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| 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 | |
| If bylaws, does it include criteria for promotion/continuing status/tenure? | |
| Please concisely list the ranks included in the criteria (if relevant). | |
| Career Track Promotion; Teaching Professors, Clinical Professors, and Instructors | |

Unit and college approval

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| Date of approval by the faculty and/or academic professionals | 2/2/2026 |
| Date of review by the dean (or lead of independent unit)* | 2/5/2026 |

Provost office approval

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|  | Patricia Friedrich | February 10, 2026 |
| Signature | Name | Date |

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

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

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Guidelines for Advancing Career Track Faculty

School of Historical, Philosophical, and Religious Studies

Promotion to Associate Teaching Professor

A case for promotion will rest most heavily on demonstrated excellence in teaching, although evidence of service to the School, University, profession, and/or the public, as well as evidence of continued professional development, will also carry weight. An Assistant Teaching Professor seeking promotion to Associate Teaching Professor 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 required criteria in Section A, and demonstrating excellence in one or more of the functions listed in Section B and one or more of the functions listed in Section C. Candidates may apply for promotion during their fifth year of teaching, and they must consult ASU's latest official guidelines outlining promotion standards, expectations, required materials, timelines, and procedures.

A. To document excellence in teaching, candidates are required to provide evidence for every item listed below:

- A record of favorable annual performance evaluations for the last two years.
- Standard (quantified) student teaching evaluations. These evaluations should demonstrate excellence or improvement over time and should generally match or exceed the School average.
- A record of favorable teaching reviews conducted by career-track or tenure-line faculty. There should be three peer reviews completed by different reviewers.

B. To further document excellence of teaching and commitment to the advancement of student success, candidates should provide evidence from one or more of the following categories:

- Innovation and breadth of contribution that consistently fulfills the School's needs and pedagogical priorities (e.g., number of students taught per year, new courses taught/developed, number and variety of different courses taught, variety of formats of courses, course refreshes and evidence of continual improvement and significant modification of existing courses, variety of levels taught)
- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles, utilization of innovative pedagogies or creative modalities in one's courses)
- 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.
- Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university

C. Finally, to document excellence in service and professional development, candidates should provide evidence of their substantive contribution to advancing the goals of the School from one

or more of the following categories:

- 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, mentoring graduate students - either MA theses or doctoral dissertation projects. This may include evidence of student career success related to the candidate's teaching.
- Evidence of significant contribution to committee work that substantially advances the mission of the School. This includes leadership and/or participation in School, The College, or University committees, including, but not limited to faculty committees, search, committees, representation of School on senates, or committees addressing online programs.
- Evidence of program administration, grant development, or project management that substantially advances the mission of the School. Examples of such activity may include sponsored project development or administration; conference organization; or collaboration in undergraduate research or internship programs.
- 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 or blogs, producing online teaching resources for use by other instructional faculty or personnel, assisting in the development of online instructional programs within the School, or participating in the redesign of large or required courses in the School (e.g., introductory or methodology courses.)
- Evidence of research or scholarship in an academic field relevant to the School that enhances teaching. This may take the form, for example, of publication of journal articles or books; internal or external fellowships and grants for research; or research presentations at academic conferences.

Promotion to Full Teaching Professor

A case for promotion will rest most heavily on demonstrated excellence in teaching and service to the School, University, profession, and/or the public, as well as evidence of continued professional development since last promotion. Candidates for promotion to Full Teaching Professor will have seven years of college-level teaching experience overall, including a minimum of two years at rank as an Associate Teaching Professor, 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, as well as leadership in teaching, commitment to student success, and service to the School and university, with accomplishments in at least two of the functions listed in Section B and two of the functions listed in Section C since last promotion. Candidates may apply for promotion during their third year of teaching as an Associate Teaching Professor, and they must consult ASU's latest official guidelines outlining promotion standards, expectations, required materials, timelines, and procedures.

