



College	University College
Document	Bylaws

Unit and college approval

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Vice Provost for Academic Personnel	Date

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000: INTRODUCTORY MATERIAL

The University College Bylaws provide information for University College **faculty** and **academic professionals** and their **administrators** on academic organizations, governance, and personnel. This information applies directly to faculty, faculty with administrative **appointments**, academic professionals, and academic professionals with administrative appointments.

This manual is intended to be consistent with the **Academic Affairs Policies and Procedures Manual (ACD)** and the Board of Regents' **Conditions of Faculty Service** and **Conditions of Service for Academic Professionals**, the policies under which faculty and academic professionals at the College are employed.

Whenever federal or state law, the Board of Regents, or the president of ASU makes revisions in policy, the Dean of University College's Office will issue revisions to this manual.

Corrections, changes, or suggestions should be communicated to the manager of Academic Services at UCAcademicServices@asu.edu.

In the event of an inconsistency or conflict, applicable law and Board of Regents' policies supersede university policies, and university policies supersede College or lower-unit bylaws, policies, or guidelines.

For the purpose of this manual the following definitions should be considered standard: University College will be abbreviated as University College. Any mention of “days” means working calendar days excluding ASU recognized holidays.

University College reserves the right to add, amend, or revoke any of the contained **rules**, policies, regulations, and instructions or incorporate additional ones, with notice, as circumstances or the College community's good may require. Changes can be made as provided herein and subject to Provost approval.

100: INTRODUCTION

PREAMBLE

The University College policy and procedure manual is intended to provide the structural framework and operational policies and procedures for University College's academic units at Arizona State University. These rules are considered the rules under which University College and its academic units operate according to [ACD 111-02](#).

ARTICLE I. Mission Statement and Design principles

In service of ASU's charter:

- We design personalized learning experiences to end achievement disparities.
- We design for an integrated work and learning future.
- We design services to support learners at scale by using design thinking, analytics, automation, and intelligent agents.

The design principles utilized by University College are:

- Learners First – Begin with a focus on the learner's needs.
- Be Bold – The problems we are working on demand it.
- Simplify – Remove the unnecessary.
- Personalize – 1:1. Connect. Care. Create value for the learner.
- Collaborate – Radically. We are in this together.

ARTICLE II. University College Structure and Administration

Section 1. University College Structure

In accordance with [ACD 505-02](#), University College is led by a Dean and consists of faculty members and academic professionals who are appointed to departments that may include degree-granting and non-degree-granting levels of academic instruction. University College consists of both academic and service units. Each academic Unit is led by a Director who may assist all persons with a teaching, administrative, or research appointment within the area. Each Unit may establish internal committees, policies, or procedures through which the Unit may function within the range of its authority and responsibility. In the absence of unit-level documents, college level documents will take precedence under the University College dean's direction. No Unit - level policies or procedures may conflict with those of University College, Arizona State University, or the Arizona Board of Regents.

Section 2. University Senators

The number of the college's university senators is determined by the rules of the constitution and bylaws of the university senate, which is empowered by the Academic Affairs Policies and Procedures Manual, [ACD 112-01](#). When it has been determined that University College is eligible for representation in the University Senate as outlined in the university senate constitution and bylaws (*Article II.A.1. & II.A.1.f*), the college's university senators will be elected from among

college faculty who are members of the Academic Assembly as defined in ACD 112-01. Each senator's primary duties will be to attend university senate meetings, represent the college to the senate, and report on issues of importance to the college faculty. University senators should be elected by May 1 for a term beginning the next academic year.

ARTICLE III. Committees

Section 1. Standards and Appeal Committee

The Standards Committee's primary function is to review petitions from students in any University College program and make a recommendation to the Dean. The committee's goal is to help ensure that students are treated fairly and that they have every reasonable opportunity to succeed. The committee shall consist of at least five members. Committee members shall hold two-year staggered terms. Eligible members of the Standards Committee include academic success specialists and other advising staff and career-track or tenured/tenure-track faculty from all campuses where University College offers academic programs. The Dean of University College will appoint members to the Standards Committee.

The University College Standards Committee should meet monthly. In emergency situations (e.g., if the decision will determine whether a student may register for classes in a term that begins that week), the Standards Committee may conduct its business electronically.

The Standards Committee's secondary function is to address concerns that may arise from students enrolled in University College courses who submit appeals due to the belief that they have been unfairly or improperly graded or accused of an issue involving academic integrity.

In all instances, the Dean of University College retains the ability to provide alternative decisions as noted within applicable university policy involving academic integrity or grade appeals on courses that aren't mapped to an ASU major.

Section 2. Faculty Promotion Committee

The Faculty Promotion Committee shall be composed of a minimum of three full-time faculty members who hold a rank of Assistant Teaching Professor, or higher. The committee selection will begin with a request for volunteers from the list of eligible faculty members as defined above. The list of volunteers will be voted on by the entire list of career-track faculty. Any volunteer who receives a majority of 'yes' votes will become part of the committee. The names of those selected shall be forwarded to the dean, who may select any additional members if necessary from other teaching units within University College, and if needed from across ASU, in a manner to ensure that the membership of the committee shall reflect, insofar as possible, an equitable cross-section of the University College faculty, or allows for appropriate evaluation of the faculty based on their disciplinary background or academic focus. A member of the Faculty Promotion Committee will be selected as chair by the committee. Faculty Promotion Committee members will serve a term of one academic year.

The Faculty Promotion Committee writes an initial evaluation of the file, contextualizing the faculty member's achievements and making an overall recommendation. After receiving the Faculty

Promotion Committee's evaluation, the candidate's director writes an evaluation of the candidate's materials and makes an overall recommendation. The file is then forwarded to the Dean of University College, who also writes an evaluation of the candidate's materials and makes an overall recommendation. The dean of the college makes his or her evaluation based on the candidate's materials and makes a recommendation to the executive vice president and provost of the university who makes the final decision.

Section 3. Faculty-level Review Committee

The review process, in general, is designed to incorporate an element of peer review. Each unit will be responsible for determining how the Faculty-level Review Committee will be established. Though it is recognized that the various Units within University College are in the best position to review their faculty, the compositions of some Units may be too small to provide for peer committee levels of review. Units will decide by consensus when they have sufficient numbers of benefits eligible faculty to establish a Faculty-level Review Committee to conduct their peer reviews with procedures that mirror those in this document (adapted, where appropriate, with approval). If a consensus cannot be reached the existing processes will continue.

Units with insufficient faculty to establish their own Faculty-level Review Committee may invite appropriate faculty members from other units within University College to assist with the peer-review process.

Section 4. Other Committees

Due to the size of the University College faculty group, the Dean of University College will appoint other committees as needed. The Dean of University College will attempt to include representation on such committees from each group affected by the committee's work. However, the Dean reserves the right to invite relevant ASU faculty and staff that are not employed by University College. The Dean of University College may appoint a committee chair or ask that the members elect a chair. Each committee chair is responsible for calling meetings and may be required to submit a report for the committee at the Dean of University College's request.

