



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

Policy Approval

Department of Modern Languages, Literatures and Linguistics

Policy Document:

Promotion Policy for Unranked Renewable Term Faculty

Approved by:

Department of Modern Languages, Literatures and Linguistics Faculty

David Wrobel, Dean, College of Arts and Sciences

Sarah Ellis, Vice Provost for Faculty

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MLLL Unranked RT Faculty Promotion Policy

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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.



The University of Oklahoma®

DEPARTMENT OF MODERN LANGUAGES, LITERATURES AND LINGUISTICS

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Promotion Policy for Unranked Renewable Term Faculty

Approved by the MLLLL Faculty, May 15th, 2023

I. Overview

Objective: The University of Oklahoma hires Renewable Term faculty (RT) in support of its mission to change lives and “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.” Explicit in these statements is the paramount obligation of faculty to the education of our students, and by extension, to the students themselves, an obligation accomplished through positive impact on, ethical interactions with, and effective mentoring and instruction of students. To that end, the department/ university recognizes the important role RT faculty play and acknowledges their efforts through the promotion system.

A. Eligibility

Full-time Lecturers (doctoral degree required) and Instructors (master’s degree required) who by August 15 of their review year will have held full time Instructor/Lecturer appointments at the University of Oklahoma for five years of full-time teaching are eligible for promotion to Senior Lecturer/Instructor. Full-time Instructors/Lecturers at the rank of Senior Lecturer/Instructor who by August 15 of their review year will have held full-time Senior Lecturer/Instructor appointments at the University of Oklahoma for five years of full-time teaching are eligible for promotion to Distinguished Lecturer/Instructor.

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

Lecturing faculty at the rank of Senior Lecturer/ Instructor have the option of negotiating to delay their promotion review.

B. Criteria

Lecturers and Instructors who have five continuous years of full-time employment at the University will be eligible for promotion in rank to Senior Lecturer/Instructor. After five years as a Senior Lecturer/Instructor, a faculty member is eligible to be designated as Distinguished Lecturer/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 Unranked Renewable Term faculty promotion process does not require external evaluators but requires a vote of the tenured faculty.



Unranked 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 MLLL are normally expected to teach 22-26 credit hours per year and dedicate 20% percent of their time to university and professional service. Expectations that differ from this norm will be documented in the letter of appointment.

Demonstrated excellence in teaching is a necessary but not sufficient prerequisite for promotion to Senior Lecturer/Instructor and for further promotion to Distinguished Lecturer/ Instructor. Other relevant professional accomplishments (detailed below) 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.

The Lecturer/Instructor 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. This academic leadership and service should have been exercised over a period of years that provides a sufficient basis for evaluating impact to date, as well as the candidate's potential for enhanced leadership if promoted to the rank of Senior Lecturer/Instructor.

Promotion to Senior Lecturer/Instructor

Among the criteria that build a case for promotion to Senior Lecturer/Instructor are some or all of the following: designing and revising assessment and teaching materials, organizing and participating in extra-curricular activities, contributing to recruitment and retention efforts, and representing the department/section in on-campus and off-campus events.

Promotion to Distinguished Lecturer/Instructor

Candidates for promotion to Distinguished Lecturer/Instructor will be considered under the same criteria used for promotion to Senior Lecturer/Instructor 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 at this stage should be 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 department.

*While not required, publications or scholarly work and/or participation in conferences, especially as relevant to the teaching mission, is regarded favorably. Review for promotion to Distinguished Lecturer/Instructor will focus primarily on the candidate's accomplishments in the years since appointment to the rank of Senior Lecturer/Instructor, with attention also paid to specific plans for the next phase of his/her/their career trajectory.

C. General Procedures



The Chair of MLLL will notify section heads about the candidates eligible for promotion. Each section is responsible for notifying the eligible candidates. Once the Chair of MLLL receives a recommendation from the candidate's section, the eligible Lecturer/Instructor will submit a dossier with the required materials to the Chair. Eligible voters (tenured faculty members) 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 "Promotion Nomination Dossier" below. When a department decides to forward a candidate 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. Tenured faculty in the department will meet to assess the dossiers and to vote on promotion. MLLL's Committee A will work with candidates to ensure the best possible case is presented.



