

**UNIVERSITY OF OKLAHOMA
SCHOOL OF LIBRARY AND INFORMATION STUDIES
PROMOTION AND EVALUATION POLICY FOR RENEWABLE TERM FACULTY**

The University of Oklahoma hires renewable term faculty (RTF) in support of its mission "...to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society"; and its purpose: "We change lives." Explicit in these statements is the paramount obligation of faculty to the education of our students, and by extension, to the students themselves, that is accomplished through positive impact on, ethical interactions with, and effective mentoring and instruction of students.

Renewable Term instructors and lecturers will be evaluated annually based on their teaching and service contributions to OU following similar evaluation processes and criteria employed to evaluate regular faculty in these areas. As stated in the faculty handbook 3.13.3 C (2), "renewable term instructors and lecturers should be evaluated annually following the department or school/college faculty evaluation processes, using the Faculty Activity System. All evaluations should be based upon the appointee's teaching and service performance as defined by the academic programs."

Full time instructors and lecturers in the School of Library and Information Studies teach the number of courses per year specified in their contracts, with each course counting as ten percent of their distribution of effort. For example, a RTF who teaches six courses per year is considered 60% teaching and 40% service. Unless otherwise documented in the RTF member's appointment letter, the normal expectation of teaching will be eight courses per year.

Instructors (Master's degree required) and Lecturers (Doctoral degree required) who have five continuous years of full-time employment at the University will be eligible for promotion in rank to Senior Instructor or Senior Lecturer. After ten years' experience as instructor/lecturer, a faculty member is eligible to be designated as Distinguished Instructor or Distinguished Lecturer. If recommended by the director and approved by the dean, a faculty member could be considered for promotion earlier than the five and ten year timeframes.

Candidates for promotion must assemble and submit a dossier to Committee A by September 1 of their fifth year that includes:

1. Original appointment letter(s)
2. Annual evaluations from each year of the period prior to being considered for promotion
3. A table summarizing the courses taught, including number of students in each class, as well students mentored/advised.
4. A 2-3 page narrative further describing their teaching contributions throughout the period prior to promotion and a discussion of teaching improvement and/or progress over time
5. A 1-2 page narrative describing their service contributions throughout the period prior to promotion and a discussion of improvement, progress, and/or increased service activity over time
6. Three letters solicited by Committee A from former students, colleagues, and others familiar with the candidate's teaching and service contributions

7. Additional documentation providing evidence to support the narrative statements.

The SLIS full-time faculty will vote on the promotion of RTF in a special meeting called in October. The RTF member's dossier must be made available to full-time faculty for review at least two weeks before the scheduled vote.

Teaching - Instructors and lecturers will be evaluated based on:

(following are examples of things that may be included, but not all faculty will have all of these items)

1. Evidence of Course Preparation

Effective planning, preparation, development, and implementation of courses at the appropriate level of instruction

- **Syllabi:** syllabi with course description, learning outcomes, assignments, grading criteria, assessment methods, course schedule, etc.
- **Instructional Materials:** samples of lecture outlines, handouts, slides, problem sets, lab manuals, and other courseware
- **Digital Materials:** samples or descriptions of digital materials created such as audios, videos, blogs, and websites for teaching
- **High-impact Teaching Practices:** Design and development of high-impact teaching practices (ex. dynamic lectures, team-based learning, service-learning, writing enriched methods, alternative assessments, field trips, etc.)

New and Redesigned Courses

- Development of new courses, teaching materials, and pedagogical methods/techniques
- Design and co-teaching of new interdisciplinary courses
- Major redesign of an existing course

2. Documentation of Teaching Effectiveness

From the Instructor

- Aggregated student feedback regarding teaching, including unsolicited comments or letters
- Average student scores on class exams, SLIS exams, or national certification exams, if any
- Descriptions of teaching innovations attempted and evaluations of their effectiveness
- Sample of student work along with the professor's feedback to indicate the facilitation of student learning
- Sample of student journals compiled during the course to reflect student growth in a wide array of skills

From Others

- **Internal Peer Review:** comments from colleagues in the School regarding their teaching preparation and instruction, including a colleague teaching the same course or same level course, if any

- Letters from course coordinator, program director, or School director attesting to the value of well-taught foundational courses

3. Student Advising

- Provision of career advising and mentoring of students and former students
- Current and former student successes achieved, in part, through mentorship
- Sample recommendation letters written for students for academic and career advancement

4. Impacts and Contributions to the School, Institution, and Community

- Efforts directed toward, and outcomes resulting from, developing new core courses, overhauling existing courses, or teaching classes with high enrolments and/or high intrinsic demands
- Roles and contributions in School curriculum revision or development, especially in foundational courses and general education courses
- Service on teaching committees, professional society committees, and work with community partners dealing with teaching and learning matters
- Evidence of assistance and/or consultations in helping other faculty, TAs, postdocs, and student groups to improve their teaching
- Community engagement and outreach activities such as workshops and presentations to enhance a community of practice

5. Honors, Awards, and Recognitions

Teaching awards from the School, college, or the University

- Distinguished teaching awards or the nomination for such an award within and outside the University
- Invitations based on teaching reputation to consult, give speeches and workshops, write articles, etc.
- Requests for expert advice on teaching by committees or other organized groups

6. Scholarship of Teaching

- Textbooks, proceedings, presentations, and peer-reviewed teaching articles
- Contributions to, or editing of a professional journal on teaching
- Reviews of forthcoming textbooks
- Open educational resources published in recognized professional channels

7. Professional Activities to Improve Instruction

- Attendance at workshops and conferences on teaching within and outside the University

8. Reflection and Improvement

- Based on feedback from students, colleagues, or course outcomes, reflect on course (re)design and high impact teaching practices that promote active learning, diversity and inclusion, and cultural competency in the classroom
- Description of teaching progression from the past to present and subsequent teaching objectives for the next year

- Plan for the participation of professional development activities focused on teaching enhancement

9. Internship and Independent Course Supervision

- Number of undergraduate and graduate internships supervised
- Description of interactions with internship sites and building internship connections for future students
- Description of internships and independent courses supervised (topics, work done, etc.)
- Other information regarding involvement in internships and independent courses

Service - Service expectations of RTF will be spelled out in the appointment letter and may also develop over time.

Instructors and lecturers will be evaluated based on:

1. Committees

- **Committee Membership:** Membership/Participation activities include active membership/participation on committees within the school, college, university, and professional organizations involves attending each meeting and completing assigned tasks to support the work of the committee outside of the meetings. List committee memberships and dates.
- **Committee Leadership:** Leadership activities typically involve chairing committees within the school, college, university, and professional organizations.

2. Other Leadership

- Conference and other professional event planning
- Moderator for conference event
- Developing new community resources
- Serving on elected or appointed national boards
- List and describe leadership roles

3. Reviewing and Editorship

- Book manuscript reviewer
- Journal article manuscript reviewer
- Conference paper, panel, or poster reviewer
- Journal editorship
- Review of tenure or promotion dossiers

4. Receiving a Service Award from OU or other Professionally Recognized Organization

- List and describe award(s) received

Promotion dossiers may additionally include items of teaching, service, and research not articulated in this document. Not every faculty member will have every item mentioned in the above examples.

Proposed by Committee A, April 30, 2022

Approved by unanimous vote of SLIS faculty, May 2, 2022.