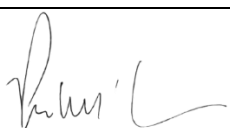


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English Department Guidelines for Promotion of Career Track Faculty

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English Department Guidelines for Promotion of Career Track Faculty

Guidelines for Promotion of Career-Track Faculty (who are eligible for promotion)

I. Definition of Career-Track Faculty

Career-Track Faculty in the Department of English are fixed-term faculty members of varying ranks who direct or participate in specialized university functions, including teaching, mentoring, advising, student internships, training, or other components of writing programs, degree programs, centers, or other assignments. The Dean of The College of Liberal Arts and Sciences (hereafter, “Dean”) and the Chair of the Department of English (hereafter, “Chair”) or their designees will assign to Career Faculty the specific roles and duties to be performed during the appointment period.

Career-Track Faculty in the English Department are typically appointed as either Teaching Professors (all ranks), Clinical Professors (all ranks), Instructors (all ranks), or Professors of Practice (full). Career-Track Faculty in the English Department who are eligible for promotion are Teaching Professors (being promoted from assistant to associate or from associate to full), Clinical Professors (being promoted from assistant to associate or from associate to full), or Instructors (being promoted from instructor to senior, or from senior to principal).

Mentoring: Mentoring is an integral component of faculty teaching responsibilities in the Department of English. Faculty members are expected to engage in meaningful mentoring relationships that support the academic, professional, and personal development of students. This commitment to mentoring complements traditional instructional duties and is essential for fostering a supportive and dynamic educational environment. Effective mentoring enhances student learning experiences, promotes academic success, and contributes to the overall mission of the university.

Forms of mentoring may include, but are not limited to the following:

Supporting Academic Development and Achievement

- Helping students establish and achieve short-term and long-term academic and personal goals.
- Encouraging students to reflect on their experiences and seek opportunities for growth and improvement.
- Providing strategies for effective time management, organization, and study techniques.
- Educating students about the importance of integrity and ethical behavior in their academic work.

Mentoring in Research and Scholarly Projects

- Providing guidance on research practices and processes, including design, methodology, and data analysis.
- Overseeing the development and completion of honors theses and credit projects, providing feedback, and ensuring scholarly standards.
- Teaching essential research skills, such as literature review, experimental design, and academic writing.

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- Guiding students in preparing for and participating in academic conferences, including abstract submission and presentation skills.

Supporting Career and Professional Development

- Guiding students in understanding and adhering to the professional standards and expectations of their chosen fields.
- Offering advice on career paths, job search strategies, and professional opportunities.
- Assisting students in preparing job or graduate school applications, including crafting resumes and writing recommendation letters.

Facilitating Professional Networking and Opportunities

- Facilitating connections with industry professionals, alumni, and other academic contacts.
- Encouraging collaboration on interdisciplinary projects or partnerships with other institutions or organizations.

Fostering University Engagement

- Encouraging and supporting students in submitting applications for academic awards.
- Assisting students with navigating University resources, such as writing centers, counseling services, career services, and faculty office hours.
- Participating on student committees: Actively mentoring students through academic and departmental committees.
- Mentoring through study abroad programs or community-based programs: Supporting students in experiential learning opportunities through study abroad and community-based initiatives.

Understanding, Responding, and Advocating for Diverse Student Needs

- Offering a supportive environment for students to discuss challenges and seek guidance on personal matters.
- Communicating student progress and offering timely support through Academic Status Reports, conferences, or online platforms.
- Providing targeted support and resources to students from underrepresented or marginalized communities.
- Demonstrating respect for and understanding of diverse backgrounds and perspectives to promote inclusivity.

Peer Mentoring and Departmental Collaboration

- Sharing teaching materials with peers, especially to help manage new classes and formats.
- Helping peers develop teaching practices that accommodate diverse learning styles and needs.

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- Encouraging and modeling teaching practices that accommodate diverse learning styles.
- Mentoring and observing other teachers: Providing feedback through peer observation and supporting the professional development of other Instructors.

II. Teaching Professors (at all ranks): Guidelines for Appointment, Review/ Renewal, and Promotion

A. Definition. Assistant Teaching Professors “are fixed-term faculty members with responsibilities that may include teaching service responsibilities, supervising supplemental kinds of student learning, professional development, and/or administrative duties related to teaching.” An Associate Teaching Professor “generally holds a doctorate degree (or appropriate terminal degree) and has a minimum of five years of college-level teaching experience or equivalent qualifications and experience.” A Full Teaching Professor “generally holds a doctorate degree (or appropriate terminal degree) and has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience” (ACD 505.02 <https://policy.asu.edu/>).

