



The UNIVERSITY of OKLAHOMA®

Office of the Senior Vice President and Provost

**Policy Approval
First Year Composition Program**

Policy Document: Teaching Professor Promotion System

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FYC Lecturer Promotion System

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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.

Teaching Professor Promotion System First-Year Composition Program

The FYC Teaching Professor (Lecturer) Promotion process 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

Full-time Lecturers at the rank of Assistant Teaching Professor¹ (Instructor or Lecturer) who by August 15 of their review year will have held full time Instructor/Lecturer appointments² at the University of Oklahoma for five years of full-time teaching are eligible for promotion to Associate Teaching Professor (Senior Lecturer). Full-time Lecturers at the rank of Associate Teaching Professor who by August 15 of their review year will have held full-time Associate Teaching Professor appointments at the University of Oklahoma for five years of full-time teaching are eligible for promotion to Distinguished Teaching Professor (Distinguished Lecturer). Academic years or semesters where a salaried lecturer's effort was below 100% will be accounted for on a pro-rated basis until the lecturer has reached the equivalent of 5 years of full-time teaching.

A candidate who has been turned down for promotion to Associate Teaching Professor or Distinguished Teaching Professor becomes eligible to apply again for promotion in the second academic year following the unsuccessful application.

Lecturing faculty at the rank of Assistant Teaching Professor or Associate Teaching Professor have the option of negotiating to delay their promotion review.

B. Criteria

Demonstrated excellence in teaching is a necessary but not sufficient prerequisite for promotion to Associate Teaching Professor and for further promotion to Distinguished Teaching Professor. 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, but its purpose is oriented toward the future. It is also based on expectations about the candidate's future accomplishments and potential impact. Thus, it is also an investment in the future.

Promotion to Associate Teaching Professor: Among the criteria beyond excellence in teaching that build a case for promotion to Associate Teaching Professor are noteworthy academic service in some or all of the following areas: 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 Teaching Professor (Lecturer). This academic leadership and service should have been exercised over a period of years that provides a sufficient basis for

¹ The Dodge Family College of Arts and Sciences approved a unique title series for FYC lecturers and instructors.

² Distribution of Effort (DOE) for a full-time Lecturer in FYC is 80% teaching (4 courses per semester) and 20% service.

evaluating impact to date, as well as the candidate's potential for enhanced leadership if promoted to the rank of Associate Teaching Professor.

Promotion to Distinguished Teaching Professor: Candidates for promotion to Distinguished Teaching Professor will be considered under the same criteria, but must meet appropriately higher expectations in terms of the scope, range, or impact of professional activities, in addition to demonstrating ongoing growth as excellent teachers. Pedagogical initiatives that are informed by developments in the field, reach beyond individual classrooms, and materially advance student program learning outcomes and/or other strategic planning priorities of the First-Year Composition Program will weigh heavily. Evidence of effective leadership, e.g., in curriculum design or mentoring of more junior ATPs, GTAs, and adjuncts, is also important. While not required, excellence in publications or scholarly work, especially as relevant to the teaching mission, is regarded favorably. Review for promotion to Distinguished Teaching Professor will focus primarily on the candidate's accomplishments in the years since appointment to the rank of Associate Teaching Professor, with attention also paid to specific plans for the next phase of his/her career trajectory.

C. General Procedures

The Director of First-Year Composition will notify eligible Teaching Faculty about the opportunity, deadlines, and procedures for promotion.

The eligible Teaching Faculty will submit a dossier with the required materials to the Director. Eligible voters will have access to the dossier, including the candidate's CV, statements of teaching and service, and student and peer teaching evaluations, as detailed under "Nomination Dossier" below. When a department/program decides to forward a nominee for consideration at the College level, the Director'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 English faculty do not review FYC faculty, the tenured faculty will review cases of promotion, as required by the Provost's Office.

FYC's Committee A will work with candidates to ensure the best possible case is presented.

II. Procedures for Candidates

A. Promotion to Associate Teaching Professor (Senior Lecturer)

Eligible Assistant Teaching Professors who would like to be nominated by FYC for promotion to Associate Teaching Faculty should compile a portfolio in order to establish evidence of outstanding teaching and service. The portfolio should consist of the following and should be divided into two sections for teaching and service:

Evidence of Outstanding Teaching

- The nominee's 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 teaching statement by the nominee about his/her teaching accomplishments, evidence of growth, and plans for the future that are relevant to consideration for promotion.
- Representative syllabi for each course taught (ENGL 1113, 1213, 1913, 3153, or 1013)

- Supporting materials related specifically to teaching, advising, and curricular accomplishments including unique lesson plans or examples of successful teaching work, communications from students regarding teaching impact, and other relevant materials.
- All student evaluations from the teaching period under review for promotion.
- Peer teaching evaluations/observations from the teaching period under review for promotion. (Peer teaching evaluations/observations should not be a minute accounting of the class visit, but rather a deeper assessment of all aspects of the teaching in terms familiar to faculty in other disciplines.)
- Other relevant supporting materials documenting professional teaching accomplishments, including representative publications or presentations (as related to teaching).