A. To document excellence in teaching, candidates are required to provide evidence for every item

listed below:

- A record of favorable annual performance evaluations in rank for the last two years. Standard (quantified) student teaching evaluations. These evaluations should demonstrate excellence or improvement over time and should generally match or exceed the School average.
- A record of favorable teaching reviews conducted by career-track or tenure-line faculty. There should be three peer reviews completed by different reviewers since last promotion.

B. To further document excellence of teaching and commitment to the advancement of student success, candidates should provide evidence from two or more of the following categories:

- Innovation and breadth of contribution that consistently fulfills the School's needs and pedagogical priorities (e.g., number of students taught per year, new courses taught/developed, number and variety of different courses taught, variety of formats of courses, course refreshes and evidence of continual improvement and significant modification of existing courses, variety of levels taught)
- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles, utilization of innovative pedagogies or creative modalities in one's courses)
- 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.
- Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university

C. Finally, to document excellence in service and professional development, candidates should illustrate their substantive contribution to advancing the goals of the School with reference to two or more of the following categories:

- 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 substantial mentoring activities, such as chairing or participating as a member of honors thesis committees, supervising a significant number of honors contracts, writing letters of reference, mentoring graduate students - either MA theses or doctoral dissertation projects. This may include evidence of student career success related to the candidate's teaching.
- Evidence of significant contribution to committee work that substantially advances the mission of the School. This includes leadership and/or participation in School, The College, or University committees, including, but not limited to faculty committees, search committees, representation of School on senates, or committees addressing online programs.
- Evidence of program administration, grant development, or project management that substantially advances the mission of the School. Examples of such activity may include participation in sponsored project development or administration; conference organization; or collaboration in undergraduate research or internship programs.

- 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 or blogs, producing online teaching resources for use by other instructional faculty or personnel, assisting in the development of online instructional programs within the School, or participating in the redesign of large or required courses in the School (e.g., introductory or methodology courses).
- Evidence of research or scholarship in an academic field relevant to the School that enhances teaching. This may take the form, for example, of publication of journal articles or books; internal or external fellowships and grants for research; or research presentations at academic conferences.

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

Promotion to Clinical Associate Professor

As appropriate to the specific appointment, a case for promotion will rest on demonstrated excellence in teaching as well as evidence of service to the School. Evidence of continued professional development will also carry weight. A Clinical Assistant Professor seeking promotion to Clinical Associate Professor 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 service, following the required criteria in Section A, and demonstrating excellence in teaching and service in one or more of the functions in Section B and one or more functions listed in Section C. Candidates may apply for promotion during their fifth year of teaching, and they must consult ASU's official guidelines outlining promotion standards, expectations, required materials, timelines, and procedures.

- A. To document excellence in teaching, candidates are required to provide evidence for every item listed below:
- A record of favorable annual performance evaluations for the last two years. Standard (quantified) student teaching evaluations. These evaluations should demonstrate excellence or improvement over time and should generally match or exceed the School average.
 - A record of favorable teaching reviews conducted by career-track or tenure-line faculty. There should be three peer reviews completed by different reviewers.
- B. To further document excellence in teaching and commitment to the advancement of student success, candidates should provide at least one additional type of evidence of teaching excellence. Types of evidence may include, but are not limited to:
- Innovation and breadth of contribution that consistently fulfills the School's needs and pedagogical priorities (e.g., number of students taught per year, new courses taught/developed,

number and variety of different courses taught, variety of formats of courses, course refreshes and evidence of continual improvement and significant modification of existing courses, variety of levels taught)

- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles, utilization of innovative pedagogies or creative modalities in one's courses)
- 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.
- Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university.