B. Appointment

Qualifications. Teaching Professors at all ranks in the Department of English will typically hold a doctorate or other terminal degree and have evidence of a strong commitment to college-level teaching and experience commensurate with the rank of appointment. Although workloads are designated by the Chair and may vary by type of appointment, they typically include 80% teaching (4 courses per semester) and 20% designated to other activities (service or research/creative activities).

C. Annual Reviews and Renewal.

Purpose. Teaching Professors at all ranks and appointment types will be evaluated annually, based on their individual workload appointments. These reviews will be used as the basis for renewal and merit pay increases. All Teaching Professors in the English Department are expected to meet the performance expectations outlined below.

Performance Expectations. Teaching Professors at all ranks will be evaluated annually based on the following:

- Actively participate in unit, college, and/or university activities that enhance all ranks of Teaching Professors’ professional development as it relates to their program/s of instruction
- Actively participate in other unit/college/university/community service activities as assigned.
- Be accessible and responsive to students (including online students) through regular office hours and/or other regular, reliable, and professional means of access per departmental and university expectations
- Deliver consistent, effective teaching that is evaluated by standard instruments of measurement such as standard department student evaluations, student responses to university evaluations, peer evaluations, and/or other forms of measurement
- Develop and maintain effective, up-to-date syllabi, course materials, and course designs that reflect degree program goals and requirements
- Effectively employ the use of appropriate current educational technologies
- Engage in effective mentoring, which may include mentoring of students, TA, and colleagues as appropriate
- Implement assessment techniques that tap into students’ conceptual understanding of the course content and provide a means for incorporating student critique

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- Maintain a professional demeanor when interacting with students, TAs, and colleagues
- Meet administrative responsibilities and deadlines related to the area of assignment (e.g. timely responses to requests for course planning and book orders, establishment of a Canvas site for courses, submission of copies of syllabi, administration of course evaluations)

D. Promotion

Candidates for promotion to Associate Teaching Professor or Full Teaching Professor should consult unit administration, the [Academic Affairs Manual ACD506-05: Faculty Promotion](#), and the [provost's website](#) for documents related to process, timeline, and policy information governing fixed-term faculty promotion.

University Required Materials: According to the university's "Process Guide for Promotion of Fixed-Term Faculty," all fixed-term candidates for promotion are expected to submit the following materials:

- Current CV
- Evidence of excellence in teaching and mentoring. (See the Required Indicators of Excellence and the Selected Indicators of Excellence listed below for each rank.)
- Personal statement
- Research and Scholarship, if applicable to the appointment
- Supporting materials (optional)

1. Criteria for Promotion to Associate Teaching Professor

Assistant Teaching Professors seeking promotion to Associate Teaching Professor are expected to have five years of successful teaching experience in rank, with the majority of that time being 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 cases will be evaluated.

Promotion requires a higher quality or scope of work beyond the baseline expectation articulated in II.C 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, as will grants, scholarship, and other indicators of research productivity.

Required Indicators of Excellence. Candidates for promotion to Associate Teaching Professor are required to provide evidence of excellence over the period in rank via the following indicators:

- Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels
- Participation in special initiatives within the unit
- Participation on college- and university-level committees when either appointed or elected
- Participation on unit committees when either appointed or elected
- Standard teaching evaluations that demonstrate a pattern of effective teaching
- Unit-sanctioned peer reviews of classroom performance conducted by peers or those of higher rank

Selected Indicators of Excellence. Candidates for promotion to Associate Teaching Professor must also provide evidence of excellence during the period in rank in at least one of the following indicators:

- Commitment to improvement through participation in professional development opportunities (i.e., university, college, and department workshops), presentation of research focused on teaching, and/or attendance at profession-centric conferences

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- Creation/significant modification of courses (including online), contribution to redesign of degree programs, and/or design of new methods of instruction or mentoring which can be shared with colleagues within or beyond the department
- Demonstrated especially high-quality pedagogical techniques which may include, but are not limited to, innovative use of technology or innovative approaches to classroom instruction
- Demonstrated leadership in a distinct area or service assignment (e.g. directing online degree programs, chairing a committee, supervising students during study abroad programs, etc.)
- Publication of research related to the area of teaching or expertise
- Receipt of external support that advances the unit's mission, initiatives, or objectives
- Receipt of teaching awards or other external recognitions of teaching excellence

2. Criteria for Promotion to Full Teaching Professor

Associate Teaching Professors seeking promotion to Full Teaching Professor are expected to have seven years of successful teaching experience at ASU, which can include time spent at the rank of Assistant Teaching Professor. Associate Teaching Professors seeking promotion to Full Teaching Professor are expected to document a substantial and sustained record of excellent performance since the previous promotion/appointment, with a majority of service occurring 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 evaluated.