Evidence of Outstanding Service

- Service statement addressing all service and evidence of leadership (to program/department, college, university, profession, and wider community) within the time period of review. (No more than 3 pages single spaced.)
 - Priority will be given to service to the program and then to service outside the program (including to the community), but all will count toward service achievements.
 - The service statement should note service and leadership (e.g., chair of a committee or efforts to lead an initiative) 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 Teaching Professor.
 - The service statement should also address professional goals and future plans in relation to service.
- A mini-vitae or similar document that lists and categorizes all service that was accomplished in the period of review.
- Supportive materials that demonstrate impact of teaching or service, such as letter of recommendation from a senior faculty mentor (optional)

Sample Rubric/Criteria for Associate Teaching Professor

Evaluation of Teaching

Aspects of Teaching	Exceeds Expectations*	Meets Expectations	Below Expectations
Effectiveness in Teaching Writing/Speaking (S, TS, PR, M, OET)			
Effectiveness in Teaching Curriculum (S, TS, PR, M, OET)			
Feedback Used to Strengthen Teaching (TS, PR, OE)			
Models Values of the Curriculum (S, TS, PR, OET)			

Student Evaluations of Teaching (S), Statements of Teaching (TS), Peer Reviews of Teaching (PR), Other Teaching Materials (e.g., lesson plans) (M), Other Evidence of Teaching Excellence (e.g., awards, student letters of appreciation) (OET)

*Exceeding Expectations in the Area of Teaching Requires the Following:

- (1) Consistent student evaluations of teaching that are above the department average
- (2) Innovative teaching materials and techniques in the classroom
- (3) Reflective statements of teaching that show evidence of growth
- (4) Awards and/or strong evidence of impact, such as letters of appreciation from students and strong student comments on student evaluations of teaching
- (5) Evidence of effectiveness in teaching core skills of writing and speaking, such as award-winning student essays and speeches
- (6) Evidence of modeling the core values of the curriculum (e.g., inclusivity, civic empathy) through statements of teaching and peer reviews.

Evaluation of Service

Aspects of Service	Exceeds Expectations*	Meets Expectations	Below Expectations
Substantial Contributions to Committees (SS, AE, CV, OES)			
Consistent Contributions to the Program			
Mentoring of New Instructors			
Contributions to Student Success Beyond the Classroom			

Statements of Service (SS), Annual Evaluations (AE), Curriculum Vitae (CV), Other Evidence of Excellence in Service (e.g., awards, student letters of appreciation) OES

*Exceeding Expectations in the Area of Service Requires the Following:

- (1) Member of one major committee with substantial contributions to committee; chair of one smaller committee; (or) member of two smaller committees with substantial contribution to committee
- (2) Has contributed consistently to the department, including but not limited to: submitting teaching material to archives, hosting professional development workshops, conducting additional observations of colleagues for department, participation in and/or attendance of Writing Awards, or participation in curricular assessment
- (3) Has represented FYC outside of the department at the College or University level by serving on a committee or attending one or more College/University event
- (4) Has acted as a mentor in some capacity within the department
- (5) Has been actively engaged with student success outside the classroom by writing letters of recommendation, serving as a reference for students, and/or extending office hours

B. Promotion to Distinguished Teaching Professor (Distinguished Lecturer)

Eligible Assistant Teaching Professors who would like to be nominated by FYC for promotion to Associate Teaching Faculty should compile a portfolio in order to establish evidence of outstanding

teaching and service. The portfolio should consist of the following and should be divided into two sections for teaching and service:

Evidence of Outstanding Teaching

- Demonstration of impact, such as faculty mentorship (including letters of recommendation from faculty mentees)
- The nominee's 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 teaching statement by the nominee about his/her teaching accomplishments, evidence of growth, and plans for the future that are relevant to consideration for promotion.
- Representative syllabi for each course taught (ENGL 1113, 1213, 1913, 3153, or 1013)
- Supporting materials related specifically to teaching, advising, and curricular accomplishments including unique lesson plans or examples of successful teaching work, communications from students regarding teaching impact, and other relevant materials.
- All student evaluations from the teaching period under review for promotion.
- Peer teaching evaluations/observations from the teaching period under review for promotion. (Peer teaching evaluations/observations should not be a minute accounting of the class visit, but rather a deeper assessment of all aspects of the teaching in terms familiar to faculty in other disciplines.)
- Other relevant supporting materials documenting professional teaching accomplishments, including representative publications or presentations (as related to teaching).