ARTICLE IV. Amendments

Requests for amendment(s) to this document or other governance documents (e.g. promotional criteria) will be submitted to the University College Standards Committee. Once submitted, the following process will be followed:

- 1) The University College Standards Committee will review the proposal.
- 2) The University College Standards Committee will designate one faculty member to send the proposed amendment(s) to the career-track faculty. The career-track faculty will have at least ten days to review the proposed amendment before the meeting to vote is called. The meeting will be called via email notification.
- 3) The career-track faculty will meet in-person or virtually to discuss the amendment and vote.

- A) A quorum must be present for any in-person or virtual meeting for voting to take place. A quorum will be declared present when a majority of the benefits-eligible faculty who are not on leave are in attendance. Proxy voting will not be allowed.
 - B) Any amendment will require supporting votes from two-thirds of the quorum to pass to the next phase.
- 4) If the faculty approves the amendment(s), then they are moved up to the Dean for review.
 - 5) Once the Dean reviews the amendment(s), then they are moved up to the Provost's Office for final approval.

ARTICLE V. Faculty Responsibilities

University College encourages their faculty members to achieve a healthy balance in their commitments to academic activities, which includes teaching, service and research/creative activity appropriate to rank and job title. Such activities are considered integral parts of the university's mission and purpose. All members of University College share in the responsibility for their success. The faculty is responsible for the quality of the instructional programs and for making curricular decisions within the context of university initiatives. General responsibilities of the faculty are outlined in Arizona Board of Regents Policy 6-201, Conditions *of Faculty Service*.

University College's faculty members are expected to contribute to the well-being of the College community by working to achieve both individual goals and University College/faculty goals. It is the responsibility of the faculty heads to ensure that workloads are appropriately negotiated with faculty and allocated.

The faculty may be responsible for conducting substantive reviews of their peers' performance annually. Peer review as part of annual evaluation is advisory to the director/dean (or relevant administrator within a unit). The reviews will be in keeping with the goals and objectives of University College and according to the framework and criteria described in Appendix A, College-wide Guidelines for Annual Review. Annual reviews will be used as input on contract renewal decisions. Each Unit within University College will decide how to review its non-faculty academic appointees (e.g., faculty associates, teaching assistants, or associates, course managers and course coordinators).

ARTICLE VI. Parliamentary Authority

This policy and procedure manual provides the organization by which University College may function within the range of its authority and responsibility, as prescribed by state law, Arizona Board of Regents policies and Arizona State University's Academic Affairs Policies and Procedures (*ACD policies*). If any policy or procedure in this manual should be found to conflict with policies or procedures of Arizona State University or the Arizona Board of Regents, the policies and procedures of the latter two bodies shall take precedence.

200: PERSONNEL POLICIES FOR FACULTY

Faculty in University College refers to faculty who are career-track and have fixed-term appointments and faculty associates.

Section 200 deals primarily with policies and procedures for the promotion of career-track faculty. For further details on promotion of career-track faculty and promotion file contents, see *ACD 506-05: Faculty Promotion, P6: Process Guide for Promotion of Career-track Faculty*. The date when

promotion files are due in the Office of the Executive Vice President and Provost of the University is specified annually in the **schedule of personnel actions** released by the Office of the Executive Vice President and Provost.

201: Career-track Faculty—Teaching Professors (all ranks)

Assistant Teaching Professors, Associate Teaching Professors, and Teaching Professors are career-track faculty members whose responsibilities, as defined by the Dean of University College, may include teaching graduate, undergraduate, or clinical courses, or supervising supplemental kinds of student learning as defined by the supervising Dean of University College.

Refer to appendix A1-01 for criteria and expectations of all levels of teaching professors.

202: Career-track Faculty—Instructors (all ranks)

Instructors, Senior Instructors, and Principal Instructors are career-track faculty members whose responsibilities, as defined by the Dean of University College, may include teaching graduate, undergraduate, or clinical courses, or supervising supplemental kinds of student learning as defined by the supervising Dean of University College.

Refer to appendix A1-02 for criteria and expectations of all levels of instructors.

203: Multi-Year Contracts for Contract Faculty

ABOR and the Provost's Office determine multi-year contracts' eligibility criteria.

300: ANNUAL REVIEW OF CAREER-TRACK FACULTY—ALL TEACHING PROFESSORS/INSTRUCTORS

The Arizona Board of Regents requires all Arizona State University faculty to be reviewed annually. The results of the annual review are tied to salary increases based on merit when funds for merit raises are available. Faculty members must turn in materials required for annual review to be eligible for merit pay. The following procedures outline the annual review process for all career-track faculty teaching in University College.

It is the responsibility of the Directors to ensure that faculty workloads are appropriately managed and allocated.

301: Outline of Procedures

The Faculty-level Review Committee will forward faculty materials and recommendations for review scores to the Director by the date designated each year. The Faculty-level Review Committee's performance evaluations and recommendations for ratings are submitted to the Director. Per ACD 506-10, the review should cover the previous 36 months, with substantial emphasis on the current year. A quorum(75%) of Faculty-level Review Committee members must be present to decide the recommendations for ratings. (Thus, if one person is absent, the others can decide on all faculty members except other Faculty-level Review Committee members. When a Faculty-level Review Committee member steps out to be reviewed, the others must be present to have a quorum.) In cases where there is not a majority vote (equal numbers disagree and agree), the

split will be reported as is to the faculty head.

At the end of the evaluation period, the Director prepares and delivers to each faculty member a letter about his/her evaluation with the accompanying scores in each area and the overall evaluation rating.

Reflective of the mentoring relationship between the faculty member and director, a meeting between the parties is suggested (but not required). Either party may request such a meeting, and if requested, these meetings should be held before the end of the semester.

302: Evaluation Criteria and Calculations

Teaching, training and supervision, administration, and service scores for all career-track faculty will be determined from a series of sample indicators (rubrics) found in [Appendix A](#). These materials are intended to aid faculty members and evaluators in interpreting the instructional, training and supervision, administration, and service contributions of each faculty member during the period under evaluation.

The annual review rating functions as a summary of the faculty member's performance and as such, may be used by the Dean of University College and the unit's Director to determine merit award distributions, term renewals. Details for the calculation of annual review scores and ratings are discussed in the next section.

302-01: Instructors (all ranks) and Teaching Professors (all ranks)

The general assumption is that all ranks of Teaching Professors in University College will have an 80 percent teaching (75% instructional contributions; 5% student evaluations)/20 percent service load, both of which rely upon active and consistent professional development activities. The Faculty-level Review Committee or director will evaluate progress in these areas by calculating separate scores for teaching, student evaluations, and service.

All ranks of Instructors in University College will have a 100 percent teaching load, which relies upon active and consistent professional development activities. The Faculty-level review committee or director will evaluate progress in this area by calculating separate scores for instructional contributions (95%) and student evaluations (5%).

These scores will be combined in a weighted calculation to arrive at an annual review score that corresponds to a yearly review rating (see section [502-03](#)). The annual review rating functions as a summary of the faculty member's performance and as such, may be used by the Dean of University College and Director to determine merit award distributions and faculty promotions, respectively.

