




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

POLICY APPROVAL
Health and Exercise Science

Policy Document: Promotion Policy for Health and Exercise Science Renewable Term Faculty

Approved by: School of Health and Exercise Science Faculty
Randy Hewes, Interim Dean, Dodge Family College of Arts and Sciences
Sarah Ellis, Vice Provost for Faculty 

Approved on: August 29th, 2024

Effective on: August 29th, 2024

File Name: 8-29-24 HES Promotion Policy for Health and Exercise Science Renewable Term Faculty

Review Cycle: 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 Policy for Health and Exercise Science Renewable Term Faculty

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 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. Full time lecturers and instructors in the Department of Health and Exercise Science are normally expected to teach eight 3-credit courses per year (24 credit hours) and dedicate 20 percent of their time to university and professional service. Individuals on term assignments may also have service responsibilities including service on departmental committees and advising duties. These assignments will be negotiated on a case-by-case basis between the department and the individual. Term faculty are urged to participate in professional organizations and activities within their field: local, regional, national and international. Any changes in distribution of effort must be approved in writing by the Dean.

Expectations that differ from this norm will be documented in the letter of appointment. However, in consultation with the Chair and Committee A, a term faculty member’s distribution of effort may include all three categories “teaching, research, and service” in a combination consistent with the needs of the Department of Health and Exercise Science, and College and University rules.

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 instructor/lecturer, a faculty member is eligible to be designated as Distinguished Lecturer or Distinguished Instructor. If recommended by the chair and approved by the dean, a faculty member could be considered for promotion earlier than the five and ten year timeframes. The renewable term faculty promotion process does not require external evaluators but requires a vote of the Regular Faculty, Committee A, and the Chair in a similar manner to Regular Faculty.

Term faculty shall be evaluated annually as part of the process applicable to all faculty as specified in the University of Oklahoma Faculty Handbook, section 3.11, typically with similar sources of information as Regular faculty. Excellence in teaching is evidenced by a thorough and up-to-date knowledge of the specialty field; proficiency in the planning, organization and presentation of information; and ability to stimulate participation, thought, and inquiry by students.

Candidates for promotion must assemble and submit a dossier to Committee A by September 1st of the year in which they wish to be considered.

The dossier should include:

1. Original letter of appointment
2. An Up-to-date Curriculum Vita
3. Annual evaluations from each year of the period prior to being considered for promotion.
4. A table summarizing courses taught, enrollment in each course, as well as students mentored or advised.
5. All student experience surveys from classes taught since their initial appointment or last promotion.
6. All peer teaching evaluations since their initial appointment or last promotion.
7. Statement of Teaching: a document that may include the faculty's teaching philosophy as well as a narrative of teaching activities since their initial appointment or last promotion
8. Statement of Service: a document that summarizes service activities since their initial appointment or last promotion
9. Statement of Research (if applicable): a document that summarizes research activity since their initial appointment or last promotion. This should only be included for faculty who have research as part of the workload.
10. Any other material(s) the faculty wishes to include about their teaching, service, and/or research activities. This may include, but is not limited to, letters from students, colleagues, and others familiar with the faculty members contributions, any of the evidence of teaching preparedness and effectiveness from Appendix 4, etc.

Consideration of Teaching

Lecturers and instructors' teaching performance will be evaluated based upon indicators such as, but not limited to:

Teaching Statement and Reflection

- a. Statement of your personal teaching philosophy and pedagogical approaches to teaching with specific examples from your courses.
- b. A reflective statement to describe your teaching progression from the past to present and your teaching goals for the next few years.

Evidence of Course Preparation

- a. Courses: a list of courses taught with number of enrollments, a description of your responsibilities, the number of advisees, graduate or undergraduate courses; whether a course is a new prep, or if you made any major changes to the course.
- b. Syllabi: representative syllabi with course description, learning outcomes, assignments, grading criteria, assessment strategies, course schedule, etc.
- c. Instructional Materials: samples of handouts, problem sets, lecture outlines, lab manual, and other courseware.
- d. Digital Materials: samples of digital materials created such as audios, videos, blogs, and websites for teaching.
- e. High-Impact Teaching Practices: design and development of high-

impact teaching practices (e.g., dynamic lectures, team-based learning, service-learning, writing enriched methods, alternative assessments, field trips, etc.).

- f. New and Redesigned Courses: development of new courses, teaching materials, and pedagogical methods/techniques, design and co-teaching of new interdisciplinary courses, and major redesign of an existing course, etc.

Documentation of Teaching Effectiveness

From the Faculty Member

- a. Aggregated quantitative data on student evaluations of teaching, including response rate and comparison to departmental average for the same course, if any
- b. Selected positive, neutral, and negative comments from students on the student experience survey
- c. Average student scores on class exams, departmental exams, or national certification exams
- d. Descriptions of teaching innovations attempted and evaluations of their effectiveness
- e. Sample of student work along with the professor's feedback to indicate the facilitation of student learning

From Others

- a. *Internal Peer Review*: comments from more than one colleague in the department regarding your teaching preparation and instruction, including a colleague teaching the same course, if any
- b. *Peer Review External to the Department*: course observation comments from at least one external reviewer, perhaps from the Center for Teaching Excellence
- c. Letters from course coordinator, program director, or department chair attesting to the value of well-taught foundation courses
- d. Sample letters from students who have taken the professor's courses

Professional Activities to Improve Instruction

- a. Attendance at conferences and workshops on teaching within and outside the University and any other activities that might demonstrate activities aimed at improving instructional abilities

Impacts and Contributions to the Department, Institution, and Community

- a. Efforts directed toward, and outcomes resulting from, developing new core courses or overhauling existing courses
- b. Roles and contributions in departmental curriculum revision or development, especially in foundation courses and general education courses
- c. Service on teaching committees or professional society committees dealing with

teaching matters

- d. Evidence of formal or informal assistance in helping other faculty, TAs, postdocs, and student groups to improve their teaching
- e. Community engagement and outreach activities such as workshops, presentations, and community work to enhance a community of practice
- f. Sample recommendation letters written for students for academic and career advancement

Honors, Awards, and Recognitions

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

Scholarship of Teaching

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

Professional Activities to Improve Instruction

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

Reflection and Improvement

- a. Based on feedback from students, colleagues, or course outcomes, reflect on course (re)design and high impact teaching practices that promote active learning and belonging in the classroom
- b. Description of teaching progression from the past to present and subsequent teaching objectives for the next year.
- c. Plan for the participation of professional development activities focused on teaching enhancement

Consideration of Service

Lecturers and instructors' service will be evaluated based the quantity and quality of service - related activity and will be based upon indicators such as, but not limited to:

1. Self-evaluation of each service activity and documentation of individual role and contribution to the activities of committee, etc., when applicable.
2. The quality and quantity of service activity. Positions of leadership will be rated highest in all service areas with membership alone being rated lowest of all service activities.