C. To document excellence in service and professional development, candidates should provide evidence of their substantive contribution to advancing the goals of the School from one or more of the following categories:

- Evidence of a significant contribution to advising and mentoring students. This may include activities such as program advising, 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 significant mentoring activities, such as overseeing capstone projects, chairing or participating as a member of MA thesis or PhD dissertation committees, 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.
- Evidence of significant contribution to committee work that substantially advances the mission of the School. This includes leadership and/or participation in School, The College, or University committees, including, but not limited to faculty committees, search committees, or committees addressing online programs.
- Evidence of professional development through leadership and/or participation in program administration, grant development, or project management that substantially advances the mission of the School. Examples of such activity may include service as a program lead, reviewing applications, sponsored project development or administration, conference organization/leadership, collaboration in undergraduate or graduate research or internship programs, student retention, community college articulation, or outreach initiatives, community events, workshops, development of resources, professional presentations, or external reviews.
- Evidence of substantial engagement in curricular development or the development of new pedagogies. This may include participating in the redesign of large or required courses in the School (e.g., introductory, required, or methodology courses), developing archival course materials, the creation of experiential learning opportunities for graduate and undergraduate

students, writing pedagogical articles or blogs, producing online teaching resources for use by other instructional faculty or personnel, assisting in the development of online instructional programs within the School, or contributing to the creation of textbooks or workbooks.

- Evidence of research or scholarship in an academic field relevant to the School that enhances teaching. This may take the form, for example, of publication of journal articles or books; internal or external fellowships and grants for research; or research presentations at academic conferences.

Promotion to (Full) Clinical Professor

As appropriate to the specific appointment, a case for promotion will rest on demonstrated excellence in teaching as well as evidence of service to the School since the promotion to the Associate rank. Evidence of continued professional development since the last promotion will also carry weight. Candidates for promotion to Clinical Professor will have a minimum of seven years of college-level teaching experience overall, including a minimum of two years at rank as a Clinical Associate Professor, with most of that time at ASU. They are expected to demonstrate a substantial and sustained record of excellent performance since the previous promotion/appointment, demonstrating excellence in teaching with evidence detailed in Section A, as well as leadership in teaching and service to the School, with accomplishments in at least two of the functions listed in Section B since last promotion and two of the functions listed in Section C since last promotion. Candidates may apply for promotion during their third year as a Clinical Associate Professor, and they must consult ASU's official guidelines outlining promotion standards, expectations, required materials, timelines, and procedures.

A. To document excellence in teaching, candidates are required to provide evidence for every item listed below:

- A record of favorable annual performance evaluations for the last two years. Standard (quantified) student teaching evaluations. These evaluations should demonstrate excellence or improvement over time and should generally match or exceed the School average.
A record of favorable teaching reviews conducted by career-track or tenure-line faculty. There should be three peer reviews completed by different reviewers since promotion to the Associate rank.

B. To further document excellence in teaching, candidates are required to provide at least two different types of evidence of teaching excellence. Types of evidence may include, but are not limited to:

- Innovation and breadth of contribution that consistently fulfills the School's needs and pedagogical priorities (e.g., number of students taught per year, new courses taught/developed, number and variety of different courses taught, variety of formats of courses, course refreshes and evidence of continual improvement and significant modification of existing courses, variety of levels taught)
- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles, utilization of innovative pedagogies or creative

modalities in one's courses,)

- 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.
- Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university.

C. To document excellence in service and professional development, candidates should provide evidence of their substantive contribution to advancing the goals of the School from two or more of the following categories:

- Evidence of a significant contribution to advising and mentoring students. This may include activities such as program advising, 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 significant mentoring activities, such as overseeing a significant number of capstone projects, chairing or participating as a member of MA thesis or PhD dissertation committees, chairing or participating as a member of several honors thesis committees, supervising numerous honors contracts, or writing a significant number of letters of reference. This may include evidence of student career success related to the candidate's teaching.
- Evidence of significant contribution to committee work that substantially advances the mission of the School. This includes leadership and/or participation in School, The College, or University committees, including, but not limited to faculty committees, search committees, or committees addressing online programs.
- Evidence of professional development through leadership and/or participation in program administration, grant development, or project management that substantially advances the mission of the School. Examples of such activity may include service as a program lead, reviewing applications, sponsored project development or administration, conference organization/leadership, collaboration in undergraduate or graduate research or internship programs, student retention, community college articulation, or outreach initiatives, community events, workshops, development of resources, professional presentations, or external reviews.
- Evidence of substantial engagement in curricular development or the development of new pedagogies. This may include participating in the redesign of large or required courses in the School (e.g., introductory, required, or methodology courses), developing archival course materials, the creation of experiential learning opportunities for graduate and undergraduate students, writing pedagogical articles or blogs, producing online teaching resources for use by other instructional faculty or personnel, assisting in the development of online instructional programs within the School, or contributing to the creation of textbooks or workbooks.

