




College/ Independent Unit	The College of Liberal Arts and Sciences
Academic Unit/ Department, if	T. Denny Sanford School of Social and Family Dynamics
Choose document type (bylaws or criteria Document?): Criteria Only	
If bylaws, does it include criteria for promotion/continuing status/tenure? Yes	
If yes, please concisely list the ranks included in the criteria (examples: tenure-faculty, career-track faculty, continuing-track academic professionals, fixed-term academic professionals, etc.): Career Track Faculty	

Unit and college approval

Date of approval by the faculty and/or academic professionals	12/13/2024
Date of review/consent by the dean (or lead of independent unit)*	1/15/2025

Provost office approval

	Patricia Friedrich	9/2/2025
Signature	Name	Date

*Per ACD111-02, all colleges and academic units must have bylaws, approved by a majority of the unit faculty. With the consent of all college deans to which a unit reports, the faculty of the unit may choose to utilize the college's bylaws as their unit bylaws.

**Academic units are usually departments and schools, not research centers or programs. Academic units, in this context, have criteria for promotion which were approved by its faculty and/or academic professionals.

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Evaluation Criteria and Promotion Guidelines for Career-Track Instructors

Expectations at all levels of Instructors (Includes Instructors, Senior Instructors, Principal Instructors)

- Effective teaching using best educational practices, as evidenced by such measures as the standard departmental student evaluations, student responses to any other systematic measurement, peer teaching reviews, or other indices.
- Consistent record of excellence in teaching.
- Well-developed, up-to-date syllabi, course materials, and course design that reflect program goals and requirements, and best practices in the use of current educational technology.
- Use of assessment techniques that tap into students' conceptual understanding of the course content.
- Professional demeanor interacting with students, in and out of the classroom, including with Teaching Assistants.
- Offering office hours, or developing a systematic means of availability in cases of online courses, and meeting the administrative expectations of SSFD for its instructional staff (including timely responses to requests for course planning and book orders, providing SSFD with copies of syllabi and course evaluations).
- If required by contract and reflected in assigned workload, appropriate participation in unit/college/university/community service activities and mentoring.
- Adherence to unit, college, university, and Arizona Board of Regents' policies and procedures.

Criteria for Promotion

Process Guide for promotion can be found at <https://provost.asu.edu/policies/procedures/p22.html>

I. Promotion to Senior Instructor

Candidates seeking promotion to Senior Instructor will have a minimum of 5 years' experience in the rank of Instructor, largely at ASU.

In addition to the basic expectations for the rank of Instructor, candidates for Senior Instructor will demonstrate excellence as required (if applicable) in Sections I.A and I.B below.

A. Excellence in teaching

Excellence in teaching must be evidenced by both A.i and A.ii and at least two from the remaining indicators on the list (A.iii through A.vi):

- i. Required: Standard SSFD student teaching evaluations indicating—on average over the period in rank—above satisfactory ratings on ASU's course evaluation scale.
- ii. Required: Annual evaluations – must have achieved on average over the period in rank - above satisfactory in Instruction on annual evaluations, as reflected in the unit personnel committee's guidelines for evaluation.
- iii. High quality pedagogical techniques (use of appropriate and current instructional technologies; active learning principles).
- iv. Peer teaching reviews – must be judged to be outstanding in written reviews conducted by peers or senior colleagues.
- v. Course or curricular development or the development of new pedagogies -- evidence of (but not limited to) contributions to textbooks, archival course materials, or online teaching materials

available to others (beyond the instructor's own classes), preparing a course for online delivery, teaching a new course title.

- vi. Teaching awards or other external recognition.

B. Additional teaching-related achievements

Evidence for promotion to the rank of Senior Instructor should also demonstrate advanced knowledge of the teaching discipline, as represented by at least two of the following criteria, or one if there was no service requirement in their contract. Evidence of these achievements must be documented fully and carefully. The strongest cases will show a pattern of these activities throughout the years in rank as Instructor.

- i. **Evidence of extended professional development beyond requirements of the teaching requirement teaching assignment, not including school working groups.** For example (but not limited to), participation in University workshops or study groups on teaching, completion of short courses related to pedagogy or course content, and/or participation in professional conferences.
- ii. **Contributions to mentoring related to the SSFD Instructional Program.** For example, mentoring of undergraduate students, mentoring graduate Teaching Assistants, peer mentoring, or advising student organizations.
- iii. **Administration and service related to the instructional mission of SSFD.** For example, engaged in the process of promoting undergraduate research, inclusive excellence and/or outreach initiatives.

II. Promotion to Principal Instructor

Candidates for promotion to Principal Instructor will have at least seven years of college-level teaching experience, with three years of college-level teaching experience as a Senior Instructor (or similar ranked appointment elsewhere), assuming 7 years total experience and sustained excellence since last promotion. They should also have a record of continued and sustained excellence since the previous promotion. Promotion to Principal Instructor generally involves evidence of excellence and leadership that go beyond the merits achieved in promotion to Senior Instructor.

In addition to the basic expectations for the rank of Senior Instructor, candidates for Principal Instructor will demonstrate excellence as required in Sections II.A and II.B (if applicable) below.

A. Excellence in teaching

Candidates for promotion to Principal Instructor must demonstrate sustained excellence in teaching as described in Section I.A above since appointment/promotion to Senior Instructor.

B. Additional teaching-related achievements

Evidence for promotion to the rank of Principal Instructor should also demonstrate advanced knowledge of the teaching discipline, as represented by at least two of the following criteria, or one if there was no service requirement in their contract. Evidence of these achievements must be documented fully and carefully. The strongest cases will show a pattern of these activities throughout the years in rank as Senior Instructor.

- i. **Evidence of extended professional development beyond requirements of the teaching requirement, not including school working groups.** For example (but not limited to), participation in University workshops or study groups on teaching, completion of short courses related to pedagogy or course content, participation in professional conferences.
 - ii. **Contributions to the SSFD Instructional Program in such forms as mentoring students.** For example, mentoring of undergraduate students, mentoring graduate Teaching Assistants, peer mentoring, advising student organizations, or supervising honors theses.
 - iii. **Contributions to the SSFD Instructional Program through development of new programs.** For example, development of a new certificate program.
 - iv. **Administration and service related to the instructional mission of SSFD (ONLY if included in the individual's contract requirements and as reflected in assigned workload).** For example (but not limited to), promoting undergraduate research, diversity or outreach initiatives, active participation and/or leadership in school committees dealing with undergraduate instruction.
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