



*The UNIVERSITY of OKLAHOMA®*

*Office of the Senior Vice President and Provost*

**Policy Approval**  
**Department of Film and Media Studies**

**Policy Document:**

Policy for Renewable Term Faculty

**Approved by:**

Department of Film and Media Studies Faculty

David Wrobel, Dean, College of Arts and Sciences

Sarah Ellis, Vice Provost for Faculty

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**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.

**Dodge Family College of Arts and Sciences**  
**Film and Media Studies**  
**FMS Policy for Renewable Term Faculty**

Approved by Film and Media Studies Faculty on November 11, 2022  
To Be Approved by the Provost's Office

## **1. Appointment and Terms of Service**

Renewable term faculty members at the rank of Assistant Professor, Associate Professor, and Professor must be recruited and hired as part of a national search using the same University recruitment procedures employed to recruit and hire tenure-track and tenured faculty, unless an exception is granted by the Senior Vice President and Provost. Renewable term Instructors and Lecturers may be hired in the same manner as temporary faculty. A national search is allowed but not required.

Renewable term faculty members at the rank of Assistant Professor, Associate Professor, and Professor are defined as part of the regular faculty members on the Norman Campus. [*Norman Campus Faculty Handbook*, section 3.5.2]. Renewable term faculty members at the rank of Instructor/Senior Instructor/Distinguished Instructor and Lecturer/Senior Lecturer/Distinguished Lecturer are not part of the regular faculty.

Renewable term faculty members shall have all the rights and responsibilities of other full-time faculty in Film and Media Studies (FMS), except as provided by this policy or by College and University policies. Rights and privileges restricted to tenured or regular faculty members by this policy include only the following:

- Voting on tenure and promotion decisions is restricted to tenured faculty only [*Norman Campus Faculty Handbook*, sections 3.5.2 & 3.7.5]
- Serving on Committee A is restricted to regular faculty members. [*Norman Campus Faculty Handbook*, section 2.8.2]

Otherwise, renewable term faculty members fully share the rights and duties of other full-time FMS faculty members, including but not limited to the following:

- Involvement and full voting rights in faculty governance and curriculum development
- Eligibility for career development opportunities, for example applying for internal college and departmental support for professional activities

The duties of renewable term faculty members will ordinarily emphasize teaching and service. However, a renewable term faculty member's distribution of effort may include all three categories—teaching, research/creative activity, and service—in any combination consistent with the needs of FMS and College and University rules.

Full time renewable term faculty in FMS are normally expected to teach a 3/3 course load, which may be adjusted, in consultation with the Dean's Office, to account for exceptionally high enrollments or service obligations. Expectations that differ from this norm will be documented in the letter of appointment or in written requests for modification of duties signed by the Dean's Office.

## **2. Annual Evaluation**

Renewable faculty members should be evaluated annually following the department or college faculty evaluation processes, using the Faculty Activity System, as specified in the *Norman Campus Faculty Handbook*, section 3.13. All evaluations should be based upon the faculty member's teaching, research/creative activity, and/or service performance as defined by the department.

An annual email from the chair and committee A, usually in December, will outline specific requirements and deadlines for the year's evaluation process. The purpose of the annual evaluation process is to provide meaningful feedback to assist renewable term faculty in their teaching and professional development and to document their progress toward promotion.

### ***Teaching***

Teaching is defined as instruction in regularly scheduled classes, supervision of independent studies and internships, mentorship activities, participation on thesis and portfolio committees, and design of instructional material. When appropriate, the faculty member should also demonstrate the ability to contribute to the instructional mission of the unit in less formal settings, such as supervising student groups or organizing workshops.

Assessment & Evidence: Demonstrated excellence in teaching is expected of all faculty members; performance is judged on evidence in the list below: 1. Copies of instructional materials (syllabi, course assignments, etc.) 2. Student Experience Surveys 3. Peer evaluations 4. Awards for meritorious teaching 5. Other evidence or supporting documentation submitted by the faculty or chair. In no case should course evaluations alone be used to evaluate teaching effectiveness.

### ***Research/Creative Activity***

Renewable term faculty are not usually required to maintain active research or creative activity as part of their distribution of effort. For those who choose to do so, FMS employs a broad definition of scholarship encompassing research and creative activities that contribute to the intellectual development of the department.

Assessment & Evidence: Evidence of productivity in research includes but is not limited to peer-reviewed publications, editorial activities, externally funded research, presentations at academic conferences, and related work in progress.

Evidence of productivity in creative activity includes but is not limited to professionally and/or critically recognized productions of film, television, or related media, in areas such as producing, screenwriting, directing, cinematography, editing, and other key production roles.

### ***Service***

FMS evaluates professional service and service in support of department, college, and university governance. Faculty members are encouraged to contribute in all of these areas, but RT faculty are only required to contribute to department service. The relationship of service activities to the department's goals, objectives, and priorities will be considered in weighing the value of a faculty member's service.

Assessment and Evidence: The degree and quality of professional activity and service at local, state, regional, national, and/or international levels will be evaluated. As with research and teaching, consideration is given to the quality as well as the quantity of professional and university service. Sources of evidence include but are not limited to service on committees, participation in faculty governance, reviewing or jurying awards, department-related community engagement, and other similar roles.

