

Bold thinking

Excellence

VALUES

Inclusion

Collaboration

Innovation

Teaching Faculty Promotion Workshop

Spring 2026

Fulton Schools of Engineering Values

Well-aligned with activities
that are part of promotion
expectations



Cultivate Excellence

Contribute to a culture and environment that supports healthy growth in yourself and others; create positive impact through high quality contributions to the Fulton Schools, ASU, and beyond.

Deliver Innovation that Matters

Produce solutions that demonstrably create a greater value or overcome an existing challenge.

Encourage Bold Thinking

Contribute to a culture and environment that supports risk taking (i.e., doing something when you aren't sure what the outcome will be) and acknowledges it as part of the process of innovation that matters.

Foster a Community of Learning and Collaboration

Cultivate an environment where individuals come together to share knowledge, enhance skills, and leverage resources for mutual growth and development.

Build a Foundation for All to be Successful

Foster a culture and environment in which all members of the Fulton Schools community have access to educational and professional opportunities, feel valued and belonged, and have the support they need to achieve their full potential.

Promotion Evaluations for Teaching Faculty

Resources

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

Engineering Criteria:

[2019 Engineering Lecturer Promotion Criteria](#)

[2024 Engineering Teaching Professor Promotion Criteria](#)

School Directors

Unit Personnel Committees (UPC)

Dean's Faculty Advisory Council (DFAC)

Faculty Hub

<https://faculty.engineering.asu.edu/new/>

Monitoring for various opportunities

<https://intheloop.engineering.asu.edu/>

Today's workshop

- Teaching Faculty Title Changes
- Ira A. Fulton Schools of Engineering (FSE) Teaching Professor Promotion Criteria Revision (Provost Approval Pending)
- Process Overview and Application Preparation
- Philosophy, Expectations and Insight
- Dean's Faculty Advisory Council (DFAC)
- Q&As

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; please work with your school director if there are questions related to this.

FSE Teaching Professor Promotion Criteria Revision

(Dean's Approval on 5/16/2024; Provost Approval Pending)

- **What are the key changes regarding FSE committee composition & eligibility?**
 - School (unit level) committee composition
“...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...”
 - DFAC
“...augmented by two teaching professors at or above the rank for which the applicant is applying.”
 - 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...”
- **How may the revision impact the upcoming promotion cycle?**

Process Overview and Application Preparation



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 (UPC and Director)

Mid/Late Fall

Candidate/Director Strengths and Weaknesses Discussion

Late Fall (Recommended)

Schools-Level Reviews (DFAC and Dean)

Early Spring

Candidate/Dean Strengths and Weaknesses Discussion

Early Spring (Recommended)

Provost Decision

Late Spring

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 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).
- The school director or unit head (i.e., Vice Dean of ASA) in which the applicant is appointed.
- 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.
- The Fulton Schools of Engineering Dean.

**** Based on the FSE Teaching Professor Promotion Criteria (2024)**

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- 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

***** Based on the FSE Lecturer Promotion Criteria (2019)**

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

Adapted from the Provost Office P&T Workshop, Spring 2023

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 **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)

Addendum Materials

6 All addenda to the evaluation of teaching faculty are due to the Dean by December 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.”

Advice for Application Preparation

Follow the Process Guide for Career-track 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

Utilize the **CV section heading template – summaries for major sections for career-track faculty** and **FSE Q&As and best practices for career-track faculty** (available at <https://faculty.engineering.asu.edu/academic-personnel-actions/>)

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)

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 Evaluation of Instruction as required by ABOR policy.

On the Summary of Student Evaluation of Instruction, courses with less than 5 respondents should be listed but the evaluation response data should not be included.

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)
- co-authorship with students and projects with student collaborators
- evidence of student achievements and/or career success related to the candidate's teaching or mentoring
- examples of effective teaching innovation
- 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

Evidence of effective teaching & mentoring

New emphasis and **focus is on outputs, not inputs**. What evidence indicates **effective** teaching in your discipline?



Helpful things

Substantive peer reviews, evidence of student success, teaching awards, dissertations and theses, co-authorship with students, and others



Not so helpful things

Course syllabi and exams, student comments or testimonies

Adapted from the Provost Office P&T Workshop, Spring 2025

Philosophy, Expectations, and Insight



Philosophy

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

- From the Philosophy as written in [Engineering Teaching Professor Promotion Criteria](#):
 - The Fulton Schools of Engineering value the efforts of teaching faculty who provide outstanding instruction and mentorship to their students. 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:
 - A collaborative nature
 - Excellence in student instruction and mentoring
 - Creativity (reflected by instructional pedagogy and/or scholarly work with undergraduate and master's students)
 - Sustained significant service

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

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.

With additional advancement in skill, continued excellence in performance, and eight years (can be inclusive of time at the Assistant Teaching Professor rank) minimum of experience at ASU or equivalent experience, an **Associate Teaching Professor** may seek promotion to **(full) Teaching Professor**.

Expectations

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

- 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 undergraduate and master's students.

More specifically...

- 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.

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 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.

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 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 desired but not necessarily required for promotion 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.

Indicators – Service to the School & 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 appropriate service activities include:

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.)	Academic activities, including publications, conferences, workshops, panels, and invited talks, that help teaching professors remain knowledgeable in their field
Barrett course contracts, chair of Barrett honors thesis, capstone design, and graduate applied project mentorship	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, including those that aim to increase the recruitment and participation of students from underrepresented groups
Participation and leadership in student success programs such as E2 Camp and ASU 101 The ASU Experience	Program curriculum committee service
Coordination of guest speakers and organizations that support recruitment, retention, and professional development	Student organization advisor
Nominating students for awards and/or providing a letter of recommendation for various opportunities	Various school-, FSE-, and university-level committee service such as academic integrity, standards committee, search committees, or committees that advance inclusive excellence, etc.

Indicators – 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.

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)

Membership

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.

Per the FSE Teaching Professor Promotion Criteria (2024), 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 an assistant or associate teaching professor is applying.

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 Ira A. Fulton Schools of Engineering.

For provost office workshops visit

<https://academicpersonnel.asu.edu/promotion-and-tenure-workshops>

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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engineering.asu.edu