

Teaching Professor Promotion Criteria

Ira A. Fulton Schools of Engineering

Approved by the Fulton Schools of Engineering Faculty Executive Committee on May 15, 2024

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1. Statement of Philosophy

The teaching professor promotion criteria in this document are aligned with the goals of Arizona State University (ASU) and the Ira A. Fulton Schools of Engineering (FSE). These criteria are designed to support promotion of faculty who are committed to and achieving these goals.

The Ira A. Fulton schools of Engineering has transcended the traditional model of engineering schools. Moving beyond a disciplinary-driven organization and culture, emphasizing impact on society throughout our academic programs and research enterprise, promoting intellectual fusion between disciplines, and fostering student success inside and outside of the classroom are evidence of our commitment to the communities we serve. These are the attributes that will ultimately define the great engineering schools of the 21st century.

The FSE is a key component of Arizona State University, which prides itself in having established the concept and prototype of the New American University. We embrace the attributes of the New American University and are further guided by the FSE core values of excellence, innovation, bold thinking, learning and collaboration, and inclusion.

The Fulton Schools of Engineering's reputation will be built on these attributes, aspirations, and values as well as the outcomes that are visible and of importance to the external community and our stakeholders that include:

- the quantity, quality, preparedness, and success of our students,
- the external reputation and recognition of the achievements of our faculty,
- the magnitude and quality of our research enterprise, and
- the impact that our innovations, discoveries, teaching, and translational outcomes ultimately have on transforming society.

The FSE aspires to have faculty that overall are known for their creativity, collaborative nature, teaching excellence and mentoring, scholarly outcomes, entrepreneurial activities, and impact on our communities. We value the efforts of teaching professors who provide outstanding instruction and mentorship to their students. Continuing innovation in pedagogy, high-quality instruction, student mentoring, and service impacts on FSE and the communities at large are critical indicators supporting the Engineering initiatives ultimately focused on student success.

PROGRESSION PATH FOR TEACHING PROFESSORS

An Assistant Teaching Professor, who generally holds a doctorate degree (or appropriate terminal degree in their field) and has a minimum of five years of college-level full-time teaching experience or equivalent qualifications and experience, can consider applying for promotion to Associate Teaching Professor. It is important to note that in general, three out of those five years referenced should be at ASU. After additional advancement in skill, continued excellence in performance, and eight years minimum of experience at ASU or equivalent experience, an Associate Teaching Professor may seek promotion to (full) Teaching Professor.

PROCESS GUIDE FOR PROMOTION

Levels of Evaluation

For the FSE, four levels of evaluations are performed for each promotion application, and each evaluation yields a recommendation concerning the promotion application. The evaluators, in order of sequence of their evaluations, include:

1. A school or unit level committee consisting of faculty from the school or unit in which the applicant is appointed, augmented by at least one teaching professor if there is at least one currently appointed in the unit at the rank for which the applicant is applying (Academic and Student Affairs (ASA) is considered a unit for this purpose).
2. The director of the school or unit in which the applicant is appointed.
3. An FSE-wide council (Dean's Faculty Advisory Council) consisting of faculty from each school, augmented by two teaching professors at or above the rank for which the applicant is applying.
4. The Fulton Schools of Engineering Dean.

2. Expectations

The Fulton Schools of Engineering will recognize and reward teaching professors who provide outstanding instruction, innovation in pedagogy, student mentoring, and service impacts to FSE and communities at large. Also viewed favorably is participation in research and entrepreneurial activities of students.

Characteristics of successful teaching professors include creativity, a collaborative nature, an improvement and innovation mindset, and a commitment to fostering a culture of inclusive excellence. Evidence that our teaching professor's contributions move the FSE towards its goals includes the quantity, quality, preparedness, and success of our students in terms of the visibility and impact of their achievements.

Promotion from Assistant Teaching Professor to Associate Teaching Professor

The following are expected for promotion from **Assistant Teaching Professor** to **Associate Teaching Professor**:

- excellence in teaching, including evidence of inclusive instruction and continuous improvement in innovation across a broad portfolio of courses,
- sustained significant service to the school or unit, and
- positive interactions and engagement with students, faculty and staff that contribute to a culture of collaboration and inclusion.

