring for various opportunities
https://intheloop.engineering.asu.edu/

Today's workshop

- Teaching Faculty Title Changes
- Process Overview and Application Preparation
- Philosophy, Expectations and Insight
- Dean's Faculty Advisory Council (DFAC)
- Q&A

Recent Teaching Faculty Title Changes

Teaching faculty are fixed-term faculty with teaching as the primary responsibility. The Arizona Board of Regents (ABOR) approved the following title changes on September 29, 2022:

- Lecturer = Assistant Teaching Professor
- Senior Lecturer = Associate Teaching Professor
- Principal Lecturer = (Full) Teaching Professor*

* Teaching faculty at the highest rank of (Full) Teaching Professor are eligible for multi-year (MY) appointments, contingent upon having received excellent annual evaluations for each of the previous 3 years; additional communication about implementation will be sent from the engineering dean's office (EDO) or schools.

Process Overview and Application Preparation

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Typical Evaluation Process and Timelines

Each in-depth evaluation provides an independent perspective and recommendation

The ASU Provost ultimately makes the decision

Application Preparation
Early Fall

School-Level Reviews (PC and Director)
Mid/Late Fall

Candidate/Director Strengths and Weaknesses Discussion
Late Fall/Early Spring (Recommended)

Schools-Level Reviews (DFAC and Dean)
Early Spring

Candidate/Dean Strengths and Weaknesses Discussion
Early Spring (Recommended)

Provost Decision
Late Spring

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Process Guide for Promotion

Within the Fulton Schools of Engineering, four levels of evaluation are performed for each promotion application, and each evaluation yields a recommendation as to whether or not the applicant should receive a promotion. The evaluators, in order of sequence of their evaluations, include:

- a school (unit level) committee consisting of faculty from the school or unit in which the applicant is appointed - Academic and Student Affairs (ASA) is considered a unit for this purpose
- the school director or unit head (i. e. Vice Dean of ASA) in which the applicant is appointed
- a Fulton Schools-wide Council (Dean's Faculty Advisory Council) consisting of faculty from each school and
- the Fulton Schools' Dean.

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Application Portfolio

Candidate's responsibility (required materials for teaching faculty)

1. **A full and comprehensive CV**

2. **A personal statement**

3. **Evidence of excellence in teaching and mentoring assessed through multiple indicators** [The unit will provide a summary of student evaluations – necessary but not enough.]
   Examples might include:
   - Instructional materials as specified by the unit
   - Teaching philosophy and any professional development
   - Activities undertaken in relation to teaching and instruction

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Application Portfolio (Continued)

Candidate's responsibility (optional materials for teaching faculty)

4 Relevant publications and creative materials

- Up to four can be submitted
- Digital versions are to be submitted (or, if absolutely necessary, a copy of the material if the work is copyrighted)

5 Supporting Materials

Additional materials highlighting excellence in teaching, research, and/or service. Samples include:

- Assessments by others of your service to the profession, institution, or community arising from your disciplinary expertise
- Work that promotes the success of ASU students in ways not covered earlier (advising student clubs and groups, voluntarily leading special study sessions, etc.)
- Letters of support from faculty members outside the candidate's academic home (please note that these letters are not confidential and should be sent directly to the candidate, not the unit director/head)

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Addendum Materials

6 **All addenda to the evaluation of teaching faculty are due to the Dean by January 31**

- All revised materials submitted after the original submission date at either the unit, college, or university level of review are considered addenda.
- Addenda must be approved by the Dean's office prior to inclusion in evaluation materials

Only materials which have been revised for purposes of clarity will be accepted for fixed-term cases; no new information will be accepted. For example, it is permissible to use the addendum to correct the start date on a CV, however, it is not permissible to use the addendum to submit a CV which has additional publications. Academic Personnel Forms | Academic Personnel (asu.edu) "Confirmation of Addendum Materials - Fixed-term"

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Advice for Application Preparation

