

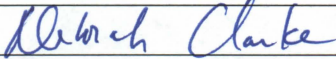


ARIZONA STATE UNIVERSITY

**Confirmation of Approval**

College/Unit	Global Launch
Unit	N/A
Document	Criteria for Academic Professionals

The attached document has been approved by the provost's office.

	2/8/18
Deborah Clarke, Vice Provost for Academic Personnel	Date

**Office of the University Provost**

300 East University Drive  
P.O. Box 877805 Tempe, AZ 85287-7805  
(480) 965-4995 Fax: (480) 965-0785  
<https://provost.asu.edu/>



**Arizona State University**

***Criteria for Academic Professionals***

*Approved by the Academic Personnel Committee on  
December 14, 2017*

*Reviewed by the managing director on February 5, 2018*

## **Job Description for Assistant Instructional Professional at Global Launch**

### **Purpose of position:**

The Assistant Instructional Professional's primary function is to teach.

### **Essential Job Duties:**

- Plans, organizes and prepares courses, designed to achieve the particular objectives and skills associated with that level, course or program, in person or online
- Instructs, designs or delivers courses in person or online using a variety of engaging teaching strategies/learning activities as well as the designated curriculum or materials
- Aligns teaching activities with pre-determined objectives and course plans
- Communicates effectively with internal and external colleagues in order to achieve successful outcomes
- Participates in team meetings
- Completes administrative tasks, such as grading, accurately and punctually
- Assesses students' demonstrated linguistic competence in order to provide ongoing feedback as well as a final, total grade upon completion of the course or program
- Actively participates in designated program-sponsored activities, including graduation
- Assists with onboarding of students
- Substitute teaches
- Actively participates in non-classroom projects and activities to meet requirements of institutional service
- Performs consistent with the values and culture of Global Launch

### **Minimum Qualifications (one of the following):**

MTESOL degree

Masters of Education, Linguistics or English with ESL concentration

Closely related Master's degree with 2 years teaching experience with international students

### **Desired qualifications:**

Two years of experience teaching in programs similar to those in the Global Launch portfolio (intensive English program, Pathways, etc.)

One year's experience teaching or working abroad

One year's experience with designing digital courses or teaching digitally



## **Job Description for Associate Instructional Professional at Global Launch**

### **Purpose of position:**

The **Associate Instructional Professional's** primary functions are to teach and support the daily operations of Global Launch both in and outside the classroom.

### **Essential Job Duties:**

All the Assistant Instructional Professional duties, plus

- Participates in ongoing curriculum development and maintenance of curriculum quality, within the parameters of the specific program
- Serves as an exemplary role model and mentor for other educators
- Serves as a team member for specific educational services or functions (such as Group & Custom Programs or other ESL-allied projects)
- Promotes and supports collaborative innovation that advances Global Launch's strategic goals

### **Minimum Qualifications (one of the following):**

MTESOL degree with 5 years teaching experience with international students

Master's in Education, Linguistics or English with ESL concentration and 5 years teaching experience with international students

Closely related Master's degree and 7 years teaching experience with international students

### **Desired qualifications:**

Five years of experience teaching in programs similar to those in the Global Launch portfolio (intensive English program, Pathways, etc.)

Two years teaching or working abroad

Two years of experience with designing digital courses or teaching digitally

## **Job Description for Instructional Professional at Global Launch**

### **Purpose of position:**

The **Instructional Professional's** primary functions are to teach and advance the unit, either by demonstrating exemplary teaching and/or providing management of various strategic projects and programs within the unit.

### **Essential Job Duties:**

All the Associate Instructional Professional job duties plus:

- Leads projects related to ongoing curriculum development and curriculum quality maintenance, within the parameters of the specific program
- Leads aspects of onboarding of students within a specific program
- Participates in or leads Group & Custom programs, digital products or ESL-allied programs
- Shares knowledge and leadership in areas of professional development and program operations
- Serves as team leader for specific educational functions
- Advances innovation that supports Global Launch's strategic goals

### **Minimum Qualifications (one of the following):**

MTESOL degree with 8 years teaching experience with international students

Master's in Education, Linguistics, or English with ESL concentration and 8 years teaching experience with international students

Closely related degree and 10 years teaching experience with international students

### **Desired qualifications:**

Eight years of experience teaching in programs similar to those in the Global Launch portfolio (intensive English program, Pathways, etc.)

