

**Department of Psychology
University of Oklahoma**

Governance Policy

Approved by department vote on April 3, 2019

Updated by department vote on December 2, 2020

Minor revisions to voting eligibility approved by
department votes on September 4 and October 2, 2024

Table of Contents

Table of Contents	2
I. Statement of Inclusion and Multiculturalism.....	4
II. Discrimination, Sexual Harassment, and Affirmative Action Policies	4
A. Affirmative Action.....	4
B. Reporting Instances of Harassment and Discrimination	5
III. Departmental and Professional Citizenship.....	5
IV. Departmental Voting Procedures.....	5
A. Committee A Elections	5
1. General Principle	5
2. Eligibility.....	6
3. Nomination procedure	6
4. Voting eligibility.....	6
5. Voting procedure	6
B. Tenure, Promotion, and Re-appointment Votes.....	6
1. General Principle	6
2. Voting procedure.....	6
3. Voting eligibility.....	7
C. Hiring Decisions	7
1. General principle	7
2. Voting procedure	7
3. Faculty voting eligibility.....	7
4. Student voting eligibility	7
D. Routine Votes Taken During Faculty Meetings.....	8
1. General principles.....	8
2. Voting procedure	8
3. Voting eligibility.....	8
V. Requirements for Adjunct Appointments	8
VI. Departmental Release-Time Policy	8
A. For Grant Support.....	8
B. For Beginning Tenure Track Faculty	8
VII. Canceling Courses Due to Low Student Demand.....	9
A. If a Course Is Under-Enrolled.....	9
B. If a Class Is Canceled.....	9
VIII. Evaluation of the Chair.....	9
IX. Reappointment of Untenured Faculty.....	10
X. Criteria for Graduate Faculty Membership.....	10
A. Levels of Graduate Faculty Membership	10

B. RM4 Membership Criteria.....	10
C. RM3 Membership Criteria.....	11
D. RM2 Membership Criteria.....	11
E. RM1 Membership Criteria.....	11
F. RM0 Membership Criteria.....	11
G. Special Membership (SM) as a Graduate Faculty Member in Psychology.....	11
1. Close association with the unit	11
2. The criteria for SM.....	12
3. No criterion can be less rigorous than for the equivalent Regular Member appointment	12
4. After nomination by the Department	12
H. Change in Status	13
I. New Faculty	13
XI. Family Leave Policy.....	13
XII. Peer Review of Teaching.....	14
A. Introduction.....	14
B. Peer Review for Constructive Feedback.....	14
C. Peer Review as Departmental Evaluation of Teaching	15
XIII. Status of This Document	16

I. Statement of Inclusion and Multiculturalism

The Department of Psychology at the University of Oklahoma is committed to diversity and inclusion in our pursuit of excellence in research and teaching. True excellence in research and teaching can only be achieved in environments that affirm the dignity and inherent worth of all individuals.

Psychology as a discipline firmly recognizes the importance of individual differences. We value and seek to better understand individual differences, including but not limited to those related to race, ethnicity, skin color, national origin, religious and spiritual beliefs, age, gender, sexual orientation, physical and mental abilities, size and appearance, as well as veteran and socio-economic status. While we value free expression and the critical examination of ideas, we must also be committed to creating an environment of trust, mutual respect, and compassion. We have a shared responsibility to continually foster an environment that supports and benefits all, including undergraduate and graduate students, postdoctoral trainees, staff, and faculty.

It is important that we all recognize and continually remind ourselves that feelings of alienation, marginalization, powerlessness, and loneliness are detrimental to both physical and mental health. It is therefore incumbent upon the Department of Psychology at the University of Oklahoma that we foster an environment where all individuals feel welcome, valued, competent, and empowered.

II. Discrimination, Sexual Harassment, and Affirmative Action Policies

A. Affirmative Action

The Department of Psychology strongly supports the University of Oklahoma's affirmative action goals and condemns any action that would treat individuals unfairly, especially actions that are based on race, religion, ethnicity, national origin, disability status, gender, gender identification, or sexual orientation. Moreover, the Department strives to create a working environment for students, staff, and faculty that embodies both the letter and the spirit of the principles that underlie affirmative action and general fairness. To this end, each faculty member of the Department of Psychology holds special responsibilities to be aware of and to comply with Federal laws and University of Oklahoma policy pertaining to individual rights and liberties. These obligations pertain to equitable treatment in hiring practices, student evaluations, admission of students, and evaluation of faculty. These laws absolutely prohibit: (1) Discrimination on the basis of race and color, ethnic or national origin, sex, creed, religion, age, or physical disability (see Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Americans With Disabilities Act of Congress, 1992); (2) Sexual harassment of students, staff, and faculty. Each faculty member shall hold special responsibility to actively support the Department as an Affirmative Action/Equal Opportunity Employer.