II. Procedures for Candidates

Promotion to Senior Lecturer/Instructor

Eligible Lecturers/Instructors who would like to be nominated for promotion to Senior Lecturer/Instructor should compile a dossier in order to establish evidence of outstanding teaching and service. The dossier should consist of the following and should be divided into three sections for information, teaching, and service:

Section 1: Information and Documentation

- Original appointment letter.
- A current 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 Letter of Support from the section attesting to the candidate's consistent contribution to the program's pedagogical and service efforts
- All student evaluations from the teaching period under review for promotion
 - *These must be provided by the candidate, available in the Student Teacher Evaluation System [LINK](#) and Student Experience Survey [LINK](#)
- Annual evaluations from the five years prior to being considered for promotion.
- A mini-vitae or similar document that lists and categorizes all service that was accomplished in the period of review
 - *This is available in the Faculty Activity System [LINK](#).
- Support letters written on behalf of the candidate, which may include:
 - a. Internal Peers, i.e., from colleagues in the department regarding the candidate's teaching preparation and instruction, including, if possible, a colleague teaching the same course or same level course
 - b. External Peers, i.e., from non-MLLL or non-OU experts on the candidate's contributions to the pedagogy of the subject area
 - c. Letters from language coordinators attesting to the candidate's teaching
 - d. Letters from students who have enrolled in the candidate's course(s)

Section 2: Evidence of Outstanding Teaching

- Demonstration of impact (which should be evident throughout the letters written on behalf of the candidate)
- A 2–3-page teaching statement by the candidate about his/her/their teaching accomplishments, evidence of growth, and goals for the future that are relevant to consideration for promotion.
- Syllabi for any courses redesigned including course descriptions, learning outcomes, assignments, grading criteria, assessment methods, course schedule, etc.
- Supporting materials related specifically to teaching, advising, and curricular accomplishments including unique lesson plans or examples of successful teaching work, including:
 - a. Digital Materials: samples or descriptions of digital materials created such as audios, videos, blogs, apps, and websites for teaching
 - b. Descriptions of High-impact Teaching Practices such as team-based learning, service-learning activities, methods highlighting specific writing skills, alternative assessments, dynamic lectures, field trips, etc.



- c. Documentation of new and revised courses, i.e., annotated syllabi which demonstrate how educational goals and objectives, required texts and other assigned reading/reference materials were updated and how the candidate developed new materials and pedagogical methods/techniques
- Evidence of teaching impact including:
 - a. Evaluations of the effectiveness of teaching innovations, which can include teaching observations performed by external faculty members at OU and/or from MLLL language coordinators, section heads, or faculty members.
 - b. Materials documenting professional teaching accomplishments, including awards
- A Plan for Future Development addressing:
 - a. Future high-impact teaching practices that promote active learning, diversity, and inclusion, and cultural competency in the classroom, drawing where possible on feedback from students, colleagues, or course outcomes.
 - b. An outline of subsequent teaching objectives for the next year
 - c. A plan for future participation in professional development activities focused on teaching enhancement.

Section 3: Evidence of Outstanding Service

- A 2–3-page Service Statement addressing all service and evidence of leadership (to program/department, college, university, profession, and wider community) within the period of review. Please note:
 - a. 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.
 - b. 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 teaching lecturer/instructor.
- Evidence of contributions in departmental curriculum revision or development
- Evidence of 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, and student groups to improve their teaching
- Evidence of Community engagement and outreach activities such as workshops and presentations to enhance a community of practice, or recruitment efforts directed at students in secondary schools in the region
- Evidence of involvement in student events and student organizations (e.g., Language Clubs, Conversation Hours, etc.).
- Evidence of participation in professional development as it pertains to teaching (workshops, seminars, etc.)
- A Plan for Future Development addressing how the candidate will continue to:
 - a. impact and contribute to the section, department, institution, and community
 - b. promote professional development activities



Criteria for Senior Lecturer/Instructor Evaluation of Teaching and Service

*Only candidates who exceed expectations are eligible for promotion. *

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 in the form of student awards
- (6) Evidence of modeling the core values of the curriculum (especially inclusivity and empathy) through statements of teaching and peer reviews

Exceeding Expectations in the Area of Service Requires the Following:

- (1) Member of one major committee (or) 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 hosting professional development workshops, conducting additional observations of colleagues for department, participation in and/or attendance of Scholarship Awards, participation in curricular assessment, or participation in the promotion of MLLL
- (3) Has represented MLLL outside of the department at the College or University level, for example by attending one or more College/University events
- (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 or offering independent studies.

Promotion to Distinguished Lecturer/Instructor

Eligible Senior Lecturers/Instructors who would like to be nominated for promotion to Distinguished Lecturer/Instructor should compile a dossier in order to establish evidence of outstanding teaching and service. This dossier should be submitted to Committee A by September 1.

