



ARIZONA STATE UNIVERSITY

Confirmation of Approval

College/Unit	College of Liberal Arts and Sciences
Unit	School of Historical, Philosophical and Religious Studies
Document	Criteria for Fixed-Term Promotion

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

	11/2/18
Deborah Clarke, Vice Provost for Academic Personnel	Date

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College of Liberal Arts & Sciences
Criteria for fixed-term promotion
School of Historical, Philosophical, and Religious Studies

Approved by the dean on September 30, 2016

Approved by the faculty assembly of the school on September 7, 2016

Guidelines for Advancing Instructional Faculty School of Historical, Philosophical, and Religious Studies

Promotion to Senior Lecturer

A case for promotion will rest most heavily on demonstrated excellence in teaching, although evidence of service to the disciplinary faculty, School, University, profession, and/or the public, as well as evidence of continued professional development, will also carry weight. Lecturers seeking promotion to Senior Lecturer will generally hold a doctorate or terminal degree, have five years' experience in rank at ASU, and must during the period in rank demonstrate excellence in teaching, following the criteria in Section A, below, as well as two or more of the achievements listed in Section B:

- A. Excellence in teaching (required).** To document excellence in teaching, candidates should provide evidence drawn from multiple examples from the following categories:
- Standard (quantified) student teaching evaluations
 - Student responses to open-ended and supplementary assessments of teaching or mentorship arising from student course evaluations or other appropriate instrument
 - High-quality pedagogical techniques (e.g. use of appropriate and current instructional technologies; active learning principles)
 - Innovation and breadth of contribution (e.g. new courses taught/developed; number and variety of different courses taught; variety of formats of courses – e.g., online, hybrid, face-to-face; teaching, as assigned, of introductory and advanced courses)
 - Favorable peer reviews of instruction by tenured or tenure-track faculty
 - Numbers of students taught or mentored per year
 - Annual performance evaluations
 - Evidence of continuing professional development, such as occasional participation in workshops, panels, and seminars
 - Mentoring activities such as those involved in service on senior honors thesis committees or writing letters of reference
 - Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university
- B. Additional teaching, service, and professional development achievements.** To further document excellence (in teaching, service, and professional development), candidates should illustrate with reference to two or more of the following categories their substantive contribution to advancing the goals of the unit. The candidate should demonstrate a sustained and substantial engagement with one or more of the School's programs over the period in rank at ASU. The strongest cases will show a pattern of such activity throughout the period in rank at ASU.

- Evidence of substantial professional development related to teaching. For example, participation in multi-session or longer-term university programs or study groups on teaching, completion of short courses related to pedagogy or to the subject matter of the courses the Lecturer teaches or could teach, participation in national or regional professional conferences related to teaching and learning.
- Evidence of substantial engagement in curricular development or the development of new pedagogies—for example, creation of or contribution to textbooks, archival course materials, or online teaching materials made available to other instructional faculty or personnel; assistance in the development of online instructional programming within the unit; or participation in the redesign of large or required courses in the unit (e.g., introductory or methodology courses).
- Evidence of substantial contribution to advising and mentoring students—for example, peer mentoring, service-learning programs, study abroad programs, mentoring students for national fellowship competitions, multiple honors theses advisement, or advising student organizations, etc.
- Evidence of program administration, grant development, or project management that substantially advances the mission of the disciplinary faculty and/or school as a whole. Examples of such activity may include sponsored project development or administration; conference organization/leadership; collaboration in undergraduate research or internship programs; leadership in disciplinary, school, college, or university committees, including committees addressing student retention, community college articulation, or diversity or outreach initiatives, etc.
- Evidence of research or scholarship in an academic field relevant to the discipline and/or School at large. This may take the form, for example, of refereed publication of journal articles or books; internal or external fellowships and grants for research; or research presentations at academic conferences.