B. Reporting Instances of Harassment and Discrimination

Anyone who believes they have been subjected to discrimination or harassment is encouraged to speak to one of the Department's two Equity and Inclusion Advisors. Equity and Inclusion Advisors are departmental faculty members who are explicitly identified by the Department as advocates who will facilitate reporting instances of sexual misconduct, discrimination, and harassment to the appropriate University Officer (i.e., Title IX, Sexual Misconduct, Equal Opportunity, etc...). Accordingly, the Equity and Inclusion Advisors provide individuals with information regarding the University's processes and procedures concerning report and resolution of incidents. Individuals are encouraged to report inappropriate conduct as defined by OU's sexual misconduct, discrimination and harassment policy as soon as possible regardless of whether they are the targets of, perpetrators of, or witnesses to the inappropriate conduct. Individuals are encouraged NOT to wait to report conduct of concern until it becomes sufficiently severe, pervasive, or persistent so that the Department can take proactive steps to address and prevent future inappropriate conduct.

For more information about University policies regarding harassment, discrimination and equity, please see the links below:

Sexual Misconduct, Discrimination, and Harassment Policy
<http://www.ou.edu/content/eoo/policies.html>

Non-Discrimination Policy:
<http://www.ou.edu/content/eoo/policies-procedures/non-discrimination.html>

University Equal Opportunity and Affirmative Action statements, and more on Title IX:
<http://www.ou.edu/content/eoo/policies-procedures.html>

III. Departmental and Professional Citizenship

The Department of Psychology also values activities that contribute to the missions of the Department, but that may not be easily included in the traditional areas of research, teaching, and service. All faculty are expected to participate in the academic activities of the Department and to constructively work in a professional manner with others in ways that benefit students, faculty colleagues, the Department, the University, and the discipline. Such activity can influence the faculty member's overall performance evaluation. Faculty members will be provided an opportunity to respond to the evaluation provided by the Chair and Committee A before it becomes final.

IV. Departmental Voting Procedures

A. Committee A Elections

1. General Principle: Committee A is the body elected by the faculty to engage in evaluation and Departmental policy making. As such, the two Committee A members should be voted on by those on the faculty who are formally evaluated by Committee A on a consistent basis.

2. Eligibility: All tenured Associate or Full Professors of the Department of Psychology are eligible to serve on Committee A, as long as membership is consistent with University nepotism policies.

3. Nomination procedure: The outgoing member of Committee A runs the nomination and election procedure. In the event that this person is not present to run the election, the continuing member of Committee A will do so. At a date no later than the week before the first faculty meeting of the fall semester, this "election administrator" (EA) will announce by Departmental memo (e.g., email) the Committee A election time and will solicit nominations. Eligible faculty on leave or sabbatical will be contacted directly by the EA. Nominators should obtain permission of nominees before submitting their names to the EA. Approximately 24 hours prior to the first faculty meeting of the fall semester the EA will publicize by Departmental memo those who have been nominated. Faculty will be permitted to nominate additional individuals at the faculty meeting and discussion of the nominees will be encouraged. Nominations will not be accepted after this meeting and a secret ballot will be distributed to all eligible faculty as soon as possible after the meeting. A "good faith" effort will be made by the EA to insure that faculty on leave or sabbatical have an opportunity to vote. Ballots are to be returned to the EA no later than 4 working days after they are distributed.

4. Voting eligibility: All permanent tenured and tenure-track Psychology faculty and renewable-term faculty with appointments of .50 FTE or greater (including faculty on sabbatical) are eligible to vote. Absentee voters who meet this requirement are eligible (and in fact encouraged) to vote. The EA will make reasonable effort to contact all faculty who are eligible to obtain their votes. However, the burden for casting a Committee A ballot rests with the faculty member, and blame will not be placed on the EA for the failure of any faculty member to cast a ballot. Each eligible faculty member receives exactly one vote, and proxies will not be accepted. Absentee ballots must be cast by direct communication between the EA and the voter; votes communicated through a second party will not be accepted.