Promotion requires a higher quality or scope of work beyond the baseline expectation articulated above. As appropriate to the candidate's job description, administration and service responsibilities related to teaching will be considered important as will grants, scholarship, and other indicators of research productivity. However, cases for promotion will rest heavily on demonstrated excellence in teaching and a demonstrated progression beyond the expectations of Associate Teaching Professor, although unique elements (such as assumption and performance of large administrative responsibilities or stellar achievements in research or other aspects beyond the traditional role of Associate Teaching Professor) would support such an application.

Required Indicators of Excellence. Candidates for promotion to Full Teaching Professor are required to provide evidence of excellence during the period in rank via the following indicators:

- Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels
- Demonstrated significant engagement across multiple instructional/mentoring aspects of a degree program/area
- Significant, effective mentoring over the period in rank which may include, but is not limited to, participation on student committees, mentoring through study abroad programs or within community-based programs, mentoring and observation of teaching associates, and/or other forms of intensive mentoring (see also examples of mentoring in Section I).
- Standard teaching evaluations that demonstrate a pattern of effective teaching
- Unit-sanctioned peer reviews of classroom performance conducted by peers or those of higher rank

Selected Indicators of Excellence. Candidates for promotion to Full Teaching Professor must also provide evidence of excellence over the period in rank in at least one of the following indicators:

- Delivery of conference presentations at national or international venues

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- Demonstrated leadership during the period in rank in a distinct area or service assignment (e.g. directing online degree programs, chairing a committee, supervising students during study abroad programs, etc.)
- Demonstrated leadership in a specific area of teaching, mentoring, or service (in unit, university, or community)
- Nomination and/or receipt of a teaching award within the unit, college, or university
- Participation in professional activities that advance the unit. Such activities may include, but are not limited to, conducting/facilitating workshops
- Publication of research findings in top-tier journal/s during the period in rank

III. Clinical Professors (at all ranks) Guidelines for Appointment, Review/Renewal, and Promotion

A. Definition. “Clinical Professors in the Department of English are fixed-term faculty members who are qualified by training, experience, or education to direct or participate in specialized university functions, including teaching, student internships, training, or other practice components of degree programs. Responsibilities of clinical faculty may encompass any area of professional practice and/or technical expertise and may include professional development” (ACD 505.02 <https://policy.asu.edu/>).

B. Appointment.

Qualifications. Clinical Professors at all ranks in the Department of English will typically hold a doctorate or other terminal degree and have evidence of a strong commitment to college-level teaching and experience commensurate with the rank of appointment. Although workloads are designated by the Chair and may vary by type of appointment, they typically include 80% teaching (4 courses per semester) and 20% designated to other activities. Clinical Professors may perform significant administrative assignments, possibly community-facing.

C. Annual Reviews and Renewal.

Clinical Professors at all ranks and appointment types will be evaluated annually based on their individual workload appointments. These reviews will be used as the basis for renewal and merit pay increases. All Clinical Professors in the English Department are expected to meet the performance expectations appropriate to the duties outlined in their letters of hire.

Teaching Performance Expectations. When teaching is part of an appointment, Clinical Professors at all ranks may be evaluated, based on the following:

- Actively participate in unit, college, and/or university activities that enhance all ranks of Clinical Professors’ professional development as it relates to their program/s of instruction
- Actively participate in unit/college/university/community service activities as assigned
- Be accessible and responsive to students (including online students) through regular office hours and/or other regular, reliable means of access
- Deliver consistent, effective teaching that is evaluated by standard instruments of measurement such as standard department student evaluation, student responses to university evaluations, peer evaluations, and/or other forms of measurement
- Develop and maintain effective, up-to-date syllabi, course materials, and course design that reflect degree program goals and requirements
- Effectively employ the use of appropriate current educational technologies
- Engage in effective mentoring which may include mentoring of students, TA, and colleagues as appropriate

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- Implement assessment techniques that tap into students' conceptual understanding of the course content and provide a means for incorporating student critique
- Maintain a professional demeanor when interacting with students, TAs, and colleagues
- Meet administrative responsibilities and deadlines related to the area of assignment (e.g. timely responses to requests for course planning and book orders, establishment of a Canvas site for courses, submission of copies of syllabi, administration of course evaluations)

Other Performance Expectations. When other activities are part of an appointment, Clinical Professors at all ranks may be evaluated based on indicators of excellence that are appropriate to their activities.