### **3. Promotion in Rank**

To be considered eligible for promotion from Assistant Professor to Associate Professor and from Associate Professor to Professor, a candidate must have demonstrated substantial professional growth during the time in rank and must have reached the level of excellence appropriate to the rank in all areas of faculty responsibility (teaching, research/creative activity, and service) consistent with the nature of the faculty member's distribution of effort.

Lecturers (terminal degree required) and Instructors (Master's degree required) who have five continuous years of full-time employment at the University may be considered for promotion in rank to Senior Lecturer or Senior Instructor. RT faculty with ten years' experience as instructor/lecturer are eligible to be considered for promotion to Distinguished Lecturer or Distinguished Instructor. Incomplete service years that have been interrupted or fallen below 100% will be considered toward promotion on a pro-rated basis in consultation with the Chair and Committee A.

For promotion to the rank of Associate Professor or Professor, a candidate will suggest names of six referees from outside the University of Oklahoma (preferably from peer departments or programs that also have procedures for promoting renewable term faculty). The Chair and Committee A will select an equal number of outside referees and request evaluations from both lists. The dossier must contain letters from at least six external referees. Not more than half of the received external review letters should be from the candidate's list.

For promotion to the rank of Senior Lecturer/Senior Instructor or Distinguished Lecturer/Distinguished Instructor, no external evaluators are required.

Candidates for promotion should assemble and submit a dossier to committee A that includes:

1. Original appointment letter(s)
2. CV
3. Annual evaluations from each year of the period prior to being considered for promotion
4. A table summarizing the courses taught, including number of students in each class, as well as individual students mentored/advised.
5. A 2-3 page narrative describing their teaching contributions throughout the period prior to promotion
6. A 1-2 page narrative describing their service contributions throughout the period prior to promotion
7. The names of up to five former students, colleagues, or others familiar with the candidate's teaching and service contributions from whom Committee A should solicit letters
8. Supplementary materials organized into an appendix, as described below

Appendix (all categories are NOT required; materials should be tailored to candidate's specific professional emphases):

- Evidence of Course Preparation  
Documents demonstrating 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 showing innovation or excellence in lecture outlines, handouts, slides, worksheets, and other courseware
  - Digital Materials: samples or descriptions of digital materials created such as videos, blogs, online courses, and websites for teaching
  - High-impact Teaching Practices: samples showing the design and development of high-impact teaching practices (e.g., team-based or project-based learning, service-learning, writing-enriched methods, alternative assessments, field trips, etc.)
  - Cultural Competency/Inclusive Teaching: samples or descriptions of course materials or teaching practices that expand student cultural competency and increase the inclusivity of the FMS curriculum
  - New and Redesigned Courses: sample materials developed during the creation of new courses, teaching materials, and pedagogical methods/techniques or in the course of a major redesign of an existing course

- Documentation of Teaching Effectiveness and Student Mentoring  
Summary and supporting documents demonstrating effectiveness at career advising and mentoring of students and former students
  - Aggregated student feedback regarding teaching
  - Peer evaluations from colleagues in the department regarding your teaching preparation and instruction
  - Description of current and former student successes achieved, in part, through mentorship; account of letters of recommendation completed on behalf of students
  - Description and documentation of enrichment activities conducted outside the classroom (e.g. organizing workshops or trips, advising student clubs, etc.) that contribute to student learning and career development
  
- Impacts and Contributions to the Department, Institution, and Community  
Summary and supporting documents demonstrating effectiveness of efforts directed toward developing new core courses, overhauling existing courses, or teaching classes with high enrollments and/or high intrinsic 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 with 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
  
- Other Teaching Materials  
Summary and supporting materials related to any of the following
  - Teaching awards from the department, college, or 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
  - Textbooks, proceedings, presentations, and peer-reviewed teaching articles
  - Contributions to, or editing of a professional journal on teaching
  - Reviews of textbook manuscripts
  - Open educational resources published in recognized professional channels
  - Workshops or professional development activities attended
  
- Research and Creative Activity

Although RT faculty in FMS are NOT required to present evidence of research or creative activity, such work (when a candidate chooses to do it) generates great value for the candidate's teaching as well as the department's overall profile. Use this

section to provide a summary and documentation of publications, presentations, creative activity, and other evidence of research or creative work completed, submitted, published, produced, or exhibited during the candidate's term of service.

***Procedures for Dossier Review:***

Candidates should confer with the Chair and Committee A about their intention to stand for promotion before a dossier is submitted. RT faculty promotions will follow the same timeline articulated by the Provost's Office, College, and the department for tenured/tenure track faculty. This timeline is articulated in the Provost's Tenure and Promotion memo each year.

All FMS core faculty at the rank of Senior Instructor/Lecturer or Assistant Professor and above shall be eligible to vote on RT promotion. The Chair and Committee A will make the candidate's full dossier available to the voting faculty at least a month in advance of the faculty meeting in which the vote is to be taken. The candidate will not be present at the meeting, but numeric results of the faculty vote can be provided to the candidate on request.

The Chair, together with Committee A, will prepare a report of the numerical vote, which will be added to the dossier for review by the other institutional offices involved in evaluation of the promotion request. Per the faculty handbook (section 3.13.3), the Chair and Committee A will also prepare separate recommendations and explain their reasons, by name, without obligation to represent the majority departmental opinion.

The dossier will then be forwarded to the College and Provost's Office for review and approval. If approved, the candidate's promotion will take effect in the following academic year. In the case of a promotion denial, the candidate will become eligible to reapply after one additional service year.