5. Voting procedure: A majority elects a new Committee A member. In the case of ties or no majority, a run-off of the top two vote-getters will be organized by the EA, and all original voting faculty must be given a chance to vote in the run-off, either during a special faculty meeting or by direct communication with the EA. The EA and the Chair will count ballots. An additional tie will be resolved first by Rank, second by years tenured in the Department, third by 3-year cumulative composite annual evaluation score, and fourth by a coin flip conducted by the EA in the presence of the Chair; the candidates are entitled to attend the coin flip if they desire.

B. Tenure, Promotion, and Re-appointment Votes

1. General Principle: The Departmental vote is a critical part of the process of granting tenure, promotion, and re-appointment. The tenured faculty should make tenure, promotion, and re-appointment decisions at the Departmental level. These decisions then become advisory to the higher-level administrative processes.

2. Voting procedure: The Chair will administer the Departmental procedures connected with

tenure, promotion, and re-appointment. The meeting at which such votes will be taken will be announced by Departmental memo (e.g., email) at least 1 week in advance. However, it should be recognized that College or University policy may require more advanced notice.

3. Voting eligibility:

- a. Voting on tenure: All tenured permanent Psychology faculty with appointments of .50 FTE or greater (including faculty on sabbatical) are eligible to vote in tenure decisions.
- b. Voting on promotion for tenured and tenure-track faculty: Voting eligibility for promotion is based on rank. Psychology faculty with appointments of .50 FTE or greater (including faculty on sabbatical) are eligible to vote on promotion decisions up to their present rank. Associate professors can vote on promotions to Associate but not Full. Full Professors can vote on promotions to Associate and Full.
- c. Voting on promotion for renewable-term faculty: All tenured and tenure-track Psychology faculty with appointments of .50 FTE or greater (including faculty on sabbatical) are eligible to vote on promotion of Lecturers and Instructors to Senior or Distinguished Lecturer and Instructor. Renewable-term faculty with appointments of .50 FTE or greater are eligible to vote on promotion decisions for other RT faculty up to their present rank. Senior Lecturers and Senior Instructors and Distinguished Lecturers and Distinguished Instructors are eligible to vote for promotion of Lecturers and Instructors to Senior Lecturer and Senior Instructor. Distinguished Lecturers and Distinguished Instructors are eligible to vote for promotion of Senior Lecturers and Senior Instructors to Distinguished Lecturer and Distinguished Instructor.

Absentee voters who meet these requirements are eligible and in fact encouraged to vote. The Chair will normally make reasonable effort to contact all faculty who are eligible but who do not attend the election to obtain their votes. However, the burden for casting a tenure, promotion, or re-appointment ballot rests with the faculty member. Each eligible faculty member receives exactly one vote, cast as a secret ballot. Proxies will not be accepted. Absentee ballots must be cast by direct communication between the Chair and the voter; "word of mouth" votes will not be acceptable in any circumstance.

C. Hiring Decisions Regarding Tenure-Track Faculty

1. General principle: Hiring broadly affects all faculty and graduate students. The Department's vote is advisory to the Chair. It is expected, however, that typically the Chair (in consultation with Committee A) will follow the Department's voting decisions in proceeding with hiring activity. In circumstances when the Chair chooses to disregard the Department's vote in making a hiring recommendation to the Dean, the Chair must inform both the Departmental faculty (by memo or during a faculty meeting) and the Dean of the discrepancy between that recommendation and the Department's vote.

2. Voting procedure: The Chair will administer the voting procedure concerning hiring. The meeting will be announced by Departmental memo at least 24 hours in advance.

3. Faculty voting eligibility: All permanent tenured or tenure-track Psychology faculty with appointments of .50 FTE or greater (including faculty on sabbatical) are eligible to vote. Votes should not be cast unless the faculty member has reviewed files and/or been present for interviews. Faculty who wish to review files should be so accommodated following a request to

the Chair. Faculty who expect to miss the meeting where hiring votes are taken may register a vote with the Chair, and the burden rests on the faculty member to register the vote. Proxies will not be accepted. Absentee ballot must be cast by direct communication between the Chair and the voter; "word of mouth" votes will not be acceptable in any circumstance.