Indicators may include but are not limited to:

- Actively design local, national, or international resources that help disseminate knowledge and the ASU mission
- Actively participate in and/or organize local, national, or international community events that help disseminate knowledge and the ASU mission
- Actively participate in and/or organize local, national, or international workshops, academic or public-facing, that help disseminate knowledge and the ASU mission
- Actively participate in any other activities stipulated in a letter of hire

D. Promotion of Clinical Faculty

Candidates for promotion to Associate Clinical Professor or Full Clinical Professor should consult the unit's administration, the [Academic Affairs Manual ACD506-05: Faculty Promotion](#), and the [provost's website](#) for documents related to process, timeline, and policy information governing fixed-term faculty promotion. The deadline in the Department of English is typically around the middle of the fall semester each year.

University Required Materials: According to the university's "Process Guide for Promotion of Fixed-Term Faculty," all fixed-term candidates for promotion are expected to submit the following materials:

- Current CV
- Evidence of excellence in teaching and mentoring. (See the Required Indicators of Excellence and the Selected Indicators of Excellence listed below for each rank.)
- Personal statement
- Research and Scholarship, if applicable to appointment
- Supporting materials (optional)

1. Criteria for Promotion to Associate Clinical Professor

In addition to meeting the minimum criteria for appointment as an Assistant Clinical Professor, candidates for promotion to Associate Clinical Professor are typically expected to have five years' successful assigned duties in rank, with the majority of that time being 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 cases will be evaluated.

Promotion requires a higher quality or scope of work beyond the baseline expectation articulated above. As appropriate to the candidate's job description, administration and service responsibilities will be considered important as will grants, scholarship, and other indicators of research productivity. However, cases for promotion will rest heavily on demonstrated excellence in assigned duties and a demonstrated progression beyond the expectations of Assistant Clinical Professor, although unique elements (such as assumption and performance of large administrative responsibilities or stellar achievements in research or

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other aspects beyond the traditional role of Assistant Clinical Professor) would support such an application.

Required Indicators of Excellence. Candidates for promotion to Associate Clinical Professor are required to provide evidence of excellence over the period in rank as follows:

- Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels
- Participation on committees—unit, college, university community, or professional—when either appointed or elected; OR participation in activities (e.g., community events, workshops, development of resources) that disseminate knowledge and bring attention to the ASU mission.
 - Both types of participation may be included but only one type is required
- When teaching is part of the appointment,
 - standard teaching evaluations that demonstrate a pattern of effective teaching
 - unit-sanctioned peer reviews of classroom performance conducted by peers or those of higher rank

Selected Indicators of Excellence. Candidates for promotion to Associate Clinical Professor must also provide evidence of excellence during the period in rank in at least one of the following indicators:

- Commitment to improvement through participation in professional development opportunities (i.e., university, college and unit workshops), presentation of research focused on teaching, and/or attendance at profession-centric conferences
- Creation/significant modification of courses (including online), contribution to redesign of degree programs, and/or design of new methods of instruction or mentoring that can be shared with colleagues within or beyond the unit
- Demonstrated high-quality pedagogical techniques which may include, but is not limited to, innovative use of technology or innovative approaches to classroom instruction
- Demonstrated leadership in a distinct area or service assignment (e.g. directing online degree programs, chairing a committee, supervising students during study abroad programs, etc.)
- Publication of research related to the area of teaching or expertise
- Receipt of external support that advances unit's mission, initiatives, or objectives
- Receipt of teaching awards or other external recognitions of teaching excellence

2. Criteria for Promotion to Clinical Full Professor:

While there is no minimum period in rank required for promotion, Associate Clinical Professors seeking promotion to Full Clinical Professor are expected to document a substantial and sustained record of excellent performance since the previous promotion/appointment, with a majority of service occurring 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 evaluated.

Promotion requires a higher quality or scope of work beyond the baseline performance expectations (teaching and/or other) articulated above. As appropriate to the candidate's job description, administration and service responsibilities will be considered important as will grants, scholarship, and other indicators of research productivity. However, cases for promotion will rest heavily on demonstrated excellence in assigned duties and a demonstrated progression beyond the expectations of an Associate Clinical Professor, although unique elements (such as assumption and performance of large administrative responsibilities or stellar achievements in research or other aspects beyond the traditional role of Associate Clinical Professor) would support such an application.