Five years teaching or working abroad

Five years of experience with designing digital courses or teaching digitally

Leadership experience



## Evaluation for Renewal and Promotion Criteria

### References:

**ACD 202 - 02:** Academic Professional Responsibilities

**ACD 507-07:** Academic Professional Promotion

**ACD 507-07 P12:** Process Guide for Promotion for Fixed-Term Academic Professionals

**ABOR 6-211:** Evaluation of Faculty

## Guidelines for Promotion and Evaluation of Instructional Professionals (All Ranks)

### I. Appointment and Renewal

Instructional Professionals at all ranks and appointments types will be evaluated annually based on the following performance expectations. All ranks of Instructional Professionals are expected to:

- Deliver consistent, effective teaching and/or online course development. Teaching will be evaluated by standard instruments of student and peer evaluations. Online course development will be evaluated by project managers.
- Be accessible and responsive to students (including students served by other modalities, such as digital courses) through regular office hours and/or other regular, reliable means of access.
- Meet administrative responsibilities and deadlines related to area of assignment (e.g. timely responses to requests for course planning, honoring grade reporting deadlines, and administering course evaluations).
- Facilitate curriculum planning and development within assigned program by participating in scheduled meetings
- Effectively employ the use of the institution's educational technology systems.
- Maintain a professional demeanor when interacting with students, student workers and colleagues
- Actively participate in unit and/or university activities that enhance the Instructional Professional's development, such as in-house and university-sponsored professional development opportunities, as it relates to his/her program of instruction.
- Actively participate in unit institutional service activities, such as assessment and curriculum work in both digital and on-ground programs which support the larger goals of the university



## II. Criteria for Promotion

### 1. Criteria for Promotion to Associate Instructional Professional

Assistant Instructional Professionals seeking promotion to Associate Instructional Professional are expected to have four years' experience in rank at Arizona State University. Candidates may count the year in which they apply toward meeting this eligibility requirement. Those wishing to apply for promotion should indicate their intent during the spring semester prior to, but no later than the beginning of, the academic year during which their case will be reviewed.

Promotion requires a higher quality or scope of work beyond the baseline expectation articulated above. Cases for promotion will rest heavily on demonstrated excellence in teaching. As appropriate to the candidate's job description, administration and service responsibilities related to teaching will be considered important.

Candidates for promotion to Associate Instructional Professional are required to provide evidence of excellence over the period in rank as follows:

- a. Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels (i.e. "meritorious", "highly meritorious")
- b. If available, standard teaching evaluations demonstrate effective teaching at or above the departmental mean  
If unavailable, a report from project managers or academic leads of specific programs, documenting contributions to a project related to innovation and digital products.

Candidates for promotion to Associate Instructional Professional must also provide evidence of excellence over the period in rank in at least three of the following examples:

- a. Demonstrated high quality pedagogical techniques which may include, but are not limited to, innovative use of technology or innovative approaches to instruction
- b. Unit-sanctioned peer reviews of classroom performance conducted by peers or those of higher rank
- c. Creation/significant modification of courses and/or teaching methods in various Global Launch programs, which can be shared with colleagues within or beyond the department.
- d. Demonstrated leadership in a distinct area or service (e.g. directing online programs; leading customized group programs academically; supervising Teaching Assistants and student workers, etc)
- e. Commitment to improvement through participation in professional development opportunities (i.e. university, college and department workshops), presentation and/or publication of research focused on teaching, and/or attendance at profession-centric conferences



## **2. Criteria for Promotion to Instructional Professional**

Associate Instructional Professionals seeking promotion to (Principal) Instructional Professionals are expected to document a substantial and sustained (three years or more) record of excellent performance since the previous promotion/appointment, with a majority of service occurring at Arizona State University. Those wishing to apply for promotion should indicate their intent during the spring semester prior to, but no later than the beginning of, the academic year during which their case will be reviewed.

Promotion requires a higher quality or scope of work beyond the baseline expectation articulated above. Cases for promotion will rest heavily on demonstrated excellence in teaching and a demonstrated progression beyond the expectations of Associate Instructional Professional. As appropriate to the candidate's job description, administration and service responsibilities related to teaching will be considered important.

Candidates for promotion to Instructional Professional are required to provide evidence of excellence over the period in rank as follows:

- a. Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels (i.e. "meritorious", "highly meritorious")
- b. Standard teaching evaluations that demonstrate effective teaching above the departmental mean
- c. Significant mentoring over the period in rank which may include, but is not limited to, participation on unit committees, mentoring and observation of instructional professionals within the department, and/or other forms of intensive mentoring
- d. Demonstrated significant engagement across multiple instructional or programmatic aspects of Global Launch (e.g. Group & Custom programs, digital products, etc)

Candidates for promotion to Instructional Professional must also provide evidence of excellence over the period in rank in at least three of the following examples:

- a. Sustained demonstrated leadership in a distinct area of teaching, instruction, and curriculum design, within digital or on-ground programs
- b. Classroom performance as demonstrated through unit-sanctioned reviews conducted by peers or those of higher rank
- c. Participation in professional activities that advance the department which may include, but are not limited to attending/facilitating workshops, conference presentations, and publications
- d. Sustained demonstrated leadership in a distinct area or service (e.g. leading programs, contributing significantly on a departmental committee, facilitating student success initiatives, etc.)