

**Department of Communication Studies and
Organizational Communication**

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Instructor Advancement in Rank

I. Committee

The Department Promotion and Tenure Committee reviews the materials for each Instructor who applies for advancement in rank. The committee makes a recommendation to the department chair.

The Department Chair conducts an independent review and prepares a recommendation to the Dean. The Chair also submits the Department Committee's recommendation letter to the Dean.

II. Criteria for Senior Instructor

Senior Instructor from AA policy 202 Academic Rank IV.C.3.

- A. Documented evidence of high quality teaching and contribution to student development with a minimum of six (6) years as an instructor/lecturer
- B. Master's degree from an accredited institution in the academic discipline or related area
- C. Evidence of professional integrity

From AA policy 202, Section VI.B 2 b

- A. Senior Instructor. Six (6) years of full-time collegiate experience in the academic discipline or related area as an instructor or lecturer. Thus, a typical candidate is eligible to apply for promotion to senior instructor at the beginning of his/her sixth (6th) year.
- B. The promotion review will be based exclusively on the candidate's teaching record and teaching-related activities as described below.
 - 1. Documented evidence of high quality teaching and contribution to student development with a minimum of six (6) years as an instructor/lecturer.
 - a. Student evaluations of past 5 years
 - b. Peer observations of past 5 years
 - c. Annual evaluations of past 5 years

- d. Additional materials such as syllabi, exams, student papers, etc., letters of commendation from faculty peers, chair/directors or external colleagues, innovations in teaching that have measureable student success results, awards or other recognition for teaching, contributions to student development, etc.

2. Evaluation criteria I from Section VIII A

- a. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction. High quality instruction is found in many different guises; different individuals and different disciplines carry their own distinctive and sometimes opposing traits. Examples of characteristics of high quality instruction may include, but not be limited to, establishing, applying, and maintaining rigorous expectations for student performance;
- b. Facilitating student learning through effective pedagogical techniques;
- c. Using instructional materials appropriate to the program and discipline;
- d. Providing current information and materials in the classroom and/or laboratory;
- e. Engaging students in an active learning process;
- f. Constructing appropriate and effective assessment activities;
- g. Incorporating collaborative and experiential learning in regular classroom instruction;
- h. Providing timely and useful feedback to students.

3. Effective teaching is an essential qualification for promotion, and promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.

III. Criteria for Master Instructor

- A. Documented evidence of teaching excellence; education or commensurate experience; and superior contribution to student development. This rank is not a reward for long service; rather it is recognition of superior teaching and contributions to student development. Must have a minimum of four (4) years of experience at the senior instructor rank or ten (10) years of experience as an instructor/lecturer. See AA policy 202 Academic Rank IV.C.4.
- B. Master's degree from an accredited institution in the discipline or related area. It is desirable that the master instructor has an earned doctorate or terminal degree in an appropriate discipline or equivalent professional experience.
- C. Evidence of professional integrity.

From AA policy 202, Section VI B1 c.

- A. Master Instructor. Four (4) years of full-time collegiate experience in the academic discipline or related area as a senior instructor. Thus, a typical candidate is eligible to apply for promotion to master instructor at the beginning of his/her fourth (4th) year as a senior instructor.
- B. The promotion review will be based exclusively on the candidate's teaching record and teaching-related activities described below.
 1. Documented evidence of high quality teaching and contribution to student development with a minimum of four (4) years of experience at the senior instructor rank or ten years of experience as an instructor/lecturer. See AA 202, Section IV.C. 4.
 - a. Student evaluations of in all courses since the last advancement in rank
 - b. Peer observations since the last advancement in rank
 - c. Annual evaluations since the last advancement in rank
 - c. Additional materials such as syllabi, exams, student papers, etc., letters of commendation from faculty peers, chair/directors or external colleagues, innovations in teaching that have measureable student success results, awards or other recognition for teaching, contributions to student development, etc.
 2. Evaluation criteria I from Section VIII. A
 - a. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction. High quality instruction is found in many different guises; different individuals and different disciplines carry their own distinctive and sometimes opposing traits. Examples of characteristics of high quality instruction may include, but not be limited to, establishing, applying, and maintaining rigorous expectations for student performance;
 - b. Facilitating student learning through effective pedagogical techniques;
 - c. Using instructional materials appropriate to the program and discipline;
 - d. Providing current information and materials in the classroom and/or laboratory;
 - e. Engaging students in an active learning process;
 - f. Constructing appropriate and effective assessment activities;
 - g. Incorporating collaborative and experiential learning in regular classroom instruction;
 - h. Providing timely and useful feedback to students.

3. Effective teaching is an essential qualification for promotion, and promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.


Heather Hundley, Department Chair

5-3-18


Karen Petersen, College Interim Dean

5/7/18


Mark Byrnes, University Provost

6-18-18


Sidney A. McPhee, President

6/18/18