Promotion from Associate Teaching Professor to (Full) Teaching Professor

The following are expected for promotion from **Associate Teaching Professor** to **(Full) Teaching Professor**:

- performing at a high level in the Associate Teaching Professor rank for a minimum of three years to establish sustained excellence and impact,

- a substantial record showing excellence in teaching, including evidence of inclusive instruction, continuous improvement, and possibly scholarship and leadership in innovation across a portfolio of courses,
- substantial service contributions at the school/unit, college, or university level, including leadership roles, and
- a history of positive interactions and engagement with students, faculty, and staff that contribute to a culture of collaboration and inclusive excellence.

Sample indicators of each bulleted item are provided in Section 3.

3. Sample Indicators of Accomplishments

This section provides sample indicators of accomplishments that an applicant could use to show that they have met the expectations for promotion defined in the previous section. The examples here are not exhaustive.

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 the achievement of student learning outcomes. The desirability and difficulty of introducing innovative material into 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 consistent with evaluations for all FSE 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 excellence in instruction, including quality content, innovative course materials, and inclusive instruction, teaching statement – explaining the applicant’s philosophy for instruction and pedagogy, their self-assessment, and their contributions to the academic program(s),
- participation in courses and development activities to improve as an instructor, and
- other evidence of quality student instruction – examples include peer evaluations, letters of support from peers, or student self-assessments.

Other factors that are not required for promotion though provide additional evidence of scholarship and teaching excellence include:

- teaching awards or recognition earned such as unit-level nominations,
- relevant publications (i.e., textbooks or scholarly articles related to instruction and pedagogy), and
- funding acquired to enhance instructional effectiveness, including equipment and supplies.

Service to the School and University

Involvement in service activities for the program, school, and university 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 are assessed by evaluators, and the expectations may vary for different applicants. Examples of service activities include:

Student recruitment and retention initiatives:

- participation and leadership in student success programs such as E2 Camp and ASU 101 The ASU Experience,
- participation in student recruitment activities, including those that aim to increase the recruitment and participation of students from underrepresented groups,
- coordination of guest speakers and organizations that support recruitment, retention, and professional development, and
- development and execution of components in outreach programs.

Student mentorship:

- mentorship or participation in university or FSE co- or extra-curricular programs (e.g., Fulton Undergraduate Research Initiative (FURI), Master's Opportunity for Research in Engineering (MORE), Engineering Projects in Community Service (EPICS), Grand Challenges Scholar Program (GCSP), etc.),
- Barrett course contracts, chair of Barrett honors thesis, capstone design, and graduate applied project mentorship,
- student organization advisor,
- nominating students for awards and/or providing a letter of recommendation for various opportunities, and
- mentorship of ad hoc student groups supporting research, scholarship, and professional development.

Program assessment and continuous improvement:

- faculty recruitment,
- participation and leadership in ABET accreditation processes, and
- academic activities, including publications, conferences, workshops, panels, and invited talks, that help teaching professors remain knowledgeable in their field.

Other internal and external service:

- program curriculum committee service,
- various school-, FSE-, and university-level committee service such as academic integrity, standards committee, or committees that advance inclusive excellence,
- external or professional organization committee service,
- community event volunteer, and
- service to the professional community.

Positive interactions and collaborations with students, faculty, and staff

The FSE relies primarily on the school-level reviewers (faculty committee and school director) to provide input for this assessment. Positive means productive, collegial work that contributes to a culture of collaboration and inclusive excellence over a sustained period of time. Examples include:

- mentoring other faculty members to help them improve instruction, assessment, or technology integration,

- participating in mentoring programs,
- sharing innovative practices to advance pedagogy and student learning,
- facilitating a workshop,
- developing or co-developing curricular materials,
- student activities coordination,
- co-presenting at conferences, and
- external interactions and collaborations outside of FSE, such as schools other than FSE, industry partners, or community partners.