4. Student voting eligibility: The graduate students as a body are eligible to cast one vote in the hiring process. The graduate student representative (appointed to the search committee by the Chair) is expected to administer well in advance of the faculty meeting a written balloting procedure to all full-time graduate students, and is bound to vote according to the plurality of all graduate students in the first ballot. In the case of multiple ballots, the graduate student representative is a free delegate. The appointed graduate student representative should come from the campus where the to-be hired faculty will primarily work (e.g., Norman, Tulsa).

D. Routine Votes Taken During Faculty Meetings

1. General principles: Because such votes are informed by the discussion that occurs at the meetings, those attending the meeting are best able to engage in informed voting. Such votes are technically advisory to the Chair/Committee A, although the Department expects its votes to be followed by the Chair/Committee A. In cases in which the Departmental votes are not followed by the Chair/Committee A, all faculty members of the Department will be so informed through memo or during a faculty meeting.

2. Voting procedure: The Chair will administer routine voting procedures.

3. Voting eligibility: All permanent and renewable-term Psychology faculty with appointments of .50 FTE or greater who are present at the faculty meeting will be eligible to vote. In cases where a faculty member feels well-informed and anticipates that a vote will be taken in her/his absence, an absentee vote may be registered with the Chair. The burden is totally on the faculty member to register such a vote. It is within the purview of the Chair, with consultation of Committee A, to decide that the issue has changed, or that discussion has occurred, to invalidate an absentee vote. Thus, to ensure a vote, a faculty member must be present at the faculty meeting in which it occurs.

V. Requirements for Adjunct Appointments

Adjunct status can be granted to individuals in the following categories:

- 1) PhDs who teach in the Psychology Department on a regular basis.
- 2) Recognized scholars in Psychology or related disciplines who contribute to the education of students through offering research experience, seminars, service on thesis and dissertation committees, and other educational opportunities.
- 3) Ex-psychology faculty who are serving on Masters and Doctoral Committees formed before the faculty member left the University.

Adjuncts are appointed by the Chair with input from the Associate Chair. Adjunct status and rank are determined by the Chair in accordance with University policy.

VI. Departmental Release-Time Policy

A. For Grant Support

If release time is provided by the funding agency, the PI would have the option of SRI return or deferred release subject to the approval of the Chair and Committee A.

B. For Beginning Tenure Track Faculty

If the faculty member has a full probationary period, the Chair will petition the Dean that the faculty be granted two course releases prior to tenure. It is expected that one of these course releases is for the first semester, and the second is to be used sometime after the sixth semester at the choice of the faculty member and with approval of the Chair. If the new faculty member

has an abbreviated probationary period, then the Chair will petition the Dean that the faculty be granted one course release during the first year of employment.

VII. Canceling Courses Due to Low Student Demand

A. If a Course Is Under-Enrolled

The Chair can decide to continue the class (subject to the approval of College Dean).

B. If a Class Is Canceled

There are four options open to the instructor (subject to the approval of the Chair, Committee A, and the College Dean):

1. One of the larger undergraduate courses can be divided to produce two smaller sections; one of these would be taught by the instructor of the canceled class;
2. Release time may be given, and the instructor will teach 3 courses in the next regular semester;
3. Release time may be given, and the instructor will teach 1 course for free in the next summer semester;
4. If the instructor has been rated above 4.00 in Research in each of the past three annual evaluations, s/he may apply to the Chair for release time (i.e., modification of duties) for research and/or proposal writing with appropriate redistribution of weights.

VIII. Evaluation of the Chair

The evaluation of the Chair proceeds according to the statement in the Faculty Handbook (<https://apps.hr.ou.edu/facultyhandbook/>): "Chairs will be evaluated annually by their Dean and Departmental faculty. Committee A (excluding the Chair) shall prepare an annual evaluation of the Chair's teaching, research/creative activity and service (other than Departmental administration) using the standard process and forms for faculty evaluations. For evaluating the administrative effectiveness of the Chair, Committee A should solicit formal input from the entire faculty and staff of the unit. These evaluations, together with the Dean's evaluation of the Chair's performance, will be discussed with the Chair and will be used by the Dean as the basis for determining the Chair's salary increase."

For reappointment: "Approximately 12 months before the end of the Chair's term, elected members of Committee A shall initiate the proceedings to obtain a formal recommendation from the faculty concerning the reappointment of the Chair and transmit it to the Dean. If the Dean does not concur with the Department faculty's recommendation, the Dean will meet with the Department faculty to discuss reasons for disagreement. The final decision for reappointment, however, shall be made by the Dean."