Evidence of Outstanding Service

- Service statement addressing all service and evidence of leadership (to program/department, college, university, profession, and wider community) within the time period of review. (No more than 3 pages single spaced.)
 - Priority will be given to service to program/department and then the college and university over profession and community, but all still count toward service achievements.
 - The service statement should note academic leadership, especially in curriculum development, planning, and oversight; mentoring and/or training of other professionals in the field; professional service; 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 Lecturer.
 - The service statement should also address professional goals and future plans in relation to service.
- A mini-vitae or similar document that lists and categorizes all service that was accomplished in the period of review.
- Supportive materials that demonstrate impact of teaching or service (such as a letter of recommendation from a mentee) (optional)

Sample Rubric/Criteria for Distinguished Teaching Professor

Evaluation of Teaching

Aspects of Teaching	Exceeds Expectations*	Meets Expectations	Below Expectations
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Effectiveness in Teaching Writing/Speaking (S, TS, PR, M, OET)			
Effectiveness in Teaching Curriculum (S, TS, PR, M, OET)			
Feedback Used to Strengthen Teaching (TS, PR, OE)			
Models Values of the Curriculum (S, TS, PR, OET)			

Student Evaluations of Teaching (S), Statements of Teaching (TS), Peer Reviews of Teaching (PR), Other Teaching Materials (e.g., lesson plans) (M), Other Evidence of Teaching Excellence (e.g., awards, student letters of appreciation) (OET)

*Exceeding Expectations in the Area of Teaching Requires the Following:

- (1) Consistent student evaluations of teaching that are above the department average
- (2) Innovative teaching materials and techniques in the classroom
- (3) Reflective statements of teaching that show evidence of growth
- (4) Awards and/or strong evidence of impact, such as letters of appreciation from students, and strong student comments on student evaluations of teaching
- (5) Evidence of effectiveness in teaching core skills of writing and speaking, such as award-winning student essays and speeches
- (6) Evidence of modeling the core values of the curriculum (e.g., inclusivity, civic empathy) through statements of teaching and peer reviews.

Evaluation of Service

Aspects of Service	Exceeds Expectations*	Meets Expectations	Below Expectations
Substantial Contributions to Committees (SS, AE, CV, OES)			
Consistent Contributions to the Program			
Mentoring of New Instructors			
Contributions to Student Success Beyond the Classroom			

Statements of Service (SS), Annual Evaluations (AE), Curriculum Vitae (CV), Other Evidence of Excellence in Service (e.g., awards, student letters of appreciation) OES

*Exceeding Expectations in the Area of Service Requires the Following:

- (1) Chair of a major committee or leadership of a major initiative
- (2) Has contributed consistently to the program, including but not limited to: submitting teaching material to archives, hosting professional development workshops, conducting additional observations of colleagues for department, participation in and/or attendance of Writing Awards, or participation in curricular assessment

- (3) Has represented FYC outside of the department at the College or University level by serving on a committee or attending one or more College/University event
- (4) Has acted as a mentor in some capacity within the program
- (5) Has been actively engaged with student success outside the classroom by writing letters of recommendation, serving as a reference for students, and/or extending office hours
- (6) Has presented on teaching at a professional conference and/or has published on teaching

III. Procedures for the FYC Director

The Director is responsible for sharing information on the nomination process and dossier with candidates, and for ensuring that the candidates understand how to present the best possible case for their promotion.

Departments/programs will submit one complete dossier for each nominee to CAS.

A dossier should consist of the following items:

- A statement from the department outlining the departmental promotion process and the criteria the department/program uses to define and measure excellence in teaching and other achievements when considering candidates for promotion. Each department/program should have distinct criteria for promotion to Associate Teaching Professor (Senior Lecturer) versus promotion to Distinguished Teaching Professor. This statement should be identical in the dossiers of all nominees for promotion to the same rank within a department/program (max. 500 words, apportioned between the two ranks of Associate Teaching Professor and Distinguished Teaching Professor).
- The nominee's 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. (Submitted to the candidate by the department/program.)
- A detailed departmental report including the faculty's vote on promotion and discussing the nominee's strengths and weaknesses in light of the criteria for excellence defined by the department and with specific reference to the nominee's record (max. 1000 words). The report should describe in full those elements of the nominee's dossier that may not be self-evident to committee members from other fields (e.g., departmental service assignments and tasks). The report should also provide a departmental perspective on the nominee's future professional development and expected post-promotion contributions. A redacted version of the department's report will be supplied to the candidate by the Dean's Office as soon as possible. To facilitate this, please send a Word version of the final report to CAS. Candidates who find factual errors in the redacted report may submit corrections in writing to CAS within five business days of receipt. Candidates should not write general "responses" or answers to reports, but only correct errors of fact. Candidates should not write to disagree with the conclusions or interpretations of the report, or argue that they have placed the wrong weight on different elements of the case, or incorporate any other information or argument that is not, strictly speaking, a correction of fact.
- Supporting materials submitted specifically to teaching, advising, and curricular accomplishments including syllabi, letters from former students, and other relevant materials (max. 35 pages)
- Student teaching evaluations from the entire period of teaching that is under review for promotion.

- Peer teaching evaluations from the entire period of teaching that is under review for promotion. Peer evaluations should not be a minute accounting of the class visit, but rather a deeper assessment of all aspects of the teaching in terms familiar to faculty in other disciplines.
- Other relevant supporting materials documenting professional accomplishments, including representative publications, letters from faculty mentors, etc. if appropriate (max. 35 pages).