Criteria for Personnel Decisions at the Instructor Rank
Guidelines from the Personnel Policies Council
03.25.2019

Starting in Fall 2018, searches commenced for positions at the instructor rank at SUNY Oswego for the 2019-20 academic year. The instructor rank in SUNY is an academic tenure-track rank. According to SUNY policy:

Appointments to these titles are made by the chief administrative officer of the campus upon the recommendations of the appropriate academic committees and officers of the campus. The academic rank offered to an appointee depends upon the type of campus, the appointee’s qualifications, and the criteria established for each rank by the department and campus in accordance with SUNY policies.

Note that while the instructor rank is a tenure-track position, it does not promote to assistant, associate or full ranks. Instructors may apply for open positions at these ranks, but this would be part of a new, full search.

For departments hiring in this rank, it is necessary to revise the department interpretations of the SUNY criteria to include expectations at this rank. Below are some guidelines from PPC about expectations of this rank.

Hiring departments need to have guidelines in place by August 2019 for their new hires. The existence of clear and reasonable guidelines is something that must be verified and enforced at the Dean level.

Mastery of Subject Matter
It is likely that instructor hires are filling a specific, ongoing instructional need in the department. Given this, mastery expectations should be tailored to the combination of degree type and experience that best serves these needs. This may be the highest degree in the field, or it may be some combination of another type of degree and relevant experience. The department may also need to detail expectations of remaining current in the field.

Effectiveness in Teaching
Expectations here should be identical to expectations articulated in existing department guidelines for assistant professors on track to receiving continuing appointment and beyond.

See FA handouts from 2/26/2018:
Criteria for Personnel Decisions: Guiding Principles
Department Criteria Guidelines: A Checklist
Scholarly Ability
Expectations for activities and output for the instructor rank should be substantially different from expectations for the assistant professor rank as it progresses to continuing appointment and promotion. Evidence of scholarly ability should focus on teaching, and might include

- Expectations of attendance and/or presentation at national teaching conferences and workshops
- Continuing education/credentialing in various areas of teaching (evidence-based practices, instructional technology, etc.)
- Continuing education to stay current in the field
- Participation and leadership in CELT workshops and breakouts.
- Contributions to OER sites

Departments need to set reasonable expectations for demonstrating scholarship in light of the heavy teaching responsibility of this position.

University Service
Expectations here should be identical to expectations articulated in existing department guidelines for assistant professors on track to receiving continuing appointment and beyond. See FA handouts from 2/26/2018:
Criteria for Personnel Decisions: Guiding Principles
Department Criteria Guidelines: A Checklist

Continuing Growth
Guidelines in this criterion should describe how instructors are expected to grow in their positions and describe the types of documentation/activities that are evidence of this growth:

- Expectations for growing service responsibility and leadership
- Evidence of a process of improvement for teaching and for keeping current in their fields
- Leadership in curriculum design and assessment of student learning outcomes
- Attending professional conferences, specific training, or continuing education units
- Badges/credentialing in relevant areas