IX. Reappointment of Untenured Faculty

Within the guidelines of the University and College, the Chair/Committee A will call for a vote of tenured faculty regarding annual reappointment of each full-time faculty during the probationary period. This vote will be forwarded to the Dean in the Department's recommendation letter.

X. Criteria for Graduate Faculty Membership

A. Levels of Graduate Faculty Membership

The standard Graduate College categories of Graduate Faculty membership are:

RM0: May teach graduate classes.

RM1: All of the privileges of RM0 status and may serve on Master's degree committees.

RM2: All of the privileges of RM1 status and may chair non-thesis Master's committees.

RM3: All of the privileges of RM2 status and may chair Master's committees and serve on doctoral committees.

RM4: All of the privileges of RM3 status and may chair doctoral committees.

SM: Special Membership status. May be granted the privilege to teach graduate-level classes, to serve on graduate examination committees, or to serve on thesis or dissertation committees, at the discretion of the academic department and subject to the approval of the graduate dean. May not chair graduate committees or serve as the Graduate College Representative of dissertation committees.

We believe that the distinguishing feature of membership should be whether or not a faculty member is able to supervise research at the Master's or Doctoral levels.

B. RM4 Membership Criteria

In order to be eligible for RM4 membership, one must meet the RM1 criteria and in the last 5-year period:

- 1) Publish four in one or more of the following three areas:
 - a) Peer-reviewed publications;
 - b) scholarly book;
 - c) chapter in a scholarly book;

AND

- 2) Earn five units from the following:
 - a) research-related service in a year (such as serving as an editor or a member of an editorial board or reviewing grant proposals for external agencies), OR
 - b) research presentation at a national or international meeting, OR
 - c) submission of two proposals for external support, OR
 - d) receipt of significant extramural funding (equals two units), OR
 - e) served on or chaired a PhD committee, OR

f) repetition of activities in 1) above (one unit per additional activity).*

C. RM3 Membership Criteria

In addition to meeting the RM1 criteria, one must, in a 5-year period, show outcomes in at least two of the areas listed in 1) and 2) in Part B above.

D. RM2 Membership Criteria

In addition to RM1 criteria, one must, in a 5-year period, show outcomes in at least one area listed in 1) or 2) in Part B above or have significant tested experience defined as a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline.

E. RM1 Membership Criteria

RM1 membership is accorded to those who have earned the PhD in psychology, or a related area, and have published three research articles in refereed journals.

F. RM0 Membership Criteria

RM0 membership is accorded to those who have earned a Master's in psychology, or a related area.

G. Special Membership (SM) as a Graduate Faculty Member in Psychology

Faculty in the Department of Psychology sometimes work with individuals who do not have OU faculty appointments but who have long-term jobs at OU (e.g., Research Professors), who are collocated with Psychology faculty members on the Norman or Tulsa campuses, who interact regularly with students and faculty in Psychology graduate programs, and who have records of continuing scholarly activity equivalent to regular faculty in a program. Graduate students and units may each benefit from having these individuals guiding the original work of graduate students alongside RM1 – RM4 faculty in the unit. This could include recently retired Psychology faculty members.

According to the Graduate Faculty Charter, SM appointments are normally for one or two years to enable the person to teach and serve on thesis or dissertation committees. The Graduate Bulletin prohibits SM faculty from chairing committees, however, special cases sometimes occur (e.g., recently retired faculty members) and requests for such exceptions to the rule can be made to the Graduate Dean.

Graduate College Criteria for evaluating SM recommendations made by Departments. These include:

1. Close association with the unit hosting the graduate program. The individual should be highly invested in the unit hosting the graduate program. This appointment should be in the best interests of the unit, the Graduate College, and the University.
 - a. Permanence. Individuals chairing a student's committee should be co-located here on the OU Norman campus (or on the Tulsa campus for the Organizational Dynamics

program) for the duration of the student's progress toward the degree.

b. Credentials. The SM should demonstrate the same level of expertise in the discipline and continuing scholarly activity that is expected of Regular Members who participate in graduate education in the Department (e.g., chairing committees).

2. The Department's Graduate Studies Committee will approve requests to include an individual as a Special Member. The criteria for SM are as follows:

a. Criteria for different privileges and for determining the record of faculty research for SM graduate faculty in Psychology will be the same criteria identified for regular members of the graduate faculty at each of the levels (RM1, RM2 etc...).

b. Allowable terminal degrees in the discipline are the same as those for regular member graduate faculty levels.

c. The Department will recommend 2-year appointments for Special Members in line with Graduate College guidance and the timeframe needed for the Special Member to fulfill graduate teaching and/or committee responsibilities. Requests to renew these appointments will be made on an as needed basis so that the Special Member can fulfill graduate teaching and/or committee responsibilities.

