




The UNIVERSITY[®] of OKLAHOMA[®]
Office of the Senior Vice President and Provost

POLICY APPROVAL

Department of Mathematics

Policy Document: First-Year Mathematics Renewable-Term Faculty Promotion Policy

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Renewable-Term Faculty Promotion System For the First-Year Mathematics Program

The promotion process for Renewable-Term Faculty in the Department of Mathematics is part of a continuing effort to maintain a high-quality academic program by supporting and rewarding sustained excellence in teaching and other professional accomplishments of full-time Lecturers and Instructors.

I. Overview

A. Eligibility

First-Year Mathematics (FYM) renewable-term faculty who by August 15 of their review year have held full-time Instructor (Master's degree required) / Lecturer (Doctoral degree required) appointments¹ at the University of Oklahoma for at least five consecutive years of full-time teaching are eligible for promotion to Senior Instructor/Lecturer. First-Year Mathematics (FYM) renewable-term faculty who by August 15 of their review year have held full-time Senior Instructor/Lecturer appointments¹ at the University of Oklahoma for at least five years of full-time teaching are eligible for promotion to Distinguished Instructor/Lecturer.

A nominee who has been turned down for promotion to Senior Instructor/Lecturer or Distinguished Instructor/Lecturer becomes eligible to apply again for promotion in the second academic year following the unsuccessful application.

B. Criteria

Demonstrated excellence in teaching is a necessary, but not sufficient, prerequisite for promotion to Senior Instructor/Lecturer and for further promotion to Distinguished Instructor/Lecturer. Other relevant professional accomplishments are also necessary for the distinction of promotion. Promotion is in no case based simply on experience or years in rank. Promotion responds to past accomplishments and sustained performance quality, but its purpose is oriented toward the future. For this reason, it is also based on expectations about the candidate's future accomplishments and potential impact.

Promotion to Senior Instructor/Lecturer: Besides excellence in teaching to build a case for promotion to Senior Instructor/Lecturer, noteworthy academic service is required in some or all of the following areas: course coordination, leadership in the Math Center, program-wide curriculum development, TA training, TA and novice instructor observations, sustained participation in programs of professional development, and scholarship, as demonstrated in public presentations and publication insofar as they are directly relevant to the candidate's work as a(n) Instructor/Lecturer. This academic leadership and service should have been

¹FYM Instructor/Lecturer distribution of effort is approximately 80% teaching (~8 courses per academic year) and 20% service.

exercised over a period of at least five years that provides a sufficient basis for evaluating impact to date, as well as the candidate's potential for continued and enhanced contributions. The case should also include indication of the communication, presence, helpfulness, and overall contributions to the department, in general and the FYM program, in particular, that make the nominee a "good citizen" who is worthy to be a candidate for promotion.

Promotion to Distinguished Instructor/Lecturer: Candidates for promotion to Distinguished Instructor/Lecturer will be considered under the same criteria but must meet appropriately higher expectations in terms of the scope, range, and impact of professional activities, in addition to demonstrating ongoing growth as an excellent teacher. Pedagogical initiatives that are informed by developments in the field, reach beyond individual classrooms, and materially advance student learning outcomes and other priorities of the First-Year Mathematics Program will weigh heavily. Evidence of outstanding leadership and other impactful academic contributions that extend past teaching (e.g., course coordination, TA training, instructor observations, mentoring and/or training of other instructors, mentoring and/or training of other FYM coordinators, leadership in the Math Center, other substantial contributions to help the Math Center achieve its mission, program-wide curriculum development, sustained participation in and assistance with programs of professional development, and other roles that help promote the endeavors of the FYM program at OU) are also important. While not required, excellence in publications or scholarly work, especially as relevant to the teaching mission, as well as engagement in research and teaching seminars are also regarded favorably for promotion at this rank. Review for promotion to Distinguished Instructor/Lecturer will focus primarily on the candidate's accomplishments in the years since appointment to the rank of Senior Instructor/Lecturer, with attention also paid to specific plans for the next phase of his/her career trajectory.