302-02: Determination of Annual Review score

Annual review scores will be determined from a series of indicators found in University College Criteria for Annual Review rubrics (see [Appendix A](#)). As described below, the student evaluation score will be converted from statistical summaries of student course evaluations. The rubrics and summaries together are intended to aid faculty members and evaluators in interpreting the instructional and (as appropriate) service contributions of each faculty member during the period under evaluation. Specifically, the indicators in University College Criteria for Annual Review rubrics should be applied in a context-dependent manner to reflect the best pedagogical practices

of the subject matter being taught (e.g., best laboratory practices in the sciences, best classroom practices in language classes), though not all indicators need to be satisfied to achieve or assign a given rating. Faculty are encouraged to review each area's indicators before entering data into their ASU Vita so that evaluators may use their ASU Vita report as an evidentiary guide to arrive at their ratings. Factors to be considered include, but are not limited to, class size, percentage of enrolled students completing evaluations, upper versus lower-division courses and whether the course is required. In all cases, emphasis should be placed on the most recent year's activities, but these are to be contextualized by the two previous years' accomplishments.

Teaching: Overall teaching evaluation scores (the instructional contribution score; 75% for Teaching Professors (all ranks), 95% for Instructors (all ranks) will take into account the following indicators (exclusive of student evaluations, which are calculated separately, as indicated below) effective teaching, curriculum development, professional development activities that enhance teaching, rigor, and quality of courses taught, whether courses taught were requirements or electives, class size (see [Appendix A](#)). Written comments from student course evaluations may be considered here as well.

Student Evaluations: Student evaluation scores (5% for Teaching Professors (all ranks), 5% for Instructors (all ranks)) are calculated from scores that we receive from student course evaluations, which are based on a five-point scale (5=highest score, 1=lowest score). The average score from the course evaluations will correlate to the rating as indicated in the chart below.

Average Score Range and Rating Correlation:

Course Evaluation Score (CES)	Rating Correlation
$CES \geq 4.5$	(5) Significantly Exceeds Expectations
$4.0 \leq CES < 4.50$	(4) Exceeds Expectations
$3.5 \leq CES < 4.0$	(3) Meets Expectations
$3.0 \leq CES < 3.50$	(2) Below Expectations
$CES < 3.0$	(1) Significantly Below Expectations

Service (for faculty with service commitments): Overall service evaluation scores (20 percent of total score) will consider the following indicators: professional service and professional development activities that provide service to the profession as approved by chair/director. See [Appendix A](#).

The annual review score will be calculated according to the following examples (note that the weighing factors applied to the Teaching and Converted Student Evaluation scores combined, account for the 80 [Asst/Assoc and Teaching Professors] or 100 [Instructors] percent load attributed to teaching-related contributions):

General Formula - Teaching Professors (all ranks) Specific Example

Teaching Score = 0.75 (75% instruction) * 4.00 (rating score from Appendix A) = 3.00

+

Converted Student Evaluation Score = $0.05 * 1$ (Rating Correlation) = $.05$

+

Service Score = $0.20 * 2.00$ (rating score from Appendix A) = $.40$

Annual Review Score **3.45**

General Formula – Instructors(all ranks) Specific Example

Teaching Score = $0.95 * 3.00$ (rating score from Appendix A) = 2.85

+

Converted Student Evaluation Score = $0.05 * 4$ (Rating Correlation) = $.2$

+

Annual Review Score **3.05**

Annual Review Score to Rating Table:

Annual Review Score (ARS)	Rating Correlation
$ARS \geq 4.5$	(5) Significantly Exceeds Expectations
$3.5 \leq ARS < 4.5$	(4) Exceeds Expectations
$2.5 \leq ARS < 3.5$	(3) Meets Expectations
$1.5 \leq ARS < 2.5$	(2) Below Expectations
$ARS < 1.5$	(1) Significantly Below Expectations

Notes: While it appears we are using a strict algorithm for determining the overall performance rating, there may be a divergence from it. The Director can adjust an overall rating to better reflect all aspects of faculty work, not necessarily as a mathematical combination of the ratings received in teaching, student evaluations, and service. Thus, the formula above and the guidelines listed below suggest the rating boundaries, but do not rigidly define them. Additionally, when scores are reported to the Provost's Office, they are collapsed into 3 ratings. Ratings are given individually for teaching, service, and research (if any). Faculty earning a score of Significantly Exceeds Expectations or Exceeds Expectations will be reported as Better than Satisfactory. Faculty earning a score of Meets Expectations will be reported as Satisfactory. Faculty earning a score of Below Expectations or Significantly Below Expectations will be reported as Unsatisfactory. In some cases, it may also be necessary to alter the 80/20 load distribution for Asst/Assoc and Teaching Professors; the Director and the faculty member should determine these alterations, ideally in advance of the academic year. This will assist the Director in evaluating performance in relation to the distribution of agreed-upon effort. Should opportunities or obstacles arise that would

suggest altering that agreement, both parties would discuss this to do so. Faculty on joint and/or affiliated appointments will be evaluated according to the provisions of their [Joint Appointment Memorandum of Understanding](#).

Remark for Faculty Members with Administrative Responsibilities: Faculty members who perform ongoing administrative services for University College and are not compensated with supplemental payment will have reduced requirements in other departmental work areas. Their administrative work should be documented and will be evaluated by the faculty head. The individual should report teaching and service activities on their ASU Vita as performance in teaching and service are subject to the same standards as all other faculty within the context of their reduced time commitments in those areas. Thus, the Faculty-level Review Committee would review those with administrative loads as they would any other (assigning simple teaching and service scores but taking into account the time and energy spent on administrative duties) and the resulting score would be combined with the evaluation of administrative work made by the Director according to the predetermined proportions. For example, someone with a 50-percent administrative load would be evaluated by his/her administrative supervisor for that work. The faculty member's other 50 percent (dedicated to teaching and service) would be evaluated by the Faculty-level Review Committee as indicated below and those two scores would be combined to get an annual review score.

303: Appeal Process

1. A faculty member who disagrees with his/her annual review scores and/or rating must notify their Director in writing within 30 working days (summer excluded) of receiving evaluation results. Faculty should also be mindful of dates for bringing grievances to the University level (see [ACD 509-02](#) and [P17 ASU Policies and Procedures](#)) and for appealing the evaluation under university policy (see [ACD 506-10](#)).
2. The faculty member will meet with the Director and a member of the Faculty-level Review Committee (typically the committee chair, unless precluded for some reason). If the issue remains unresolved, the aggrieved faculty member may proceed to step 3.
3. In the event of such an appeal, a three-person ad hoc Committee of Review will be appointed by from University College faculty, excluding the Director and members of the Faculty-level Review Committee. The appellant, the director, and the Dean of University College each will select one member of the Committee of Review. At the beginning of its deliberations, the Committee of Review will meet with the chair of the Faculty-level Review Committee to obtain information regarding the context of the evaluation in question, but then will excuse the chair and conduct its own independent review. The Committee of Review then will submit a report of its findings and recommendations to the Dean.
4. The Dean will consider all evidence to determine whether to amend or retain the original performance evaluation. The appellant maintains all rights to file a grievance following the completion of this appeal procedure.
5. If the aggrieved faculty member still is not satisfied with the Dean's recommendation after having received input from the ad hoc committee, the faculty member may seek relief through University College faculty grievance process at the next higher level. According to [ACD 506-10 —Annual Evaluations of Faculty](#).