3. No criterion for determining qualifications of SM faculty to chair graduate committees or count toward the Departmental majority on committees can be less rigorous than for the equivalent Regular Member appointment in the Unit.

4. After nomination by the Department, the appointment of a SM faculty member with the privilege of chairing graduate committees and/or counting toward the departmental majority will be reviewed by the Graduate Faculty Membership Committee of the Graduate Council. The Graduate Faculty Membership Committee's recommendation will be advisory to the Graduate Dean, who will make the final decision on the SM appointment.

The possible privileges included with SM appointments are:

- teach graduate classes
- serve on master's committees
- serve on doctoral committees
- chair master's committees*
- chair doctoral committees*
- count toward departmental majority on graduate committees*
- other (e.g., appointment to a specific student's committee, to teach a specific course, etc.)

Most SM faculty appointments will have a maximum term of 2 years (terms can be renewed). SM appointments marked with an asterisk (*) will be limited to a maximum term of 5 years.

Consistent with Graduate College policy, Special Members of the Psychology Graduate Faculty will not be allowed to serve as the Outside Member on doctoral committees.

Reviews of teaching consistent with the Department's evaluation of teaching by Regular Member graduate faculty should be incorporated in the Special Member appointment/re-appointment process. SM teaching reviews will occur annually.

H. Change in Status

An upgrade in Graduate Faculty status may be attained by written application to the Departmental Graduate Faculty Committee. A change in status can be granted at such time as the faculty member has met the criteria for the rank desired. Ordinarily, a faculty member will be allowed to direct a graduate student's Master's Thesis if the faculty member was an RM1 (RM2 or RM3) member when the student chose her/him as major professor.

I. New Faculty

New faculty will be admitted to the graduate faculty at the M2 (or M3 status if qualified) level at the time that they have produced two research articles in refereed journals. After admission to the Graduate Faculty, new faculty will be reviewed on the same five-year schedule as established faculty.

*Decisions concerning whether the criteria in Part B 1) and 2) above have been met will be made by Committee A with input from Departmental Graduate Studies Committee. In order for a book to qualify as "scholarly" it ordinarily should be more advanced than the introductory, undergraduate level and have a purpose beyond that of enhancing the income of the author. Exceptions to this policy can be made by appeal to Committee A.

XI. Family Leave Policy

In accordance with University policy, absences for family leave may be taken for any one of the following reasons:

- 1) Following the birth of a child to the employee and in order to care for the child;
- 2) Following the adoption or placement in foster care of a child by the employee, in order to care for this child;
- 3) To enable the employee to care for a spouse, dependent, or parent who has a serious health condition;
- 4) To enable the employee to attain the care needed to address any serious health conditions of their own.

Faculty who have not accumulated the necessary leave days to meet the requirement of FMLA must request (in writing to the Chair) a modification of duties. Faculty who have accumulated the necessary leave days to meet the requirements of FMLA may petition (in writing to the Chair) for a modification of duties in lieu of taking FMLA. Modification of duties and redistribution of weights must be approved by Committee A (subject to the approval of the Dean).

University policy mandates that a period of 12 weeks be allowed for family leave. It is envisioned, however, that under all but the most exceptional circumstances, members of the faculty will be given the period of a full semester for family leave.

Evaluation: During the course of any leave without pay for non-academic reasons, the annual evaluation process shall proceed in such a way that the faculty member's annual evaluation rating for the year in which the leave is taken is based only on that time spent actively in the Department.

The evaluation procedures for the year encompassing the period of family leave will be sensitive to the fact that the time both pre- and post-leave will also have been affected. The annual evaluation rating and associated salary increases shall not be negatively affected by the period of absence. Annual evaluation ratings for periods of absence greater than a single semester such that the faculty member cannot be evaluated on their academic performance for that year shall revert to the mean of the preceding two years. At the time of the annual evaluation, it is the responsibility of the faculty member who has taken family leave to describe the impact this period of leave has had on the performance of their duties.