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Required Indicators of Excellence. Candidates for promotion to Full Clinical Professor are required to provide evidence of excellence during the period in rank via the following indicators:

- Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels
- Participation on committees—unit, college, university, community, or professional—when either appointed or elected; OR participation in activities (e.g., community events, workshops, development of resources) that disseminate knowledge and bring attention to the ASU mission
 - Both types of participation may be included but only one type is required.
- When teaching is part of the appointment,
 - standard teaching evaluations that demonstrate a pattern of effective teaching
 - unit-sanctioned peer reviews of classroom performance conducted by peers or those of higher rank

Selected Indicators of Excellence. Candidates for promotion to Full Clinical Professor must also provide evidence of excellence over the period in rank in at least one of the following indicators:

- Delivery of conference presentations at national or international venues
- Demonstrated leadership during the period in rank in a distinct area or service assignment (e.g. directing online degree programs, chairing a committee, supervising students during study abroad programs, etc.)
- Demonstrated leadership in a specific area of teaching, instruction, mentoring, or service (to unit, university, community, or profession)
- Nomination and/or receipt of a teaching award within the unit, college, or university
- Participation in professional activities that advance the unit which may include, but are not limited to, conducting/facilitating workshops
- Publication of research findings in top-tier journal/s during the period in rank
- Receipt of other types of awards or external recognition

IV. Instructors (at all ranks): Guidelines for Appointment, Review/ Renewal, and Promotion

A. Definition. Instructors are annual, fixed-term appointments. The title within the track of instructor may be given to faculty whose appointments focus on teaching and mentoring assignments. A Senior Instructor generally has a minimum of five years of college-level teaching experience or equivalent qualifications and experience. A Principal Instructor generally has a minimum of seven years of college-level teaching experience or equivalent qualifications and experience (*ACD 505.02* <https://policy.asu.edu/>).

B. Appointment

Qualifications. Instructors at all ranks in the Department of English will typically hold an MA, MFA, MTESOL, or doctorate, and have a minimum of three years of college-level teaching experience or equivalent qualifications/experience at the time of appointment. Instructors at the rank of principal typically hold a terminal degree in their field. Although workloads are designated by the Chair and may vary by type of appointment, Instructors typically have a 100% teaching appointment (5 courses per semester) and no time designated for other activities.

C. Annual Reviews and Renewal

Purpose. Instructors at all ranks and appointment types will be evaluated annually, based on their individual workload appointments. These reviews will be used as the basis for renewal and merit pay

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increases. All Instructors in the English Department are expected to meet the performance expectations outlined below.

Performance Expectations. Instructors at all ranks will be evaluated annually based on the following:

- Be accessible and responsive to students (including online students) through regular office hours and/or other regular, reliable, and professional means of access per departmental and university expectations
- Deliver consistent, effective teaching that is evaluated by standard instruments of measurement such as standard department student evaluations, student responses to university evaluations, peer evaluations, and/or other forms of measurement
- Develop and/or revise instructional approach in response to student and peer feedback, showing commitment to continuous improvement and reflective pedagogy
- Develop and maintain effective, up-to-date syllabi, course materials, and course designs that reflect program goals and requirements
- Effectively employ the use of appropriate current educational technologies per the directives of the university and with attention to course outcomes
- Implement assessment methods that measure students' conceptual understanding of the course content
- Maintain professional communications when interacting with students, TAs, and colleagues
- Meet administrative responsibilities and deadlines related to the area of assignment (e.g. timely responses to requests for course planning and book orders, establishment of a Canvas site for courses, submission of copies of syllabi, administration of course evaluations)
- Provide effective mentoring

D. Promotion

Candidates for promotion to Senior Instructor or Principal Instructor should consult unit administration, the [Academic Affairs Manual ACD506-05: Faculty Promotion](#), and the [Provost's website](#) for documents related to process, timeline, and policy information governing fixed-term faculty promotion.

University Required Materials: According to the university's "Process Guide for Promotion of Fixed-Term Faculty," all fixed-term candidates for promotion are expected to submit the following materials:

- Current CV
- Evidence of excellence in teaching and mentoring (if applicable to appointment). (See the Required Indicators of Excellence and the Selected Indicators of Excellence listed below for each rank.)
- Personal statement
- Other evidence of excellence that is applicable to their appointment.

