


College/ Independent Unit	The College of Liberal Arts and Sciences
Academic Unit/ Department, if any**	The School of Historical, Philosophical and Religious Studies
Choose document type (bylaws or criteria Document?): Criteria Only	
If bylaws, does it include criteria for promotion/continuing status/tenure? Choose an item.	
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.):	
Instructor Promotion Criteria	

Unit and college approval

Date of approval by the faculty and/or academic professionals	2/12/2025
Date of review/consent by the dean (or lead of independent unit)*	2/12/2025

Provost office approval

	Patricia Friedrich	3/20/2025
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.

Guidelines for Advancing Instructors

School of Historical, Philosophical, and Religious Studies

Promotion to Senior Instructor

A case for promotion will rest most heavily on demonstrated excellence in teaching. Instructors seeking promotion to Senior Instructor 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 and commitment to student success, following the criteria below. Candidates may apply for promotion during their fifth year.

A. Excellence in Teaching. To document excellence in teaching, candidates should provide evidence drawn from the list below:

- A record of favorable annual performance evaluations
- Standard (quantified) student teaching evaluations at or above the school average
- A record of favorable teaching reviews conducted by career-track or tenure-line faculty. Ideally, there should be three such peer reviews spaced out over the past three years and completed by different reviewers.
- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles)

B. Commitment to Student Success. To document their commitment to the advancement of student success, candidates shall provide evidence from one or more of the following categories:

- Numbers of students taught and mentored per year
- Innovation and breadth of contribution that consistently fulfills departmental needs and pedagogical priorities (e.g., new courses taught/developed, number and variety of different courses taught, variety of formats of courses, utilization of innovative pedagogies or creative modalities in one's courses, or variety of undergraduate levels taught)
- Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university
- Evidence of substantial professional development related to teaching. This may include participation in pedagogical workshops, multi-session or longer-term university programs, study groups focused on teaching, courses related to pedagogy, and national or regional professional conferences related to teaching and learning.
- Evidence of substantial engagement in curricular development or the development of new pedagogies. This may include contributing to the creation of textbooks or workbooks, developing archival course materials, writing pedagogical articles, producing online teaching resources for use by other instructional faculty or personnel, assisting in the development of

online instructional programs within the unit, or participating in the redesign of large or required courses in the unit (e.g., introductory or methodology courses).

- Evidence of a significant contribution to advising and mentoring students. This may include activities such as peer mentoring, involvement in service-learning programs, leading study abroad programs, mentoring students for national fellowship competitions, advising multiple honors theses, or advising student organizations or clubs.
- Evidence of mentoring activities, such as chairing or participating as a member of honors thesis committees, supervising honors contracts or writing letters of reference. This may include evidence of student career success related to the candidate's teaching

Promotion to Principal Instructor

Senior Instructors seeking promotion to Principal Instructor will hold a doctorate or terminal degree. A case for promotion will rest on demonstrated excellence in teaching and student success. Candidates for promotion to Principal Instructor will have seven years of college-level teaching experience overall, with most of that experience at ASU, and a sustained record of excellence since their previous promotion. Outstanding performance shall be demonstrated with evidence from below.

A. Excellence in Teaching. To document excellence in teaching, candidates should provide evidence drawn from the list below:

- A record of favorable annual performance evaluations
- Standard (quantified) student teaching evaluations at or above the school average
- A record of favorable teaching reviews conducted by career-track or tenure-line faculty. Ideally, there should be three such peer reviews spaced out over the past three years and completed by different reviewers.
- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles)

B. Commitment to Student Success. To document their commitment to the advancement of student success, candidates shall provide evidence from one or more of the following categories:

- Numbers of students taught and mentored per year
- Innovation and breadth of contribution that consistently fulfills departmental needs and pedagogical priorities (e.g., new courses taught/developed, number and variety of different courses taught, variety of formats of courses, utilization of innovative pedagogies or creative modalities in one's courses, or variety of undergraduate levels taught)
- Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university

C. Additional teaching and professional development achievements. To further document excellence

in teaching and professional development, candidates should demonstrate their substantive contributions to advancing the unit's goals by providing evidence from one or more of the following categories:

- Evidence of substantial professional development related to teaching. This may include participation in pedagogical workshops, multi-session or longer-term university programs, study groups focused on teaching, courses related to pedagogy, and national or regional professional conferences related to teaching and learning.
- Evidence of substantial engagement in curricular development or the development of new pedagogies. This may include contributing to the creation of textbooks or workbooks, developing archival course materials, writing pedagogical articles, producing online teaching resources for use by other instructional faculty or personnel, assisting in the development of online instructional programs within the unit, or participating in the redesign of large or required courses in the unit (e.g., introductory or methodology courses).
- Evidence of a significant contribution to advising and mentoring students. This may include activities such as peer mentoring, involvement in service-learning programs, leading study abroad programs, mentoring students for national fellowship competitions, advising multiple honors theses, or advising student organizations or clubs.
- Evidence of mentoring activities, such as chairing or participating as a member of honors thesis committees, supervising honors contracts or writing letters of reference. This may include evidence of student career success related to the candidate's teaching or mentoring.