Follow the Process Guide for Fixed-term Faculty Promotion on the Provost website

provost.asu.edu/academic-personnel/personnel-processes

Invest time in your personal statement

- Make your case. Have someone else review.
- Your personal statement is a good place to explain inconsistencies or issues in submitted materials

Use the **Engineering-specific CV template** (available through your unit staff)

Don't inflate productivity or filter the data (student reviews, co-mentoring students)

- "The easiest way to sabotage your case is to submit material that has errors, inconsistencies, ambiguities, embellishments, or any information presented in a manner that is likely to be misinterpreted by a reviewer." - DFAC

Make it look like **you care**

- Avoid reviewer comments such as "their CV had several spelling errors, including their last name in most of the publications"

Don't wait until the application year to try to meet the goals (it's not a bar – consistency is important)

Document of Evidence of Excellence in Teaching & Mentoring

The document must include at least three (3) different types of evidence of teaching excellence, one of which must be the candidate's Summary of Student Evaluations as required by ABOR policy.

Examples of teaching evidence include:

- recent, objective and substantive peer or director evaluations of teaching
- teaching or mentoring honors and awards
- scholarship with a focus on pedagogy
- evidence of student success through a sequence of courses
- evidence of mentoring such as student theses and dissertations (especially to completion)
- papers co-authored with students and projects with student collaborators
- evidence of student career success related to the candidate's teaching or mentoring
- examples of effective teaching innovation by the candidate
- peer review of student portfolios or other evidence determined to be appropriate by the chair or director in consultation with the candidate
- facilitation of workshops on learning outcome assessment or other pedagogical topics

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Philosophy, Expectations and Insight

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Philosophy

Engineering's promotion criteria is aligned with its attributes, aspirations, and output metrics:

- From the Philosophy as written in Engineering Teaching Faculty Promotion Criteria:
  - The Fulton Schools of Engineering value the efforts of teaching faculty who provide outstanding instruction to their students, some having served for many years. This continuing contribution to high-quality instruction is a key component supporting the Fulton Schools' initiatives focusing on student success
- Output metrics that are visible and of importance to the external community:
  - The number, quality, preparedness, and success of our students
- Characteristics of successful teaching faculty include:
  - Creativity
  - A collaborative nature
  - Excellence in student instruction and mentoring
  - Participation in entrepreneurial activities by their students

In brief, the Fulton Schools will recognize and reward successful teaching faculty by providing an opportunity for promotion as they gain experience, improve their work, enhance their impact, and demonstrate continued excellence within their job responsibilities.

Progression Path for Assistant Teaching Professor

The first step in the career progression for an Assistant Teaching Professor is consideration for promotion to **Associate Teaching Professor**. An Assistant Teaching Professor who accumulates experience in that role (five years minimum at ASU or equivalent experience or qualifications elsewhere, considered on a case-by-case basis) can consider applying for promotion to **Associate Teaching Professor**. Promotion will be based on attaining levels of performance outlined in the Fulton Schools of Engineering's promotion criteria for promotion to that rank.

After additional advancement in skill, continued excellence in performance, and seven years minimum of experience in that role at ASU or equivalent experience, an Associate Teaching Professor may seek promotion to **Teaching Professor**. Promotion will be based on attaining the levels of performance outlined in the Fulton Schools of Engineering's promotion criteria for promotion to that rank.

Expectations

Expectations for Advancement from Assistant Teaching Professor, to Associate Teaching Professor

- Expectations for promotion include a record of accomplishments providing evidence that the applicant is capable of, and will continue to, contribute to the goals of the Fulton Schools and ASU at a high level.