C. General Procedures

The Chair of the Mathematics Department, in coordination with the First-Year Mathematics Director, will notify eligible renewable-term faculty about the opportunity, deadlines, and procedures for promotion. To be eligible for promotion to the Senior Instructor/Lecturer, the candidate will need to have a letter of support that is no more than two pages, from another renewable-term faculty member explaining why the candidate merits a nomination for promotion. To be eligible for promotion to Distinguished Instructor/Lecturer the candidate will need to have two letters of support that are no more than two pages each, at least one of the two should be from another renewable-term faculty member, explaining why the candidate merits a nomination for promotion. Note that these letters will be confidential and not shown to the candidate; however, the candidate will be able to solicit who writes the letters.

The eligible renewable-term faculty will submit a dossier with the required materials to the Chair. Eligible voters will have access to the dossier, including the candidate's CV, statements of teaching and service, student evaluations, nomination from a peer for

promotion, and other documents as detailed below. The Chair will work with the FYM Director and Committee A, as well as the candidates, to ensure the best possible case is presented.

When the Chair decides to forward a nominee for consideration at the College level, the Chair's report details the results of the departmental vote on promotion, including an acknowledgment and explanation of any concerns that resulted in negative votes. While normally the Department of Mathematics faculty do not review FYM faculty, the tenured faculty will review cases of promotion and vote, as required by the Provost's Office.

II. Procedures for Candidates

A. Promotion to Senior Instructor/Lecturer

Eligible Instructors/Lecturers who would like to be nominated by FYM for promotion to Senior Instructor/Lecturer should compile a portfolio to establish evidence of outstanding teaching and service. The portfolio should consist of the following and should be divided into three sections as outlined that follow the following format.

1. Front Matter

- a. *Chair's Letter*: This letter will include the department vote and will summarize the highlights of the nominee's dossier. It will also include the Chair's Evaluation of the Candidate (see section III below). Note that the Chair's letter will be confidential, but the Chair will share the departmental vote with the candidate.
- b. *Nomination Letter(s)*: One letter is required for promotion to the senior rank. Two letters are required for promotion to the distinguished rank. The letter(s) should be no more than two pages and should explain and provide concrete examples/evidence as to why the candidate deserves a promotion.
- c. *CV*: The nominee will supply an up-to-date CV, following standard academic format (i.e. education, positions held, awards, publications, talks and presentations, professional service, academic service, courses taught, etc.) with the relevant dates clearly indicated.
- a. *Department-Supplied Materials*: Some other relevant supporting materials will be compiled and included by the Chair and the FYM Director:
 - a. Annual performance evaluations;
 - b. Summary of course coordinator evaluations of the instructor;
 - c. Summary of instructor evaluations of the course and the coordinator (when applicable, for course coordinators only).

2. Evidence of Outstanding Teaching

- a. *Teaching Statement*: A teaching statement, which should be no more than three single-spaced pages, by the nominee about his/her teaching accomplishments, teaching impact, sustained growth as an instructor, and plans for the future that are relevant to consideration for promotion.
- b. *Teaching Mini-Vitae*: A mini-vitae or similar document that lists and categorizes all courses that were taught including the numbers of students in each section for the period of review.

- c. *Supporting Teaching-Related Materials*: These should not exceed 10 pages, related specifically to teaching and curricular accomplishments including unique lesson plans or examples of successful teaching work, communications from students regarding teaching impact, and other relevant materials.
- d. *Student Teaching Evaluations*: All student evaluations from the teaching period under review for promotion.
- e. *Peer Teaching Evaluations*: At least two peer teaching evaluations compiled from observations for the teaching period under review for promotion to senior rank; at least four are required for promotion to distinguished rank. Peer teaching evaluations should not be a minute-by-minute accounting of the class visit but, rather, a deeper assessment of all aspects of the nominee's teaching in terms familiar to faculty in other disciplines. These should be written by peers who are well informed of the courses that the nominee is teaching. It is suggested that at least one of these be completed by a course coordinator who can also evaluate the instructor's other instructional contributions to the course (e.g., help in creating rubrics, mentoring of novice instructors at course meetings, etc.)
- f. *Other Materials*: Other materials that document professional teaching accomplishments, including representative publications or presentations (as related to teaching) may also be included.