- Evidence of research or scholarship in an academic field relevant to the School at large that enhances teaching. This may take the form, for example, of publication of journal articles or books; internal or external fellowships and grants for research; or research presentations at academic conferences.

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 of experience in rank at ASU, and, during that period, must demonstrate excellence in teaching according to the required criteria in Section A, as well as a commitment to student success in two or more of the functions described in Section B. Candidates may apply for promotion during their fifth year of teaching, and they must consult ASU’s latest official guidelines outlining promotion standards, expectations, required materials, timelines, and procedures.

A. To document excellence in teaching, candidates are required to provide evidence for every item listed below:

- A record of favorable annual performance evaluations for the last two years.
- Standard (quantified) student teaching evaluations. These evaluations should demonstrate excellence or improvement over time and should generally match or exceed the School average.
- A record of favorable teaching reviews conducted by career-track or tenure-line faculty. There should be three peer reviews completed by different reviewers.

B. To further document excellence of teaching and commitment to the advancement of student success, candidates should provide evidence from two or more of the following categories:

- Innovation and breadth of contribution that consistently fulfills the School’s needs and pedagogical priorities (e.g., number of students taught per year, new courses taught/developed, number and variety of different courses taught, variety of formats of courses, course refreshes and evidence of continual improvement and significant modification of existing courses, variety of levels taught)
- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles, utilization of innovative pedagogies or creative modalities in one's courses)
- 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 School, or participating in the redesign of large or required courses in the School (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 generally hold a doctorate or terminal degree. A case for promotion will rest on demonstrated excellence in teaching, student success, and professional development. Candidates for promotion to Principal Instructor will have seven years of college-level teaching experience overall, including a minimum of two years at rank as a Senior instructor. They should have a record of continued and sustained excellence since the previous promotion, demonstrating excellence in teaching with required evidence detailed in Section A, as well as commitment to student success and professional development with accomplishments in at least two of the functions listed in Section B and one of the functions listed in Section C. Candidates may apply for promotion during their third year of teaching as a Senior Instructor, and they must consult ASU's latest official guidelines outlining promotion standards, expectations, required materials, timelines, and procedures.

A. To document excellence in teaching, candidates are required to provide evidence for every item listed below:

- A record of favorable annual performance evaluations for the last two years.
- Standard (quantified) student teaching evaluations. These evaluations should demonstrate excellence or improvement over time and should generally match or exceed the School average.
- A record of favorable teaching reviews conducted by career-track or tenure-line faculty. There should be three such peer reviews completed by different reviewers since last promotion.

B. To further document excellence of teaching and commitment to the advancement of student success, candidates should provide evidence from two or more of the following categories:

- Innovation and breadth of contribution that consistently fulfills the School's needs and pedagogical priorities (e.g., number of students taught per year, new courses taught/developed, number and variety of different courses taught, variety of formats of courses, course refreshes and evidence of continual improvement and significant modification of existing courses, variety

of levels taught)

- High-quality pedagogical techniques (e.g., use of appropriate and current instructional technologies; active learning principles, utilization of innovative pedagogies or creative modalities in one's courses)
- Any teaching awards or other external recognition, such as invitations to teach/lecture outside the university

C. Finally, to further document excellence in teaching and professional development, candidates should demonstrate their substantive contributions to advancing the School'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 School, or participating in the redesign of large or required courses in the School (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.