APPENDIX A: Faculty

APPENDIX A1-01: CRITERIA FOR ANNUAL REVIEW OF ALL ASSISTANT TEACHING PROFESSORS, ASSOCIATE TEACHING PROFESSORS, AND TEACHING PROFESSORS

CATEGORY 1: INSTRUCTIONAL CONTRIBUTIONS

Faculty achieving a given level will exhibit the characteristics typical of those listed by category below. These characteristics provide general guidelines for performance, not an exhaustive list. Characteristics can be demonstrated and documented through qualitative or quantitative measures of student learning or outcomes, peer reviews of teaching, syllabi, and assignments, qualitative responses to student evaluations, the Activities section of the Annual Review, and the faculty-written Annual Evaluation Narrative. The context of credit-bearing teaching can also be considered (e.g., TEACHING: CREDIT-BEARING indicates significant additional time or effort spent teaching a new course, teaching a unique or challenging student population, etc.).

Significantly Exceeds Expectations (5.0)-Assumes fulfillment of Above Expectations requirements

Demonstrates high-quality teaching through **all** of the following:

- Designing and delivering instruction aimed to enhance learning outcomes (e.g., experiential learning activities, projects, community or project-based learning, service learning)
- Adjusting teaching approach to student learning needs using qualitative and quantitative data (e.g., evaluating exam scores, performance on assignments, portfolios, analysis of student work products, pre/post-tests, and academic literature to adjust teaching approach)
- Identifying strategies to enhance student success (e.g., engaging students in self-reflection, overseeing peer group mentoring, support of student success initiatives in collaboration with University College units and programs such as Explore, LEAD, Work+, AISSS, Student Success Center, and Experiential Learning Initiative, work-integrated learning).

AND at least **TWO** of the following:

- TEACHING: OTHER ACTIVITIES: Leads professional development opportunities related to teaching, pedagogy or training.
- TEACHING: CURRICULUM DEVELOPMENT: Develops and successfully delivers a new course at the request of the Unit or College or significantly redesigns an existing course (e.g., converting a face-to-face course to hybrid or online delivery) or Directs a study abroad course.
- RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Teaching): Presents, is interviewed, or publishes innovations, professional knowledge, or scholarship related to teaching pedagogy or training outside of the department or college.

- **MENTORSHIP AND STUDENT SUCCESS (TEACHING):** Provides mentorship or additional learning opportunities to **three** or more specific students for whom you are teaching faculty at ASU. This activity should be at a chair/co-chair, director, or similar level. Mentorship can include supervising research or projects (e.g., directs/codirects Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
- **AWARDS/HONORS/FELLOWSHIPS (TEACHING):** Achieves widely recognized teaching success, such as receiving a teaching/supervision award at the college, local, state, or national level.

Exceeds Expectations (4.0)-Assumes Fulfillment of Meets Expectations requirements

Demonstrates high-quality teaching through **two** of the following:

- Designing and delivering instruction aimed to enhance learning outcomes (e.g., experiential learning activities, projects, community or project-based learning, service learning)
- Adjusting teaching approach to student learning needs using qualitative and quantitative data (e.g., evaluating exam scores, performance on assignments, portfolios, analysis of student work products, pre/post-tests, and academic literature to adjust teaching approach)
- Identifying strategies to enhance student success (e.g., engaging students in self-reflection, overseeing peer group mentoring, support of student success initiatives in collaboration with University College units and programs such as Explore, LEAD, Work+, AISSS, Student Success Center, and Experiential Learning Initiative, work-integrated learning).

*AND at least **ONE** of the following:*

- **MENTORSHIP AND STUDENT SUCCESS (TEACHING):** Provides mentorship or additional learning opportunities to **two** or more specific students for whom you are teaching faculty at ASU. This activity should be at a chair/co-chair, co-director, committee member, or similar level. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone or Doctoral dissertation, directing community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
- **AWARDS/HONORS/FELLOWSHIPS (TEACHING):** Achieves widely recognized teaching success, such as receiving a teaching/supervision award at the college, local, state, or national level **or** is nominated for an award that requires multiple sources of support.
- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Teaching):** Presents, is interviewed, or publishes innovations, professional knowledge, or scholarship related to teaching pedagogy or training outside of the department or college.

- TEACHING: OTHER ACTIVITIES: Leads or attends significant professional development opportunities related to teaching, pedagogy, or training.
- TEACHING: CURRICULUM DEVELOPMENT: Develops and successfully delivers a new course at the request of the Unit or College or significantly redesigns an existing course (e.g., converting a face-to-face course to hybrid or online delivery).
- TEACHING: CURRICULUM DEVELOPMENT: Directs study abroad course.

Meets Expectations (3.0)-Assumes fulfillment of Below Expectations requirements

Demonstrates high-quality teaching through **two** of the following:

- Designing and delivering instruction aimed to enhance learning outcomes (e.g., experiential learning activities, projects, community or project-based learning, service learning)
- Adjusting teaching approach to student learning needs using qualitative and quantitative data (e.g., evaluating exam scores, performance on assignments, portfolios, analysis of student work products, pre/post-tests, and academic literature to adjust teaching approach)
- Identifying strategies to enhance student success (e.g., engaging students in self-reflection, overseeing peer group mentoring, support of student success initiatives in collaboration with University College units and programs such as Explore, LEAD, Work+, AISSS, Student Success Center, and Experiential Learning Initiative, work-integrated learning).

*AND at least **ONE** of the following:*

- MENTORSHIP AND STUDENT SUCCESS (TEACHING): Provides mentorship or additional learning opportunities to one or more specific students for whom you are teaching faculty at ASU. This activity can be as a supervisor, member, or participant. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
- AWARDS/HONORS/FELLOWSHIPS (TEACHING): Achieves recognized teaching success, such as receiving a teaching/supervision award **or** is nominated for an award that requires one or more sources of support.
- RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES: Presents, is interviewed, or publishes innovations, professional knowledge, or scholarship related to teaching pedagogy or training outside of the department or college.
- TEACHING: OTHER ACTIVITIES: Attends significant professional development opportunities related to teaching, pedagogy, or training.

- TEACHING: CURRICULUM DEVELOPMENT: Develops and successfully delivers a new course at the request of the Unit or College or significantly redesigns an existing course (e.g., converting a face-to-face course to hybrid or online delivery).
- TEACHING: CURRICULUM DEVELOPMENT: Directs study abroad program.
- PROFESSIONAL DEVELOPMENT (Teaching): Attends professional development opportunities related to teaching, pedagogy, or training.
- COLLABORATORS (TEACHING): Requests and receives a peer review of teaching outside of annual peer review.

Below Expectations (2.0)

Demonstrates acceptable teaching with pedagogically sound instructional practices, including the following:

- Creates an environment of belonging and provides support to students.
- Provides an adequate learning environment.
- Distributes and follows an appropriate syllabus (as defined by the Unit, Colleges, and University) at the first meeting of the class.
- Meets with the class at the scheduled times unless there are extenuating circumstances.
- Incorporates context and functional area requirements (e.g., APA standards, learning objectives) into appropriate courses as defined by University College and the Unit's curricular missions.
- Incorporates library and computer resources into appropriate courses as defined by University College and the Unit's curricular missions.
- Being accessible to students according to university policy.
- Returns graded examinations and assignments and supervisory feedback in a timely manner.
- Posts final course grades in a timely manner.