3. *Evidence of Outstanding Service*

- a. *Service Statement*: A service statement, which should be no more than three single-spaced pages, providing evidence of service to FYM program, department, college, university, profession, and wider community within the time period of review. Note that service includes work in leadership roles. Priority will be given to service in the FYM program and then to service outside the program (including to the community), but all will count toward service achievements. The service statement should note all service and leadership in such areas as program-wide curriculum development; mentoring and/or training of other instructors; sustained participation in programs of professional development; and scholarship, as demonstrated in public presentations and publication insofar as they are directly relevant to the candidate's work as a(n) Instructor/Lecturer. The service statement should also address professional goals and future plans in relation to service.
- b. *Service Mini-Vitae*: A mini-vitae or a similar document that lists and categorizes all service that was accomplished in the period of review.
- c. *Other Materials*: Supportive materials that demonstrate impact of teaching or service, such as letter of recommendation from a senior faculty mentor (optional)

III. **Rubrics for Chair's Evaluation of the Candidate**

The tables, or ones very similar, on the following pages will be used to evaluate the candidate's performance related to teaching as well as related to service. This will be completed by the Chair in coordination with Committee A and the FYM Director and will be included with the Chair's letter along with the Front Matter in the dossier.

Departmental Evaluation of Teaching

<i>Aspects of Teaching-Related Duties</i>	<i>Exceeds Expectations*</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>
Effectiveness in Instructional Duties			
Effective, Timely Communication Related to Courses/Curriculum/Instructional Duties			
Meaningful Contributions to Courses and Curriculum			
Active Participation in Aspects Related to Courses/Curriculum/Instructional Duties			
Participation in FYM and Departmental Activities			

*An *Exceeds Expectations* rating in the area of teaching requires the following, at minimum:

1. Consistent high marks on semester student evaluations of teaching;
2. Consistent high marks on year-end evaluations completed by course coordinators;
3. Innovative teaching materials and techniques in the classroom;
4. Reflective statements of teaching that show evidence of growth, focus on student learning, and willingness to help in the teaching of different FYM courses (when the need arises);
5. Awards and/or strong evidence of impact, such as letters of appreciation from students and strong student comments on student evaluations of teaching;
6. Evidence of effectiveness in teaching core skills of mathematics (e.g., low DFW rates for sections taught by candidate);
7. Evidence of modeling the core values of the curriculum (e.g., meaning making rather than memorization, promoting the value and beauty of mathematics) through statements of teaching and peer reviews;
8. Lack of complaints related to teaching that have been verified as having merit.

Evaluation of Service

<i>Aspects of Service-Related Duties</i>	<i>Exceeds Expectations*</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>
Contributions to the FYM Program and Math Department			
Leadership Role in the FYM Program (optional for promotion to senior rank; required for promotion to distinguished rank)			
Contributions to Committees and Other FYM and Department Endeavors			
Helpful Presence in FYM Program and Department			

*An *Exceeds Expectations* rating in the area of service requires the following:

1. Consistent, meaningful contributions to department committees and outreach efforts, including but not limited to events such as Math Day and programs such as Math Circles;
2. Consistent, meaningful contributions to the FYM program including but not limited to: course coordination; leadership and efforts beyond expectations in the Math Center; creating, maintaining, and sharing instructional and review materials (for students, tutors, and/or fellow instructors); facilitating professional development workshops for peers and others; and conducting observations of TAs' and colleagues' teaching;
3. Representation of FYM outside of the department at the college, university, state, or national level (e.g., serving on a committee, attending an outreach event);
4. Active engagement with student success outside the classroom by writing letters of recommendation, serving as a reference for students, extending office hours past minimum requirements, serving extra hours to help with Math Center tutoring, etc.