Criteria for Promotion to Senior Instructor

Instructors seeking promotion to Senior Instructor are expected to have five years of successful teaching experience in rank, with the majority of that time being 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 cases will be evaluated.

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.

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Required Indicators of Excellence. Candidates for promotion to Senior Instructor are required to provide evidence of excellence over the period in rank via the following indicators:

- Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels
- Demonstrated high-quality pedagogical techniques that may include, but are not limited to, innovative use of technology to enhance student learning, innovative and reflective approaches to classroom instruction, innovative curriculum design and teaching methods, student engagement and assessment, professional development, and inclusive practices
- Standard teaching evaluations that demonstrate a pattern of effective teaching
- Unit-sanctioned peer reviews of instructional performance (in face-to-face and online contexts where appropriate) conducted by peers or those of higher rank

Selected Indicators of Excellence. Candidates for promotion to Senior Instructor must also provide evidence of excellence during the period in rank in at least one of the following indicators, though Instructors are not expected to perform additional service external to teaching and mentoring:

- Active participation in professional development opportunities, such as department, college, or university workshops (or beyond), aimed at improving teaching practices.
- Becoming certified to teach additional courses within the department
- Consistent and documented mentorship of Instructors or Faculty Associates, aiding in the development of their teaching practices and supporting their professional growth.
- Creation or revision of courses that involve collaboration across different academic units, particularly those that expand the scope of instruction to new or emergent fields.
- Creation or significant revision of courses (including online formats) and/or the design of new instructional methods that can be shared with colleagues within or beyond the department.
- Demonstrated leadership in curriculum redesign at the program or department level, including spearheading initiatives that align curriculum with departmental goals or industry standards.
- Engagement in teaching-related activities that have a direct impact on the community, such as partnerships with local schools, non-profit organizations, or community-based projects aligned with the department's educational mission.
- Receipt of teaching awards, fellowships, or other external recognitions at the departmental, national, or international level that acknowledge outstanding contributions to teaching and learning.
- Securing internal or external grants or other funding to support innovative teaching practices, research, or instructional improvements with significant impact on the department or university.
- Significant, effective mentoring over the period in rank which may include, but is not limited to, participation on student committees, mentoring through study abroad programs or within community-based programs, mentoring and observation of other Instructors, and/or other forms of intensive mentoring (see Section I. and IV.C).

Criteria for Promotion to Principal Instructor

Senior Instructors seeking promotion to Principal Instructor are required to have at least three years at the rank of Senior Instructor. They are expected to document a substantial and sustained record of excellent performance since the previous promotion/appointment, with a majority of teaching occurring 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 evaluated.

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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 Senior Instructors.

Required Indicators of Excellence. Candidates for promotion to Principal Instructor are required to provide evidence of excellence during the period in rank via the following indicators:

- Annual evaluations that consistently demonstrate a record of overall performance at or above satisfactory levels
- Demonstrated high-quality pedagogical techniques that may include, but are not limited to, innovative use of technology to enhance student learning, innovative and reflective approaches to classroom instruction, innovative curriculum design and teaching methods, student engagement and assessment, professional development and inclusive practices
- Significant, effective mentoring over the period in rank which may include, but is not limited to, participation on student committees, mentoring through study abroad programs or within community-based programs, mentoring and observation of other Instructors, and/or other forms of intensive mentoring (see Section I. and IV.C).
- Standard teaching evaluations that demonstrate a pattern of effective teaching
- Unit-sanctioned peer reviews of classroom performance conducted by peers or those of higher rank

Selected Indicators of Excellence. Candidates for promotion to Principal Instructor must also provide evidence of excellence over the period in rank in at least two of the following indicators:

- Active participation in professional development opportunities, such as department, college, or university workshops (or beyond), aimed at improving teaching practices.
- Creation or revision of courses that involve collaboration across academic units, particularly to broaden the curriculum into new or emergent fields.
- Development or significant revision of courses, including online formats, that incorporate new instructional methods designed for broader pedagogical impact, with potential for sharing across departments or institutions.
- Demonstrated leadership in curriculum redesign at the program or department level, including spearheading initiatives that align curriculum with departmental goals or industry standards.
- Engagement in teaching-related activities that have a direct impact on the community, such as partnerships with local schools, non-profit organizations, or community-based projects aligned with the department's educational mission.
- Receipt of teaching awards, fellowships, or other external recognitions at the departmental, national, or international level that acknowledge outstanding contributions to teaching and learning.
- Securing external grants or other external funding to support innovative teaching practices, research, or instructional improvements with significant impact on the department or university.