



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

## **POLICY APPROVAL**

### **School of Social Work**

<b>Policy Document:</b>	RT Promotion Policy
<b>Approved by:</b>	School of Social Work Faculty David Wrobel, Dean, Dodge Family College of Arts and Sciences Sarah Ellis, Vice Provost for Faculty
<b>Approved on:</b>	July 1, 2024
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<b>File Name:</b>	7-1-24 Social Work RT Promotion Policy
<b>Review Cycle:</b>	Annual review; Revision as necessary prior to the next unit APR review and in the case of University or College policy changes or other precipitating factors.

## **Promotion of Renewable Term Instructors and Lecturers Anne and Henry Zarrow School of Social Work**

### **The Role of Instructor / Lecturer**

The University of Oklahoma hires renewable term faculty (RT) 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 obligation of faculty to the education of our students, and by extension, to the students themselves. This activity is accomplished through high quality instruction in and outside of the classroom, meaningful and professional mentorship, advising, and positive support of students.

RT appointments are considered *faculty* in the School of Social Work and have voting rights related to faculty governance, curriculum development, leadership participation, internal support for career development, and personnel issues (hiring) as well as voting on representation for Committee A.

Social Work renewable term *instructors* and *lecturers* bring value to the school through practice experience, teaching, service, and knowledge dissemination in social work practice and pedagogy. They are practice and teaching experts with a wealth of social work experience that translates into their classrooms, service contributions, and scholarly activities.

### **Annual Evaluation of RT Instructor / Lecturer**

The predominant evaluation criteria of instructors lie in the teaching and service domains. All social work faculty are 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. Due to the heavy teaching and service load expected of instructors, scholarship is an optional activity and is weighed less in both the annual evaluation and in the criteria for promotion. Full time instructors and lecturers in the Anne and Henry Zarrow School of Social Work are typically expected to teach 8 courses per year and dedicate 20% of their time to university and professional service. However, many RT faculty serve in administrative roles with higher service obligations. Expectations that differ from the norm are documented in the letter of appointment.

### **Eligibility for Promotion**

Lecturers (Doctoral degree required) and Instructors (Master’s 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 an Instructor/Lecturer, a faculty member will be eligible to be promoted to the ranks Distinguished Lecturer or Distinguished Instructor. If recommended by the Director and Committee A, and approved by the dean, a faculty member could be considered for promotion earlier than the five- and ten-year timeframes, based on an existing record of strong productivity, a steady record of exceptional productivity across 3 or more years, or due to other primary roles within the school/university that extend beyond the typical instructor job description. The renewable term faculty promotion process does not require external evaluators but requires a vote of the eligible voting Faculty.

### **Eligible Voting Faculty**

All full-time faculty members who have received promotion are eligible to vote for promotion of instructors / lecturers. This includes tenure-track faculty at the rank of Associate Professor, Professor, or Endowed Professor, ranked renewable faculty at the rank of Clinical Associate Professor or Clinical Professor, and previously promoted renewable term instructors / lecturers at the rank of Senior and/or Distinguished Instructor / Lecturer.

## Promotion Workflow

- A. Candidate submits complete dossier for review by September 1
- B. Eligible voting faculty review dossier to prepare for discussion of candidate
- C. Eligible voting faculty meet and vote anonymously as an advisory vote to Committee A.
- D. Committee A votes as individuals as advisory to the Director.
- E. The Director submits the results of the vote with a summarizing letter and recommendation to the College Dean
- F. College submits recommendation to University Committee
- G. University Committee submits recommendation to Provost
- H. Provost submits recommendation to the Board of Regents of the University of Oklahoma

## Raise Associated with Promotion

The raise associated with RT promotion (to Senior or Distinguished) will follow departmental and university standards related to percentages of base at each step and be in congruence with percentages at the TT and RTT ranks.

