

**Rosen College of Hospitality  
Management  
Food Service and Lodging  
Management  
Instructor/Lecturer Promotion  
Criteria**

Successful candidates for promotion to associate instructor/lecturer will demonstrate a sustained record of excellence in the first three of the dimensions detailed below. Successful candidates for promotion to senior instructor/lecturer must sustain a record of excellence in all four dimensions of promotion. Promotion to senior instructor/lecturer also carries the expectation of leadership in the department, college, university and profession.

**1. Teaching:**

**(a) Recognition of Teaching Excellence:** Candidate is widely considered to be an outstanding educator within the program(s) and the college. Such recognition may be evidenced by, but not limited to, substantial and sustained consistency among the Chair's annual evaluation of teaching performance, student perceptions of learning, peer evaluations, and/or peer-reviewed teaching awards.

**(b) Scope and Quality of Student Interaction and Engagement:** Candidate engages in substantial discretionary activities and behaviors that enhance the student experience and contribute to the programs' education mission. This dimension can be demonstrated through achievement of a broad portfolio of accomplishments that may include course and classroom assignments (experiential/participatory classroom activities, supervision of individual and team projects) and outside activities such as advising/student mentoring, student research projects, scope of duties and performance as student group advisor, office hour availability, participation in college or university events such as career fairs, graduation, open house, scholarship ceremonies, alumni events, and other extracurricular teaching activities.

**2. Contribution:** Candidate makes valuable and substantial contributions in a manner that enhances faculty collaboration and the development of college programs. This dimension can be demonstrated through a variety of achievements that may include teaching, committee service (curriculum and awards), new course development or program revisions, service on learning review committees, assurance of learning data collection, faculty/peer mentoring. Additionally, contributions to program meetings, presentations and other indications of collaborative and good citizenship behavior within the department (flexibility in course schedule, willing to accept new course preparations and assignments, substitute for other program faculty).

**3. Professional Development and Intellectual Contributions:** Candidate remains current in his/her field by continual engagement in intellectual and professional activities commensurate with the candidate's assigned duties. Professional development may be demonstrated by regular participation in teaching workshops, successful completion of academic course work directly related to teaching area, training seminars, and acquisition and maintenance of professional certifications.

**4. Leadership in Teaching:** Candidate is an exemplary role model for teaching excellence within the program(s) and the college. This dimension can be demonstrated by sustained leadership across a broad portfolio of activities that may include course content development and currency, pedagogy, course assessments (higher level learning), appropriate grade distribution, classroom innovations, quality course designations, course structure, and course management.

In addition to the above, candidates are advised to follow the [regulations and procedures](#) provided for instructors and lecturers as well as follow the recommendations for [dossier contents](#) as provided by Academic Affairs.