




<b>College/ Independent Unit</b>	College of Integrative Sciences and Arts
<b>Academic Unit/ Department, if any**</b>	
<b>Choose document type</b> (bylaws or criteria Document?): <b>Criteria</b>	
<b>If bylaws, does it include criteria for promotion/continuing status/tenure?</b>	
<b>Please concisely list the ranks included in the criteria (if relevant). Instructor</b>	

**Unit and college approval**

<b>Date of approval by the faculty and/or academic professionals</b>	May 7, 2025
<b>Date of review by the dean (or lead of independent unit)*</b>	June 11, 2025

**Provost office approval**

	<b>Patricia Friedrich</b>	<b>7/31/2025</b>
<b>Signature</b>	<b>Name</b>	<b>Date</b>

\*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.

## 302 Promotion of Instructors

### 302-01: Criteria for Promotion to Senior Instructor

Instructors are annual, fixed-term appointments. A senior instructor generally has a minimum of five years of college-level teaching experience or equivalent qualifications and experience. Instructors are eligible to apply for promotion to Senior Instructor in their fifth year of faculty appointment. Successful candidates would at the earliest assume their new rank in the beginning of their sixth year.

*Indicators of Excellence.* In addition to the required documents, candidates for promotion to Senior Instructor may provide evidence of excellence via the following indicators:

1. Student teaching evaluations that demonstrate a pattern of effective teaching
2. Reviews of classroom performance conducted by peers or those of higher rank
3. Demonstrated high quality pedagogical techniques that may include, but are not limited to, innovative approaches to online or classroom instruction
4. Contribution to creation and/or redesign of courses, contribution to redesign of degree programs, and/or design of new methods of instruction or mentoring that can be shared with colleagues within or beyond the faculty group
5. Documentation of successful mentoring and/or contributions to student success.
6. Receipt of teaching awards or other external recognitions of teaching excellence
7. Receipt of external support that advances the College's mission, initiatives, or objectives
8. Commitment to improvement through participation in professional development opportunities (i.e., University, College, and faculty workshops), presentation of research focused on teaching, and/or attendance at profession-centric conferences
9. Publication related to the area of teaching
10. Other evidence of teaching or leadership excellence

### 302-02: Criteria for Promotion to Principal Instructor

Principal Instructors generally have a minimum of seven years of college-level teaching experience or equivalent qualifications and experience; a sufficient amount of time at the rank of senior instructor to demonstrate excellence and the promise of continued excellence is required. Instructors are eligible to apply for promotion to Principal Instructor beginning with their seventh (7th) year of college teaching. Successful candidates would assume their new rank at the beginning of the next year (i.e., at the earliest, at the beginning of their eighth (8th) year of university teaching).

*Indicators of Excellence.* In addition to the required documents, candidates for promotion to Principal Instructor may provide evidence of excellence via the following indicators:

1. Student teaching evaluations that demonstrate a pattern of effective teaching
2. Effective mentoring over the period in rank which may include, but is not limited to, participation on student committees, mentoring through study abroad programs or within community-based programs, mentoring and observation of teaching associates, and/or other forms of intensive mentoring
3. Demonstrated engagement across multiple instructional/mentoring aspects of a degree program/area
4. Reviews of classroom performance conducted by peers or those of higher rank

5. Demonstrated leadership in a specific area of teaching, instruction, or mentoring
6. Documentation of successful mentoring and/or contributions to student success.
7. Nomination and/or receipt of teaching award(s)
8. Delivery of conference workshop(s), panel(s), and/or presentation(s)
9. Demonstrated leadership in a distinct area related to teaching/instruction
10. Publication related to the area of teaching
11. Other evidence of teaching or leadership excellence