Significantly Below Expectations (1.0)

Fails to demonstrate acceptable teaching with pedagogically sound instructional practice as defined in Below Expectations and/or demonstrates unsatisfactory teaching through these characteristics:

- Excludes students or categories of students within the classroom environment, teaching practices are inequitable, fails to meet the requirements of approved student accommodations, or otherwise creates an unsupportive or harmful learning environment.

- Violates the professional student-teacher relationship.

CATEGORY 2: SERVICE

Note: If job requirements match particular categories listed below, they should be weighed more heavily in evaluating performance. See —**Remark for Faculty Members with Administrative Responsibilities** in the Procedures document.

Significantly Above Expectations (5.0)

Meets two of these at the Significantly Above Expectations level and at least two others at the Above Expectations level or higher.

- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Service):** Disseminates new ideas in the discipline(s) or integrates existing knowledge with unique insight through publications (e.g., invited to write a chapter in a widely used text, publishes peer-reviewed journal article as lead author, or is interviewed by request on a national or local program or news outlet on discipline-related topics), special recognition at conferences (e.g., invited keynote speaker), widely-disseminated artistic performances or productions (e.g., develops and produces a discipline-related podcast with a large audience). Impact factors may be provided and considered, but are not the sole or primary method of evaluation.
- **SERVICE: UNIVERSITY/UNIT COMMITTEE:** At least one of the following: Makes vital service contributions to or takes a leadership role in University/College committees; membership often by faculty election or Dean appointment. Serves on state, regional, national, or international committees.
- **SERVICE: UNIVERSITY/UNIT NON-COMMITTEE:** At least one of the following:
 - Makes vital service contributions to or takes a leadership role in University/College events, programs, activities, projects, or proposals (e.g., writing grant proposals, maintaining college-wide course or training materials, planning and/or leading a college or cross-unit event).
 - Creates and/or implements new administrative programs, procedures, or trainings that benefit the unit, College, or University.
 - Performs other administrative service at the direction of the Unit or College in an excellent manner.
 - Leads or directs the quality review and improvement of mentorship models and approaches.
 - Assists student leaders in creating a new student organization and serves as initial faculty advisor (ongoing faculty advisor work is reflected in Mentorship and Student Success (Service)).
- **SERVICE: PROFESSIONAL ACTIVITIES:** At least one of the following:
 - Leadership role as Editor/Associate Editor of a peer-reviewed journal or editing a book with a scholarly press. Leadership role in service to the profession at

state, regional, or national levels (e.g., an officer in a professional organization, conference organizer).

- Service as a visiting scholar at another institution.
- MENTORSHIP AND STUDENT SUCCESS (Service): At least one of the following:
 - Provides mentorship or additional learning opportunities to three or more specific students at ASU or other institutions. This activity should be at a chair/co-chair, director, or similar level. Mentorship can include supervising research or projects (e.g., directs/codirects Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement or service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
 - Assists student leaders in creating a new student organization and serves as faculty advisor actively and formally mentoring student leaders, creating a bridge between the university and student organization, guiding students in leadership development, and connecting students to resources.
- COMMUNITY ACTIVITIES: At least one of the following:
 - Makes vital contributions to community activities outside the university for a specific organization by applying knowledge, skills, and abilities related to the discipline(s).
 - Takes a leadership role in forging wide-ranging community partnerships.
 - Applies for and receives community-based grants or awards.
- FIELD EXPERIENCE: Record of accomplishment as a practitioner within the discipline(s), conducting recent and relevant field work or field research outside the university and bringing that experience to the university. Provides leadership in the development and/or maintenance of high-quality field partnerships. Note: field experiences led for students should be documented under Mentorship and Student Success (Teaching).
- AWARDS/HONORS/FELLOWSHIPS: Achieves widely recognized success within the discipline(s) outside of teaching and pedagogy, such as receiving a research award at the college, local, state, or national level.
- COLLABORATORS (Service): See: Research: Scholarship and Creative Activities (Service)

Above Expectations (4.0)

Meets two of these at Above Expectations level (or one at Above Expectations and one at Significantly Above Expectations level) **and** at least one at Meets Expectations level.

- RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Service): Disseminates new ideas in the discipline(s) or integrates existing knowledge with unique insight through publications (e.g., writing a chapter in a minor text, publishing in peer-reviewed

journals as co-author, or is interviewed by request and at length for a local or university program or publication), seminars, conference presentations and workshops, or minor artistic performances or productions (e.g., develops and produces a discipline-related podcast with a small audience or limited episodes). Impact factors may be provided and considered but are not the sole or primary method of evaluation. Collaborative work may also be considered if the contribution is equivalent to the evaluation category. Collaborations should be clearly described (can also be included in the Collaborations section of the evaluation packet). This may be communicated through identifying particular expertise on the project team, or the through-line across a research agenda. Authors or collaborators should identify their specific contributions as a member of the research team.

- **SERVICE: UNIVERSITY/UNIT COMMITTEE:** At least one of the following:
 - Makes meaningful contributions to time-consuming University/College committees with crucial roles; membership often by faculty election or Dean appointment.
 - Chairs or leads one or more Unit committees.
- **SERVICE: UNIVERSITY/UNIT NON-COMMITTEE:** At least one of the following:
 - Makes meaningful contributions to time-consuming or crucial University/College/Unit events, programs, activities, projects, or proposals (e.g., writing grant proposals, maintaining unit-wide course or training materials, planning and/or leading a unit event).
 - Makes meaningful contributions to new administrative programs, procedures, or trainings that benefit the unit, College, or University.
 - Performs other administrative service at the direction of the Unit or College in an outstanding manner.
 - Initiates helping and mentoring colleagues in a structured and systematic manner.
 - Serves as an external reviewer for promotion cases, and awards.
- **SERVICE: PROFESSIONAL ACTIVITIES:** At least one of the following:
 - Serves on an editorial or textbook review board, edits thematic edition of a peer-reviewed journal.
 - Makes meaningful contributions to time-consuming or crucial professional organizations, including external committee work or conference board.
- **MENTORSHIP AND STUDENT SUCCESS (Service):** At least one of the following:
 - Provides mentorship or additional learning opportunities to two or more specific students at ASU or other institutions. This activity should be at a chair/co-chair, co-director, committee member, or similar level. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community

engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.

- Serves as faculty advisor to a student organization with a time-consuming or critical role. Actively and formally mentors student leaders, creating a bridge between the university and student organization, guiding students in leadership development, and connecting students to resources.
- **COMMUNITY ACTIVITIES:** At least one of the following:
 - Makes meaningful contributions to time-consuming or crucial community activities outside the university for a specific organization by applying knowledge, skills, and abilities related to the discipline(s).
 - Initiates and develops community outreach activities. Applies for community-based grants and awards.
- **FIELD EXPERIENCE:** Record of high-quality professional practice or research in appropriate field settings to ensure that teaching is field-relevant and students are prepared to excel in real-world professional environments.
- **AWARDS/HONORS/FELLOWSHIPS:** Achieves widely recognized success within the discipline(s) outside of teaching and pedagogy, such as receiving a research award at the college, local, state, or national level or is nominated for an award that requires multiple sources of support.
- **COLLABORATORS (Service):** See: Research: Scholarship and Creative Activities (Service)

Meets Expectations (3.0)

Meets at least three of these at Meets Expectations level (or two at Meets Expectations and one at Above Expectations or higher).

- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Service):** Shares knowledge in the discipline(s) with colleagues through formal and informal means (e.g., publishes in non-peer-reviewed journals, publishes book reviews, collaborates on conference presentations and workshops, collaborates on artistic performances or productions. Impact factors may be provided and considered, but are not the sole or primary method of evaluation.
- **SERVICE: UNIVERSITY/UNIT COMMITTEE:** At least one of the following:
 - Serves actively on University/College/Unit committees with specific or purpose-driven functions.
 - Enhances faculty profile for the unit, college, or university.
 - Volunteers for broader College service such as convocation, etc.
- **SERVICE: UNIVERSITY/UNIT NON-COMMITTEE:** At least one of the following:

- Actively participates in University/College/Unit events, programs, activities, projects, or proposals (e.g., contributing to grant proposal development, contributing to unit course or training materials, serving in a defined role at a unit event).
- Participates in creating new administrative programs, procedures, or trainings that benefit the unit, College, or University.
- Performs other administrative service at the direction of the Unit or College in an above expectations manner.
- Contributes positively and regularly to the professional development of colleagues through consistent informal mentoring or by conducting requested classroom observations for peers.
- SERVICE: PROFESSIONAL ACTIVITIES: At least one of the following:
 - Serves as an Ad Hoc reviewer for conference abstracts, peer-reviewed journals, reviews book proposals, or manuscripts for scholarly press.
 - Actively participates in external professional organizations or committees.
- MENTORSHIP AND STUDENT SUCCESS (Service): At least one of the following:
 - Provides mentorship or additional learning opportunities to one or more specific students at ASU or other institutions. This activity can be as a supervisor, member, or participant. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
 - Serves as faculty advisor to a small or lower time-commitment student organization. Mentors student leaders, guides students in leadership development, and connects students to resources.
- COMMUNITY ACTIVITIES: Actively and regularly participates in community activities outside the university for a specific organization by applying knowledge, skills, and abilities related to the discipline(s).
- FIELD EXPERIENCE: Evidence of recent professional practice or research in an appropriate field setting. May or may not have demonstrated that the experience was directly applied to university work through teaching adjustment or sharing of their experience with other faculty.
- AWARDS/HONORS/FELLOWSHIPS: Achieves recognized success within the discipline(s) outside of teaching and pedagogy, such as receiving a research award at the college, local, state, or national level or is nominated for an award that requires one or more sources of support.

- COLLABORATORS (Service): See: Research: Scholarship and Creative Activities (Service)

Below Expectations (2.0)

Meets at least three of these at Below Expectation level (or two of these if one is at the Meets Expectation level or higher).

- RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Service): Attends workshops or conferences related to faculty member discipline(s) (if workshop or conference is pedagogy-related, reflect activity under Research: Scholarship and Creative Activities (Teaching)).
- SERVICE: UNIVERSITY/UNIT COMMITTEE: Serves actively on Unit or College committees, participates in a supportive faculty environment, attends meetings, etc.
- SERVICE: UNIVERSITY/UNIT NON-COMMITTEE: At least one of the following:
 - Participates in University/College/Unit events, programs, activities, projects, or proposals in a limited role or capacity (e.g., providing feedback on unit course or training materials, working at or attending a unit event).
 - Participates in providing feedback on new administrative programs, procedures, or trainings that benefit the unit, College, or University.
 - Performs other administrative service at the direction of the Unit or College in a satisfactory manner.
 - Contributes to the professional development of colleagues through occasional informal mentoring.
- SERVICE: PROFESSIONAL ACTIVITIES: Attends workshops or conferences related to discipline(s) outside of pedagogy.
- MENTORSHIP AND STUDENT SUCCESS (Service): At least one of the following:
 - Provides mentorship or additional learning opportunities informally to students at ASU or other institutions. This activity can be as a recommender, faculty mentor of working learners, or another informal mentoring role.
 - Assists the faculty advisor for a student organization with mentoring student leaders, guiding students in leadership development, and connecting students to resources.
- COMMUNITY ACTIVITIES: Participates in community outreach activities outside the university for a specific organization by applying knowledge, skills, and abilities related to the discipline(s) in a limited role or capacity.
- FIELD EXPERIENCE: Evidence of short-term field experience within the area of professional practice, such as teaching faculty working at a community field activity to assist high school students with the transition from high school to college.

Significantly Below Expectations (1.0)

Demonstrates unsatisfactory service by:

- Failing to meet below expectations criteria detailed within the service standards.
- Not completing professional service that benefits the community as it relates to the ASU Charter.

APPENDIX A1-02: CRITERIA FOR ANNUAL REVIEW OF ALL INSTRUCTORS, SENIOR INSTRUCTORS, AND PRINCIPAL INSTRUCTORS

CATEGORY 1: INSTRUCTIONAL CONTRIBUTIONS

Faculty achieving a given level will exhibit the characteristics typical of those listed by category below. These characteristics provide general guidelines for performance, not an exhaustive list. Characteristics can be demonstrated and documented through qualitative or quantitative measures of student learning or outcomes, peer reviews of teaching, syllabi, and assignments, qualitative responses to student evaluations, the Activities section of the Annual Review, and the faculty-written Annual Evaluation Narrative. The context of credit-bearing teaching can also be considered (e.g. TEACHING: CREDIT-BEARING indicates significant additional time or effort spent teaching a new course, teaching a unique or challenging student population, etc.).

Significantly Above Expectations (5.0)-Assumes fulfillment of Above Expectations requirements

Demonstrates high-quality teaching through **all** of the following:

- Designing and delivering instruction aimed to enhance learning outcomes (e.g., experiential learning activities, projects, community or project-based learning, service learning)
- Adjusting teaching approach to student learning needs using qualitative and quantitative data (e.g., evaluating exam scores, performance on assignments, portfolios, analysis of student work products, pre/post-tests, and academic literature to adjust teaching approach)
- Identifying strategies to enhance student success (e.g., engaging students in self-reflection, overseeing peer group mentoring, support of student success initiatives in collaboration with University College units and programs such as LEAD, Work+, AISSS, Student Success Center, and Experiential Learning Network).

AND at least **TWO** of the following:

- TEACHING: OTHER ACTIVITIES: Leads professional development opportunities related to teaching, pedagogy or training.
- TEACHING: CURRICULUM DEVELOPMENT: Develops and successfully delivers a new course at the request of the Unit or College or significantly redesigns an existing course (e.g., converting a face-to-face course to hybrid or online delivery) or Directs study abroad program.

- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Teaching):** Presents, is interviewed, or publishes innovations, professional knowledge, or scholarship related to teaching pedagogy or training outside of the department or college.
- **MENTORSHIP AND STUDENT SUCCESS (TEACHING):** Provides mentorship or additional learning opportunities to **three** or more specific students for whom you are teaching faculty at ASU. This activity should be at a chair/co-chair, director, or similar level. Mentorship can include supervising research or projects (e.g., directs/codirects Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
- **AWARDS/HONORS/FELLOWSHIPS (TEACHING):** Achieves widely recognized teaching success, such as receiving a teaching/supervision award at the college, local, state, or national level.

Evaluators may consider the following service work as a substitute for any or all of the required **TWO** additional activities; however, teaching-related work should weigh more heavily in the evaluation:

- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Service):** Disseminates new ideas in the discipline(s) or integrates existing knowledge with unique insight through publications (e.g., invited to write a chapter in a widely used text, publishes peer-reviewed journal article as lead author, or is interviewed by request on a national or local program or news outlet on discipline-related topics), special recognition at conferences (e.g., invited keynote speaker), widely-disseminated artistic performances or productions (e.g., develops and produces a discipline-related podcast with a large audience). Impact factors may be provided and considered, but are not the sole or primary method of evaluation.
- **SERVICE: UNIVERSITY/UNIT COMMITTEE:** At least one of the following: Makes vital service contributions to or takes a leadership role in University/College committees; membership often by faculty election or Dean appointment. Serves on state, regional, national, or international committees. Assists student leaders in creating a new student organization and serves as initial faculty advisor (ongoing faculty advisor work is reflected in Mentorship and Student Success (Service)).
- **SERVICE: UNIVERSITY/UNIT NON-COMMITTEE:** At least one of the following: Makes vital service contributions to or takes a leadership role in University/College events, programs, activities, projects, or proposals (e.g., writing grant proposals, maintaining college-wide course or training materials, planning and/or leading a college or cross-unit event). Creates and/or implements new administrative programs, procedures, or trainings that benefit the unit, College, or University. Performs other administrative service at the direction of the Unit or College in an excellent manner. Leads or directs the quality review and improvement of mentorship models.
- **SERVICE: PROFESSIONAL ACTIVITIES:** At least one of the following: Leadership role as Editor/Associate Editor of a peer-reviewed journal or editing a book with a scholarly press. Leadership role in service to the profession at state, regional, or national levels (e.g., an officer in a professional organization, conference organizer). Service as a visiting scholar at another institution.

- MENTORSHIP AND STUDENT SUCCESS (Service): At least one of the following:
 - Provides mentorship or additional learning opportunities to three or more specific students at ASU or other institutions. This activity should be at a chair/co-chair, director, or similar level. Mentorship can include supervising research or projects (e.g., directs/codirects Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
 - Assists student leaders in creating a new student organization and serves as faculty advisor actively and formally mentoring student leaders, creating a bridge between the university and student organization, guiding students in leadership development, and connecting students to resources.
- COMMUNITY ACTIVITIES: Makes vital contributions to community activities outside the university for a specific organization by applying knowledge, skills, and abilities related to the discipline(s). Takes a leadership role in forging wide-ranging community partnerships. Applies for and receives community-based grants or awards.
- FIELD EXPERIENCE: Record of accomplishment as a practitioner within the discipline(s), conducting recent and relevant field work or field research outside the university and bringing that experience to the university. Provides leadership in the development and/or maintenance of high-quality field partnerships. Note: field experiences led for students should be documented under Mentorship and Student Success (Teaching).
- AWARDS/HONORS/FELLOWSHIPS: Achieves widely recognized success within the discipline(s) outside of teaching and pedagogy, such as receiving a research award at the college, local, state, or national level.

Above Expectations (4.0)-Assumes Fulfillment of Meets Expectations requirements

Demonstrates high-quality teaching through **two** of the following:

- Designing and delivering instruction aimed to enhance learning outcomes, (e.g., experiential learning activities, projects, community or project-based learning, service learning)
- Adjusting teaching approach to student learning needs using qualitative and quantitative data (e.g., evaluating exam scores, performance on assignments, portfolios, analysis of student work products, pre/post tests, and academic literature to adjust teaching approach)
- Identifying strategies to enhance student success (e.g., engaging students in self reflection, overseeing peer group mentoring, support of student success initiatives in collaboration with University College units and programs such as LEAD, Work+, AISSS, Student Success Center, and Experiential Learning Network).

*AND at least **ONE** of the following:*

- **MENTORSHIP AND STUDENT SUCCESS (TEACHING):** Provides mentorship or additional learning opportunities to **two** or more specific students for whom you are teaching faculty at ASU. This activity should be at a chair/co-chair, co-director, committee member or similar level. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
- **AWARDS/HONORS/FELLOWSHIPS (TEACHING):** Achieves widely recognized teaching success, such as receiving a teaching/supervision award at the college, local, state, or national level **or** is nominated for an award that requires multiple sources of support.
- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Teaching):** Presents, is interviewed, or publishes innovations, professional knowledge, or scholarship related to teaching pedagogy or training outside of the department or college.
- **TEACHING: OTHER ACTIVITIES:** Leads or attends significant professional development opportunities related to teaching, pedagogy or training.
- **TEACHING: CURRICULUM DEVELOPMENT:** Develops and successfully delivers a new course at the request of the Unit or College or significantly redesigns an existing course (e.g., converting a face-to-face course to hybrid or online delivery).
- **TEACHING: CURRICULUM DEVELOPMENT:** Directs study abroad program.

Evaluators may consider the following service work as a substitute for any or all of the required **TWO** additional activities; however, teaching-related work should weigh more heavily in the evaluation:

- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Service):** Disseminates new ideas in the discipline(s) or integrates existing knowledge with unique insight through publications (e.g., writing a chapter in a minor text, publishing in peer-reviewed journals as co-author, or is interviewed by request and at length for a local or university program or publication), seminars, conference presentations and workshops, or minor artistic performances or productions (e.g., develops and produces a discipline-related podcast with a small audience or limited episodes). Impact factors may be provided and considered but are not the sole or primary method of evaluation. Collaborative work may also be considered if the contribution is equivalent to the evaluation category. Collaborations should be clearly described (can also be included in the Collaborations section of the evaluation packet). This may be communicated through identifying particular expertise on the project team, or the through-line across a research agenda. Authors or collaborators should identify their specific contributions as a member of the research team.
- **SERVICE: UNIVERSITY/UNIT COMMITTEE:** At least one of the following: Makes meaningful contributions to time-consuming University/College committees with crucial roles; membership often by faculty election or Dean appointment. Chairs or leads one or more Unit committees.