More specifically…

- Teaching effectiveness and innovation across a broad portfolio of courses that will include some combination of large classes, online classes, hybrid classes and innovative instruction
- Sustained significant service to the program/school
- Positive interactions and collaborations with students, faculty and staff

Expectations (Continued)

Expectations for Advancement from Associate Teaching Professor, to Teaching Professor

- Performing at a high level in the Associate Teaching Professor rank for a period of time sufficient to establish sustained excellence and impact

- Substantial leadership-oriented service contributions at both the school and Fulton level

Indicators – Teaching Effectiveness and Innovation

The evaluation of dedicated and quality student instruction considers the performance in the classroom or laboratory as well as the content of specific courses, the student standards imposed, and, where possible, the degree of actual student learning. The desirability and difficulty of introducing innovative material into traditional academic programs, and out-of-the-classroom contributions to academic program evolution will also be considered.

- Specific information that reviewers consider in forming their assessment include:
  - Student feedback (quantitative and qualitative) - It is expected that successful applicants will perform at a level above average evaluations for all Fulton Schools faculty teaching similar courses. It is also expected that qualitative student feedback will indicate dedication to instruction, effective communication, and respect for the students
  - Teaching portfolio - containing examples of quality content and innovative course materials
  - Participation in courses and development activities to improve as an instructor
- Other factors that are desired but not necessarily required for promotion include:
  - Teaching awards or recognition earned
  - Relevant publications (i.e., textbooks or scholarly articles related to instructional effort)
  - Funding acquired to enhance instructional effectiveness including equipment and supplies

Indicators – Service to the Program & Schools

Involvement in service activities for the program and schools is expected. These include, for example, committee memberships and special assignments necessary to support teaching, student success recruitment or outreach. The significance and impact of service activities is assessed by evaluators, and the expectations may vary, pending on applicant's position description and the rank of promotion.

Examples of appropriate service activities include:

Advising Honors theses Fulton Undergraduate Research Initiative (FURI) mentor	Master's Opportunity for Research in Engineering (MORE) mentor
Capstone design mentor	Participation and leadership in Accreditation Board for Engineering and Technology (ABET) accreditation processes
Development and execution of components in outreach programs	Participation in student recruitment activities
E2 camp participation	Program curriculum committee service
Engineering Projects in Community Service (EPICS) mentor	Student organization advisor
Grand Challenges Scholars Program (GCSP) mentor	Various school-level, FSE-level, and university-level committee service such as academic integrity and standards committee, faculty search committee, etc.

Indicators – Positive interactions and collaborations with other faculty

The Fulton Schools rely primarily on the school-level reviewers (faculty committee and school director) to provide input for this assessment. Positive means productive, collegial work over a sustained period of time. Examples may include:

- Mentoring another faculty member to help her/him improve instruction, assessment, or technology integration;
- Sharing innovative practices freely;
- Developing, or co-developing curricular materials;
- Course coordination; and
- Program Assessment and Evaluation.

A Few Comments…

- Have meaningful annual discussions with your Director and mentor(s)
- Annual Performance Evaluation - summarizes performance over the prior evaluative period (previous 36 months, with substantial emphasis on the current year)
- Promotion generally implies long-term commitments by the institution, so the institution needs to be confident in its appraisal and projection of long-term performance
- If you think you have a good case, be sure that others feel the same way
- Reviewers are looking for effort, outcomes, and impact

Dean’s Faculty Advisory Council (DFAC)

Spring 2023 Member List
faculty.engineering.asu.edu/governance

Shall advise the Dean in personnel matters involving promotions, tenure and retention of faculty. The Council shall consist of two tenured faculty representatives from each School within the Ira A. Fulton Schools of Engineering. The members of the Council are either directly elected by the faculty of their School, or appointed by an elected body, such as the unit’s Personnel Committee.

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Additional Resources

New Faculty Advisory Council (NFAC)

The mission of the New Faculty Advisory Council is to facilitate the integration of new engineering faculty into ASU by fostering a culture of collaboration and community. We welcome new faculty and provide opportunities for professional development.

Learning and Teaching Hub Workshops and Opportunities

The FSE Learning and Teaching Hub supports the university's charter of inclusion and academic success by facilitating a culture of teaching and learning within the Fulton Schools of Engineering.

Thank You for Attending

- In Closing…
- The results of a promotion process should never be a surprise to the applicant
- Questions?

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