## Submission of Dossier

Candidates for promotion must assemble and submit a dossier to Committee A by September 1<sup>st</sup> in the year the candidate is seeking promotion. Candidates will also provide a list of 10 former or current students to Committee A who will solicit letters from students that assess candidates teaching. The following materials will be submitted to Committee A and all eligible voting faculty for review:

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, field students or sections, including number of students in each class, as well students mentored/advised.**
4. **A 2-3 page teaching narrative describing teaching contributions throughout the period prior to promotion.** The narrative should include:
  - a. Teaching Statement
  - b. Overview of the range of all courses taught: level (BASW, MSW, Foundation versus Concentration year, field)
  - c. Description of teaching progression from the past to present and subsequent teaching objectives for the next year
  - d. Teaching Accomplishments and activities
  - e. Summary of students mentored and advised
5. **A 1-2 page narrative describing their service contributions throughout the period prior to promotion.** The narrative should include:
  - a. A detailed list and summary of service activities
  - b. Delineation of service activities for the School, University, Profession, Community or other activities
  - c. A discussion of the impact of key activities
6. **Six letters (3 solicited by Committee A and 3 by the candidate) from former students, colleagues, and/or others familiar with the candidate's teaching and service contributions.**
7. **Up to 20 pages of additional documentation providing evidence to support the narrative statements.** Examples of this documentation are more fully described in the section below regarding evaluation
8. **(Optional) Scholarship materials only if instructor / lecturer elected 1 or more years of research weight of 10% or more during the probational period. (Any changes to the distribution of effort requires written approval from the Dean).**

## Lecturers and Instructors will be evaluated based on applicable content as follows:

### 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, activities, field activities, etc.
- **Digital Materials:** samples or descriptions of digital materials created such as videos, blogs, or interactive online activities
- **High-impact Teaching Practices:** Design and development of high-impact teaching practices (dynamic lectures, team-based learning, simulation, service-learning, alternative assessments, 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, departmental exams, or national certification exams, if any.
- Descriptions of teaching innovations attempted and evaluations of their effectiveness
- Sample of student work along with the instructor / lecturer's feedback to indicate the facilitation of student learning
- Other documents indicating student growth in a wide array of skills

#### From Others

- **Internal Peer Review:** comments from colleagues in the department regarding teaching preparation and instruction, including a colleague teaching the same course or same level course, if any
- **External Review:** course observation comments from external reviewers, if any
- Letters from course coordinator, program director, or department chair attesting to the value of well-taught foundational courses
- Sample letters from students, preferably unsolicited; the department could also solicit letters from students who have taken the instructor/ lecturer's courses under anonymity and random selection

### 3. Student Advising

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

### 4. Impacts and Contributions to the Department, Institution, and Community

- Efforts directed toward, and outcomes resulting from, developing new core courses, overhauling existing courses, or teaching classes with high enrollments or high demands
- Roles and contributions in departmental 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 improve teaching

- Community engagement and outreach activities such as workshops and consultations to enhance a community of practice

#### 5. Honors, Awards, and Recognitions

- Teaching awards from the department, college, or 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, 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

### Annual Evaluation and Relationship to Promotion

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.” In the school, all tenured/tenured track, ranked renewable term, and renewable term faculty are evaluated annually by Committee A.

While separate processes in the school, instructors/lecturers seeking promotion will have accumulated a strong history of annual evaluations demonstrating teaching expertise. Therefore, the following demonstrations of excellence within the school’s annual evaluation process are described below.

### Annual Evaluation Expectations for Promotion to Senior Instructor / Lecturer

The primary factors in consideration of promotion of Renewable faculty to Senior Instructor/Lecturer are teaching and service. While scholarship may be included, it is not required.

#### Teaching

The school recognizes that teaching occurs in multiple contexts across multiple domains and evaluation must account for a varied and nuanced account of individual teaching contributions. Teaching excellence is defined within FIVE domains: **professional, inclusive, engaged, research informed, and applied**. Candidates for promotion will have demonstrated a consistent and strong record of teaching.