- **SERVICE: UNIVERSITY/UNIT NON-COMMITTEE:** At least one of the following: Makes meaningful contributions to time-consuming or crucial University/College/Unit events, programs, activities, projects, or proposals (e.g., writing grant proposals, maintaining unit-wide course or training materials, planning and/or leading a unit event). Makes meaningful contributions to new administrative programs, procedures, or trainings that benefit the unit, College, or University. Performs other administrative service at the direction of the Unit or College in an outstanding manner. Initiates helping and mentoring colleagues in a structured and systematic manner; serves as an external reviewer for promotion cases, and awards.
- **SERVICE: PROFESSIONAL ACTIVITIES:** At least one of the following: Serves on an editorial or textbook review board, edits thematic edition of a peer-reviewed journal. Makes meaningful contributions to time-consuming or crucial professional organizations, including external committee work or conference board.
- **MENTORSHIP AND STUDENT SUCCESS (Service):** At least one of the following: Provides mentorship or additional learning opportunities to two or more specific students at ASU or other institutions. This activity should be at a chair/co-chair, co-director, committee member, or similar level. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities. Serves as faculty advisor to a student organization with a time-consuming or critical role. Actively and formally mentors student leaders, creating a bridge between the university and student organization, guiding students in leadership development, and connecting students to resources.
- **COMMUNITY ACTIVITIES:** Makes meaningful contributions to time-consuming or crucial community activities outside the university for a specific organization by applying knowledge, skills, and abilities related to the discipline(s). Initiates and develops community outreach activities. Applies for community-based grants and awards.
- **FIELD EXPERIENCE:** Record of high-quality professional practice or research in appropriate field settings to ensure that teaching is field-relevant and students are prepared to excel in real-world professional environments.
- **AWARDS/HONORS/FELLOWSHIPS:** Achieves widely recognized success within the discipline(s) outside of teaching and pedagogy, such as receiving a research award at the college, local, state, or national level or is nominated for an award that requires multiple sources of support.

Meet Expectations (3.0)-Assumes fulfillment of Below Expectations requirements

Demonstrates high-quality teaching through **two** of the following:

- Designing and delivering instruction aimed to enhance learning outcomes, (e.g., experiential learning activities, projects, community or project-based learning, service learning)

- Adjusting teaching approach to student learning needs using qualitative and quantitative data (e.g., evaluating exam scores, performance on assignments, portfolios, analysis of student work products, pre/post tests, and academic literature to adjust teaching approach)
- Identifying strategies to enhance student success (e.g., engaging students in self reflection, overseeing peer group mentoring, support of student success initiatives in collaboration with University College units and programs such as LEAD, Work+, AISSS, Student Success Center, and Experiential Learning Network).

*AND at least **ONE** of the following:*

- **MENTORSHIP AND STUDENT SUCCESS (TEACHING):** Provides mentorship or additional learning opportunities to **one** or more specific students for whom you are teaching faculty at ASU. This activity can be as a supervisor, member, or participant. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities.
- **AWARDS/HONORS/FELLOWSHIPS (TEACHING):** Achieves recognized teaching success, such as receiving a teaching/supervision award **or** is nominated for an award that requires one or more sources of support.
- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES:** Presents, is interviewed, or publishes innovations, professional knowledge, or scholarship related to teaching pedagogy or training outside of the department or college.
- **TEACHING: OTHER ACTIVITIES:** Attends significant professional development opportunities related to teaching, pedagogy or training.
- **TEACHING: CURRICULUM DEVELOPMENT:** Develops and successfully delivers a new course at the request of the Unit or College or significantly redesigns an existing course (e.g., converting a face-to-face course to hybrid or online delivery).
- **TEACHING: CURRICULUM DEVELOPMENT:** Directs study abroad program.
- **PROFESSIONAL DEVELOPMENT (Teaching):** Attends professional development opportunities related to teaching, pedagogy, or training.
- **COLLABORATORS (TEACHING):** Requests and receives a peer review of teaching outside of annual peer review.

Evaluators may consider the following service work as a substitute for any or all of the required **ONE** additional activities; however, teaching-related work should weigh more heavily in the evaluation:

- **RESEARCH: SCHOLARSHIP & CREATIVE ACTIVITIES (Service):** Shares knowledge in the discipline(s) with colleagues through formal and informal means (e.g., publishes in non-peer-reviewed journals, publishes book reviews, collaborates on conference presentations and workshops, collaborates on artistic performances or

productions. Impact factors may be provided and considered, but are not the sole or primary method of evaluation.

- **SERVICE: UNIVERSITY/UNIT COMMITTEE:** At least one of the following: Serves actively on University/College/Unit committees with specific or purpose-driven functions. Enhances faculty profile for the unit, college, or university. Volunteers for broader College service such as convocation, etc.
- **SERVICE: UNIVERSITY/UNIT NON-COMMITTEE:** At least one of the following: Actively participates in University/College/Unit events, programs, activities, projects, or proposals (e.g., contributing to grant proposal development, contributing to unit course or training materials, serving in a defined role at a unit event). Participates in creating new administrative programs, procedures, or trainings that benefit the unit, College, or University. Performs other administrative service at the direction of the Unit or College in an above-expectations manner. Contributes positively and regularly to the professional development of colleagues through consistent informal mentoring or by conducting requested classroom observations for peers.
- **SERVICE: PROFESSIONAL ACTIVITIES:** At least one of the following: Serves as an Ad Hoc reviewer for conference abstracts, peer-reviewed journals, reviews book proposals, or manuscripts for scholarly press. Actively participates in external professional organizations or committees.
- **MENTORSHIP AND STUDENT SUCCESS (Service):** At least one of the following: Provides mentorship or additional learning opportunities to one or more specific students at ASU or other institutions. This activity can be as a supervisor, member, or participant. Mentorship can include participating in research or projects (e.g., committee member for Master's or undergraduate thesis/capstone, or Doctoral dissertation, directs community engagement/service-learning projects). Additional learning opportunities can include overseeing the development and completion of a Barrett Honors College contract, internships, or service learning activities. Serves as faculty advisor to a small or lower time-commitment student organization. Mentors student leaders, guides students in leadership development, and connects students to resources.
- **COMMUNITY ACTIVITIES:** Actively and regularly participates in community activities outside the university for a specific organization by applying knowledge, skills, and abilities related to the discipline(s).
- **FIELD EXPERIENCE:** Evidence of recent professional practice or research in an appropriate field setting. May or may not have demonstrated that the experience was directly applied to university work through teaching adjustment or sharing of their experience with other faculty.
- **AWARDS/HONORS/FELLOWSHIPS:** Achieves recognized success within the discipline(s) outside of teaching and pedagogy, such as receiving a research award at the college, local, state, or national level or is nominated for an award that requires one or more sources of support.

Below Expectations (2.0)

Demonstrates acceptable teaching with pedagogically sound instructional practices, including the following:

- Creates an environment of belonging and provides support to students.
- Provides an adequate learning environment.
- Distributes and follows an appropriate syllabus (as defined by the Unit, Colleges and University) at the first meeting of the class.
- Meets with the class at the scheduled times unless there are extenuating circumstances.
- Incorporates context and functional area requirements (e.g., APA standards, learning objectives) into appropriate courses as defined by University College and the Unit's curricular missions.
- Incorporates library and computer resources into appropriate courses as defined by University College and the Unit's curricular missions.
- Being accessible to students according to university policy.
- Returns graded examinations and assignments and supervisory feedback in a timely manner.
- Posts final course grades in a timely manner.

Significantly Below Expectations (1.0)

Fails to demonstrate acceptable teaching with pedagogically sound instructional practice as define in Below Expectations and/or demonstrates unsatisfactory teaching through these characteristics:

- Excludes students or categories of students within the classroom environment, teaching practices are inequitable, fails to meet the requirements of approved student accommodations, or otherwise creates an unsupportive or harmful learning environment.
- Violates the professional student-teacher relationship.