Promotion to Principal Lecturer

A case for promotion will rest most heavily on demonstrated excellence in teaching, although evidence of service to the disciplinary faculty, School, University, profession, and/or the public, as well as evidence of continued professional development, will also carry weight. Candidates for promotion to principal lecturer will normally have at least seven years of college-level teaching experience, including five years of college-level teaching experience as a Senior Lecturer (or similar ranked appointment), with most of that experience at ASU. They should have a record of continued and sustained excellence since the previous promotion, demonstrating excellence in teaching with evidence detailed in Section A, above, as well as demonstrating leadership in three or more of the functions listed in Section B,

above. Senior Lecturers seeking promotion to Principal Lecturers will provide evidence of leadership not otherwise expected of senior lecturers.

Promotion to Clinical Associate Professor

Assistant Clinical Professors seeking promotion to Associate Clinical Professor will normally have five years' experience in rank at ASU. During the period in rank, and as appropriate to the specific appointment, the candidate must demonstrate excellence in significantly enhancing the instruction of students and must demonstrate excellence in scholarship and service in a substantial way that advances the goals of the discipline and/or the School. This should be evidenced by multiple examples from the following types of accomplishments:

1. If teaching is part of the candidate's assigned workload, a record of excellence in and significant contributions to teaching should be documented by the candidate with reference to multiple of the following categories:
 - Standard (quantified) student teaching evaluations
 - Student responses to open-ended and supplementary assessments of teaching or mentorship arising from student course evaluations or other appropriate instrument
 - High-quality pedagogical techniques (e.g. use of appropriate and current instructional technologies; active learning principles)
 - Innovation and breadth of contribution (e.g. new courses taught/developed; number and variety of different courses taught; variety of formats of courses – e.g., online, hybrid, face-to-face; teaching, as assigned, of introductory and advanced courses)
 - Favorable peer reviews of instruction by tenured or tenure-track faculty
 - Numbers of students taught or mentored per year
 - Annual performance evaluations
 - Evidence of continuing professional development, such as occasional participation in workshops, panels, and seminars
 - Mentoring activities such as those involved in service on senior honors thesis committees or writing letters of reference
 - Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university
2. Substantial contributions to the design, development, coordination, and/or oversight of the curriculum.
3. Substantial contributions to the undergraduate and/or graduate instructional program in such forms as advising and mentoring students.
4. Substantial contributions to administration, service, and/or grant development and project management that advance the discipline and/or the School as a whole.

5. Involvement in professional development, scholarship, and/or publication that advances knowledge and/or curriculum in the discipline.

Promotion to Clinical (full) Professor

Clinical Associate Professors seeking promotion to the rank of Clinical (full) Professor will normally have seven years' experience in rank at ASU. During the period in rank, and as appropriate to the specific appointment, the candidate must demonstrate leadership and excellence in significantly enhancing the instruction of students and must demonstrate excellence in scholarship and service in a substantial way that advances the goals of the discipline and/or the School. This should be evidenced by multiple examples from the following types of accomplishments:

1. If teaching is part of the candidate's assigned workload, a record of excellence in and significant contributions to teaching should be documented by the candidate with reference to all of the following:
 - Standard (quantified) student teaching evaluations
 - Student responses to open-ended and supplementary assessments of teaching or mentorship arising from student course evaluations or other appropriate instrument
 - High-quality pedagogical techniques (e.g. use of appropriate and current instructional technologies; active learning principles)
 - Innovation and breadth of contribution (e.g. new courses taught/developed; number and variety of different courses taught; variety of formats of courses – e.g., online, hybrid, face-to-face; teaching, as assigned, of introductory and advanced courses)
 - Favorable peer reviews of instruction by tenured or tenure-track faculty
 - Numbers of students taught or mentored per year
 - Annual performance evaluations
 - Evidence of continuing professional development, such as occasional participation in workshops, panels, and seminars
 - Mentoring activities such as those involved in service on senior honors thesis committees or writing letters of reference
 - Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university
2. Substantial leadership contributions to the design, development, coordination and oversight of the curriculum.
3. Substantial leadership contributions to the undergraduate and/or graduate instructional program in such forms as advising and mentoring students.
4. Substantial leadership in administration, service, and/or grant development and project management that advances the discipline or the School as a whole.

5. Leadership in professional development, scholarship, and/or publication that contributes substantially to knowledge and/or curriculum in the discipline.