This is evidenced by:

- **excellence** in two of the five domains of teaching excellence and **either good or very good** in the other three categories
- a strong positive teaching record and range as evidenced by the number and type of courses taught and record of teaching activities

- a strong as positive engagement with students through advising, mentoring, and other non-classroom-based activities
- evidence of contributions to curriculum or other instructional material development
- a strong and positive appraisal of teaching as evidenced by peer evaluation, student experience data, and active and reflective use of data sources to improve teaching

### Service

In addition to teaching, instructors / lecturers are expected to contribute to the service mission of the school. There are four areas of service relevant to all social work faculty: 1) service to the unit, Anne and Henry Zarrow School of Social Work, 2) service to the University and College, 3) service to the profession, and 4) service to the community including human service or other organizations. While no level of service is viewed as more important than the other, all faculty members are expected to contribute to the mission of the school through service. Excellence in service is defined by the following characteristics: **leadership** (faculty member holds a leadership or major role), **scope** (international or national service), **selection** (faculty member elected or appointed to role), **reputation** (faculty is asked to provide external reviews, promotion reviews for other institutions, journal editing or reviewing), **import or value-added** (service is related to significant needs of the school, college, or university – assessment, self-study, program review).

Candidates for promotion will have demonstrated a consistent and strong record of service at rank.

This is evidenced by:

- Increasing service obligations over the course of the probationary period
- **Excellence** in one of the domains of service, and **good** or **very good** in other domains
- Increasing leadership in service to the school over the probationary period

### Scholarship

While not a required domain for promotion to associate, an instructor / lecturer who chooses to weigh scholarship at 10% for 1 or more years of the probationary period, may choose to include these contributions to the submitted dossier. **Any changes to the distribution of effort requires written approval from the Dean.**

For renewable term instructors / lecturers, scholarship can encompass a wide array of contributions as included in the research activities as described in the school's annual evaluation rubrics.

### Annual Evaluation Expectations for Promotion to Distinguished Instructor/Lecturer

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."

The primary factors in the consideration of promotion of Renewable term faculty to Distinguished Instructor/Lecturer are teaching and service. While scholarship may be included, it is not required.

### Teaching

The school recognizes that teaching occurs in multiple contexts across multiple domains and evaluation must account for a varied and nuanced account of individual teaching contributions. Teaching excellence is defined within FIVE domains: **professional, inclusive, engaged, research informed, and applied**. Candidates for promotion will have demonstrated a consistent and strong record of teaching over the probationary period.

This is evidenced by:

- **excellence** in all five domains of teaching excellence
- a strong and positive appraisal of teaching as evidenced by peer evaluation, student experience data, and active and reflective use of data sources to improve teaching

- a strong positive teaching record and range as evidenced by the number and type of courses taught and teaching activities
- emergence as a teaching leader/mentor within the school
- strong and positive engagement with students through advising, mentoring, and other non-classroom-based activities
- evidence of contributions to curriculum or other instructional material development and presentation of these materials within and outside of the school

### Service

In addition to teaching, renewable term faculty are also expected to contribute to the service mission of the school. There are four areas of service relevant to all social work faculty: 1) service to the unit, Anne and Henry Zarrow School of Social Work, 2) service to the University and College, 3) service to the profession, and 4) service to the community including human service or other organizations. While no level of service is viewed as more important than the other, all faculty members are expected to contribute to the mission of the school through service. Excellence in service is defined by the following characteristics: **leadership** (faculty member holds a leadership or major role), **scope** (international or national service), **selection** (faculty member elected or appointed to role), **reputation** (faculty is asked to provide external reviews, promotion reviews for other institutions, journal editing or reviewing), **import or value-added** (service is related to significant needs of the school, college, or university – assessment, self-study, program review).

Candidates for promotion to the rank of Distinguished Instructor/Lecturer will have demonstrated a consistent and strong record of service at rank. This is evidenced by:

- Increasing service obligations over the course of the probationary period
- Increasing service in domains beyond the school – either strong service to the college/university, or profession
- **Excellence** in two or more of the domains of service, and **good or very good** in the remaining areas
- Evidence of leadership within the school (administrative role, committee leadership, etc.)

### Scholarship

While not a required domain for promotion to associate, a renewable term faculty member who chooses to weight scholarship at 10% for 1 or more years of the probationary period, may choose to include these contributions to the submitted dossier. **Any changes to the distribution of effort requires written approval from the Dean.** Candidates who include scholarship should demonstrate a record of contributions to knowledge dissemination related to social work practice and teaching.

### Documents utilized to assess teaching for annual evaluation

Instructors / lecturers utilize the Faculty Activity System (FAS) to enter information annually and form a mini vita. Additionally, they submit the following documents for annual review.