XII. Peer Review of Teaching

A. Introduction

Goals of the peer review system:

1. To provide mechanisms to support the constructive feedback from peers that can help improve a faculty member's teaching efforts.
2. To provide an evaluative process that can be used by Committee A during annual reviews and by the senior faculty during tenure and promotion decisions.

Each goal is supported by a separate process.

B. Peer Review for Constructive Feedback

The Constructive Phase of peer review is conducted by faculty members themselves. Both junior faculty and senior faculty should work to improve their teaching by using interaction with their colleagues (among many other methods). The mechanisms to support this process include:

1. Inviting colleagues to sit in on class presentations and comment or advise on teaching;
2. Inviting teaching experts to sit in on class presentations and provide feedback;
3. Video recording lectures and asking colleagues/teaching experts to observe those;
4. Discussing course content with faculty in program area;
5. Discussing teaching methods with faculty in the University.

Faculty will differ in the value they draw from such exercises. Constructive peer review processes are especially encouraged for all junior faculty and for senior faculty who have documented weaknesses in their teaching. All faculty, however, can benefit from such exercises.

Those who engage in such procedures should routinely submit that information to Committee A during annual evaluation as evidence of teaching effort and teaching commitment. In addition, those who support others by providing formal and informal peer review support should submit that information as evidence of teaching effort and teaching commitment.

C. Peer Review as Departmental Evaluation of Teaching

The Evaluative Phase of peer review is administered by the Chair/Committee A and is implemented at the beginning of each academic year. Reviewing is routinely conducted during the fall semester (although occasionally spring review may be necessary as well).

Junior faculty are evaluated every year. Senior faculty are evaluated based on need (e.g., low student evaluations), or when requested.

Each evaluation is conducted by a two-person evaluation team. One member of the team is nominated by the faculty member being evaluated. The second member is appointed by Committee A. In unusual circumstances involving, e.g., conflicts of interest, replacements may be negotiated with the Chair. The appointed Committee A member is responsible for administering and coordinating each evaluation team. No faculty member is expected to serve on more than two evaluation teams in a year.

The evaluation team is responsible for evaluating up to two courses being taught by the evaluated faculty member during single semester, preferably the fall. Before review begins, members of the evaluation team will meet with the faculty member to identify teaching objectives. For example, while every course should have as one of its objectives the delivery of substantive information (content coverage), some instructors may also place importance on teaching students how to ask scientific questions and to critically evaluate scientific claims. Other instructors may try to infuse students with enthusiasm about the subject, while others may encourage student involvement through free-wheeling discussion. These objectives must be understood by the team.

Following this meeting, there will be evaluative classroom visits with each evaluator visiting at least once at times mutually acceptable to the faculty member and the evaluation team.

After each member of the team has performed these activities (either separately, or, in many cases, together), preferably by the end of November (April if in the spring semester), the team will produce a report. The report will contain verbal comments relevant to the stated objectives. These comments should be constructive, and this document should be written both to document teaching quality and to provide critical feedback to the faculty member. The document should reflect input of the whole team. Further, quantitative ratings will be defined independently by each of the two team members on a five-point Likert scale (Poor, Below Average, Average, Above Average, Excellent). The scales and all quantitative scores will be written into the report. Summary statistics such as means may be written into the report as deemed appropriate by the two-person team. Suggested scales on which ratings may be produced include (1) Teaching organization; (2) Concern for students; (3) General teaching effort; (4) Quality of lecturing; (5) Success in teaching objectives; (6) Quality of content coverage; (7) General course management; (8) Organization and quality of online material; (9) Quality and amount of online interaction with students; and (8) Overall teaching effectiveness.

A copy of the report will be immediately given to the faculty member being reviewed, and

the report will be placed into the personnel file (and will be used in annual evaluation). The faculty member may write a response, which will also be placed into the personnel file. Questions of procedural impropriety and issues of fairness will be resolved by the members of Committee A not on the evaluation team.

XIII. Status of This Document

This document is considered to be the official statement of governance policy for the Department of Psychology. The University of Oklahoma Faculty Handbook states official policy of the University. Policies stated in the Faculty Handbook supersede those in this document unless it is explicitly stated that those policies in the Faculty Handbook are being adjusted in the Departmental policy statement and those adjustments are not inconsistent with University policy. Individual or groups of Psychology faculty can always suggest policy changes, or request attention from the faculty to consider policy changes. We recognize that a Departmental policy document is by nature a dynamic and evolving document, one that can be improved with experience and that must respond to and reflect changes in Departmental, college, and University governance.