The dossier should consist of the following and should be divided into three sections for information, teaching, and service:

Section 1: Information and Documentation

- Original appointment letter.
- A current 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 Letter of Support from the section attesting to the candidate's consistent contribution to the program's pedagogical and service efforts
- All student evaluations from the teaching period under review for promotion
 - *These must be provided by the candidate, available in the Student Teacher Evaluation System [LINK](#) and Student Experience Survey [LINK](#)
- Annual evaluations from the five years prior to being considered for promotion.
- A mini-vitae or similar document that lists and categorizes all service that was accomplished in the period of review
 - *This is available in the Faculty Activity System [LINK](#).
- All letters written on behalf the candidate, including:
 - e. Internal Peers, i.e., from colleagues in the department regarding the candidate's teaching preparation and instruction, including, if possible, a colleague teaching the same course or same level course
 - f. External Peers, i.e., from non-MLLL or non-OU experts on the candidate's contributions to the pedagogy of the subject area
 - g. Letters from language coordinators attesting to the candidate's teaching
 - h. Letters from students who have enrolled in the candidate's course(s)

Section 2: Evidence of Outstanding Teaching

- Demonstration of impact (which should be evident throughout the letters written on behalf of the candidate)
- A 2–3-page teaching statement by the candidate about his/her/their teaching accomplishments, evidence of growth, and goals for the future that are relevant to consideration for promotion.
- Syllabi for any courses redesigned including course descriptions, learning outcomes, assignments, grading criteria, assessment methods, course schedule, etc.
- Supporting materials related specifically to teaching, advising, and curricular accomplishments including unique lesson plans or examples of successful teaching work, including:
 - d. Digital Materials: samples or descriptions of digital materials created such as audios, videos, blogs, apps, and websites for teaching
 - e. Descriptions of High-impact Teaching Practices such as team-based learning, service-learning activities, methods highlighting specific writing skills, alternative assessments, dynamic lectures, field trips, etc.
 - f. Documentation of new and revised courses, i.e., annotated syllabi which demonstrate how educational goals and objectives, required texts and other assigned reading/reference materials were updated and how the candidate developed new materials and pedagogical methods/techniques
- Evidence of teaching impact including:
 - c. Evaluations of the effectiveness of teaching innovations, which can include evaluations from the Center for Faculty Excellence and/or peer teaching evaluations/observations
 - d. Materials documenting professional teaching accomplishments, including awards
- A Plan for Future Development addressing:
 - d. Future high-impact teaching practices that promote active learning, diversity, and inclusion, and cultural competency in the classroom, drawing where possible on feedback from students, colleagues, or course outcomes.
 - e. An outline of subsequent teaching objectives for the next year



- f. A plan for future participation in professional development activities focused on teaching enhancement.

Section 3: Evidence of Outstanding Service

- A 2–3-page Service Statement addressing all service and evidence of leadership (to program/department, college, university, profession, and wider community) within the period of review. Please note:
 - a. 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.
 - b. 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 teaching lecturer/instructor.
- Evidence of contributions in departmental curriculum revision or development
- Evidence of 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 to improve their teaching
- Evidence of Community engagement and outreach activities such as workshops and presentations to enhance a community of practice, or recruitment efforts directed at students in secondary schools in the region
- Evidence of involvement in student events and student organizations (e.g., Language Clubs, Conversation Hours, etc.).
- Evidence of participation in professional development as it pertains to teaching (workshops, seminars, etc.)
- A Plan for Future Development addressing how the candidate will continue to:
 - c. impact and contribute to the section, department, institution, and community
 - d. promote professional development activities



Criteria for Distinguished Lecturer/Instructor Evaluation of Teaching and Service

*Only candidates who exceed expectations are eligible for promotion. *

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- (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 in the form of student awards
- (6) Evidence of modeling the core values of the curriculum (especially inclusivity and empathy) through statements of teaching and peer reviews

Exceeding Expectations in the Area of Service Requires the Following:

- (1) Member of one major committee (or) 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 hosting professional development workshops, conducting additional observations of colleagues for department, participation in and/or attendance of Scholarship Awards, participation in curricular assessment, or participation in the promotion of MLLL
- (3) Has represented MLLL outside of the department at the College or University level, for example by attending one or more College/University events
- (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 or offering independent studies.



III. Procedures for the Department Chair, Committee A, and RT Committee

The Chair 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 candidate to DFCAS. 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 Senior Lecturer/Instructor versus promotion to Distinguished Lecturer/Instructor. This statement should be identical in the dossiers of all candidates for promotion to the same rank within a department/program (max. 500 words, apportioned between the two ranks of Senior and Distinguished Lecturer/Instructor)
- The candidate's up-to-date CV, following standard academic format (i.e., education, positions held, awards, professional service, academic service, courses taught, etc.) with the relevant dates clearly indicated
- A detailed departmental report including the faculty's vote on promotion and discussing the candidate's strengths and weaknesses in light of the criteria for excellence defined by the department and with specific reference to the candidate's record (max. 500 words)
- Supporting materials submitted related 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
- Other relevant supporting materials documenting professional accomplishments, including representative publications, letters from faculty mentors, etc. if appropriate (max. 35 pages)

