

Promotional Criteria for Instructor (ALS, ESL, PAC), Proposed text (updated 5/2/23)

Used for fixed-term instructional appointments with primary duties in the areas of Academic Learning Services (ALS), English as a Second Language (ESL), or Physical Activity Courses (PAC).

Eligibility for Promotion: Unless granted credit for prior service, faculty seeking promotion from the fixed-term rank of Instructor (ALS, ESL, PAC) to Senior Instructor I (ALS, ESL, PAC) or from Senior Instructor I (ALS, ESL, PAC) to Senior Instructor II (ALS, ESL, PAC) are eligible for promotion when both of the following conditions are met: at least four years have elapsed since their initial hire date or last promotion, and they have accumulated a minimum of 3.0 FTE years in service since their initial hire date or last promotion.

Use these Fixed-term eligibility calculators for [Academic Year \(9-month\)](#) faculty or [Fiscal Year \(12-month\)](#) faculty.

At each promotion juncture, fixed-term faculty who have achieved promotion in rank are eligible for multi-year contracts. For further information, see the [Academic Appointment Guidelines](#).

PROMOTION CRITERIA

Effectiveness in instructional activities, which may vary by instructor type (ALS, ESL, PAC), is an essential criterion for promotion. In all cases, promotion is granted for achievement, not for years in rank, and should be based on accomplishments and excellence in assigned duties. Evidence should be commensurate with FTE allocation. All dossiers should also include evidence of contributions to the university's diversity, equity, and inclusion goals.

Promotion to the rank of Senior Instructor I, is based upon evidence of the candidate's:

- high level of effectiveness in teaching and student mentoring appropriate to their field, and
- record of substantive achievement and professional growth in the performance of assigned duties.

Promotion to the rank of Senior Instructor II, is based upon evidence of the candidate's:

- sustained high level of effectiveness and innovation in teaching and student mentoring appropriate to their field, and
- sustained record of substantive achievement and professional growth in the performance of assigned duties.

The criteria for [Teaching, Advising, and Other Assignments](#) provides guidelines for documenting and evaluating achievement in these areas. [The Quality Teaching Framework](#), endorsed by the Faculty Senate in 2021, highlights elements of quality teaching valued at OSU and may be a useful guide for delivering and communicating effective teaching.