

## Department of Chemistry Oregon State University

### Guidelines for Promotion to Senior Instructor I

Adopted 10/4/13

A person holding a fixed-term instructor position who shows excellence and commitment over a sustained period may warrant promotion to the rank of Senior Instructor. As noted in the Faculty Handbook, current University regulations cite as minimum criteria that:

"To be promoted, a candidate must:

- have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience;
- have special skills or experience needed in the unit;
- have an exceptional record of achievement in the assigned duties."

The Department of Chemistry interprets these general guidelines in the context of professional norms in our field. Time in rank and satisfactory performance of duties outlined in a position description are necessary, but not sufficient by themselves to warrant promotion. In keeping with above noted general guidelines, the following points must be clearly evident during regular review of instructional faculty:

1. Evidence of academic excellence in course design. Faculty who have taught in the same sequence(s) as the candidate should review syllabi, exams, and other relevant course material prepared by the candidate for academic rigor and appropriateness to the course clientele.
2. Evidence of excellence in course presentation and effectiveness in teaching. Student teaching evaluations should be at or above the Department average for courses at the same level. Evidence of excellent communication skills should be clearly evident during classroom evaluation.
3. Evidence of a commitment to professional development. The candidate should have engaged in some identifiable development activity, and should show evidence that the fruits of that effort have been incorporated into his/her teaching activities. A non-exclusive list of examples is: specific curriculum development; introduction of innovative teaching techniques; participation in courses or workshops on pedagogy; publication and/or presentation at meetings; initiation or significant participation in fund raising activities.
4. Evidence of commitment to assessment of teaching. The candidate should provide well articulated student learning outcomes for all courses which he/she should be able to identify the particular level of learning, describe the desired student knowledge/behavior needed to successful

- exhibit upon completion of the course and assess the students' performance for evidence of the learning outcomes through direct and indirect measures of assessment.
5. As appropriate based on the individual's job description, evidence for commitment to service at the Department, College, University, professional and/or community level. A non-exclusive list of examples is: committee service, student advising, curricular development, participation in professional organizations, service general public outreach development and/or community engagement.

Feedback from students and other faculty (as described in the Description of Dossiers in the Faculty Handbook) and collection of letters of evaluation (including from individuals outside the University) are necessary components of the review and will be used to help document the above criteria.

An Instructor would normally be considered by the Department for promotion except in accordance with University and College Promotion Guidelines.

## Department of Chemistry Oregon State University

### Guidelines for Promotion to Senior Instructor II

Adopted 10/4/13

A person holding a Senior Instructor I position who shows excellence and commitment over a sustained period may warrant promotion to the rank of Senior Instructor II. As noted in the Faculty Handbook, current University regulations cite the following minimum criteria for promotion to Senior Instructor II:

- have held the rank of Senior Instructor I for the timeline in accord with current University regulations;
- have a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties.

The Department of Chemistry interprets these general guidelines in the context of professional norms in our field. Time in rank and satisfactory performance of duties outlined in a position description are necessary, but not sufficient by themselves to warrant promotion. In keeping with the above noted general guidelines, the following points must be clearly evident during regular review of instructional faculty:

1. Evidence of sustained academic excellence in course design. Faculty who have taught in the same sequence(s) as the candidate should review syllabi, exams, and other relevant course material prepared by the candidate for academic rigor and appropriateness to the course clientele.
2. Evidence of sustained excellence in course presentation and effectiveness in teaching. Potential metrics to evaluate this performance may include peer evaluation, student evaluation scores and/or awards for excellence in teaching). Evidence of excellent communication skills should be clearly evident during classroom evaluation.
3. Evidence of a sustained commitment to professional development and / or scholarship. The candidate should have engaged in some identifiable development activity, and should show evidence that the fruits of that effort have been incorporated into his/her teaching activities. A non-exclusive list of examples is: specific curriculum development; introduction of innovative teaching techniques; participation in courses or workshops on pedagogy; publication and/or presentation at meetings; initiation or significant participation in fund raising activities.
4. Evidence of sustained commitment to assessment of teaching. The candidate should provide well articulated student learning outcomes for all courses which he/she should be able to identify the particular level of learning, describe the desired student knowledge/behavior needed to successful exhibit upon completion of the course and assess the students'

- performance for evidence of the learning outcomes through direct and indirect measures of assessment.
5. As appropriate based on the individual's job description, evidence for clear, sustained service and / or leadership roles. This service would be beyond limited committee participation. A non-exclusive list of examples is: Department/College/University service that is beyond simple committee participation (e.g. committee chair, TRF grants, broad curricular development), professional endeavors (e.g. active participation in professional organizations) and/or service general public (through leadership in outreach development, sustained community engagement).

Feedback from students and other faculty (as described in the Description of Dossiers in the Faculty Handbook) and collection of letters of evaluation (including from individuals outside the University) are necessary components of the review and will be used to help document the above criteria.

An Instructor would not normally be considered by the Department for promotion except in accordance with University and College Promotion Guidelines.