




*The* UNIVERSITY of OKLAHOMA.  
*Office of the Senior Vice President and Provost*

**POLICY APPROVAL**  
**Department of Psychology Personnel Policy**

**Policy Document:** Department of Psychology Personnel Policy

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## DEPARTMENT OF PSYCHOLOGY PERSONNEL POLICY

### I. Mission

The Department of Psychology has four primary missions: (1) To teach undergraduates from many disciplines the basic principles and body of knowledge that broadly define the field and practice of Psychology; (2) To train graduate students in the methods and content of Psychology as a behavioral science; (3) To contribute to the knowledge base and methodological practices of the field through research within Psychology and related fields; (4) To provide professional service to the field and to the University, as well as outreach to the community and general public.

### II. Faculty Appointments

#### A. Definitions

1. "Tenure-track and Tenured Faculty" refers to Faculty with the academic ranks of Assistant Professor, Associate Professor, or Professor who are permanent, full-time faculty eligible for tenure or tenured at the University.

a. Regular Faculty are hired with the expectation that they will contribute to all four of the primary missions of the Department describe above.

b. Master Teachers are hired with the primary expectation that they will teach, coordinate, and direct heavily populated undergraduate general education courses offered by the Department.

2. "Renewable-Term Faculty" refers to Lecturers, Senior Lecturers, and Distinguished Lecturers (holding PhDs in Psychology or a related field) and Instructors, Senior Instructors, and Distinguished Instructors (holding master's degrees). They are hired with the expectation that they will primarily teach undergraduate Psychology courses.

Tenure-track and Tenured Faculty and Renewable Term Faculty are subject to all regulations and policies contained in the University of Oklahoma Norman Campus Faculty Handbook and any subsequent revisions.

### III. Evaluation of Research, Teaching, and Service for Tenure-track, Tenured, and Renewable Term Faculty

#### A. Definitions

1. Research is the development and validation of new knowledge, and normally leads to publication. The term "development" implies basic research and "validation" implies the testing and/or application of basic research. Research development may be demonstrated by published articles in professional journals; research papers presented at professional meetings and participation in symposia; scholarly chapters or books written; grant proposal preparation,

submission and funding; and similar efforts at developing and communicating new knowledge. Efforts to validate the implications of basic research in practical settings may involve research outside the basic research laboratory and should be demonstrated in the same ways as basic research efforts. For all purposes related to Departmental policy, references to the evaluation category "Research" subsume "Scholarship" and "Creative Activities" as it is the view of the Department that all of these terms speak to the development and validation of new knowledge.

2. Teaching involves the transmission of knowledge and cultural values and focuses upon helping students to learn, whether in formal courses, in directing individual graduate and undergraduate students' projects, the writing of textbooks or in counseling and advising students at any level. Teaching involves both quantitative and qualitative dimensions in its evaluation whether at the level of formal classes, directing individual student projects, or counseling and advising students.

3. Service involves the application of knowledge gained through research and creative achievement, professional service, participation in University Governance, and official administrative duties (such as Chair, vice Chair, or Chair of a major committee). Service at the level of professional service involves the application of a faculty member's professional expertise to the needs of other individuals, groups, or organizations. Service at the level of University governance involves contributions to the effectiveness of achieving the general research, teaching, and professional service missions of the Department, College, and University through organized official duties, committees, Councils, or other advisory groups. Outreach involves providing information, services, or resources toward the betterment of individuals, groups, and organizations in the University's local communities and to the general public.

## **B. Standards for Satisfactory Performance**

With regard to annual evaluations, the Department's standard for minimally satisfactory performance in each of these three performance categories will typically be 3.01. The Department also understands that the standards by which impact in any of these categories can be determined change over time. Accordingly, evaluations of performance are NOT constrained by the enumerated activities listed below in Sections D, E, and F. In some cases, cumulative career contributions will be taken into account.

## **IV. Evaluation of Tenure-Track and Tenured Faculty**

### **A. Assignments of weights**

Weights are typically used to reflect the actual distribution of effort between teaching, research, and service for a given faculty member. Limits are placed on how extreme weights may be to reflect the Department's commitment to its research and teaching missions.

For typical faculty members in any given year, the normal expectation is that Teaching and Research will be equally weighted at 40% each and Service weighted 20%; this corresponds to a faculty member who is teaching two courses per semester and doing a normal and productive amount of research and service. Departures from these weights may be appropriate to

accommodate teaching release time because of a grant, increased effort devoted to teaching or administrative duties, sabbaticals, leaves without pay, or an unusual circumstance that warrants a different distribution of the weights in the interest of equity.

Given the system above, a course will typically count as 10% of a faculty member's yearly workload. This allocation will be used by Committee A in assigning weights during the yearly evaluation. If a faculty member taught three courses during the year (instead of four) because grant money provided release from one course, then the appropriate weights would be 30% for teaching, 50% for research, and 20% for service. If a faculty member emphasizes teaching during a given year by teaching three courses each semester (six during the year), then the appropriate weights would be 60% teaching, 20% research, and 20% service.

To reflect the Department's commitment to both teaching and research, certain constraints are defined. Except in unusual circumstances to be negotiated when they occur (i.e., not retrospectively at the time of annual review; e.g., service in an administrative position such as Department Chair), the following limits will apply:

|          | <u>Base</u> | <u>Minimum</u> | <u>Maximum</u> |
|----------|-------------|----------------|----------------|
| Teaching | .4          | .2             | .7             |
| Research | .4          | .2             | .7             |
| Service  | .2          | .1             | .2             |

Committee A will assign these weights during annual review automatically -- using the amount of teaching as an indicator of the teaching-research tradeoff, and assuming a 20% service load. However, if a faculty member believes the weights do not accurately reflect the distribution of effort, they may re-negotiate the distribution with the Chair and Committee A. Under certain circumstances, weights that fall outside the ranges above may be negotiated. Examples in which such re-negotiation of weights would be appropriate include the following: (1) A faculty member is given Departmental release time in which to develop and write a grant requesting external funding; (2) A faculty member spends extra time developing a new course during the year; (3) A faculty member is elected or appointed to office in a national professional organization (such as APA or APS) that will take a great deal of extra service time. In such cases, a re-distribution of effort can be anticipated, and should ideally be discussed and resolved with the Chair as early as possible. However, Committee A will account for atypical distributions of effort at evaluation time as well, and a faculty member should document such efforts in the annual evaluation information.

The Chair and others who have official administrative responsibilities in the Department (e.g., the Associate Chair) may have their service increased above the .2 maximum. All members of the Department—including those with administrative appointments—are expected to do some teaching and research each year except during sabbaticals and leaves of absence.

## **B. Criteria for the Evaluation of Teaching**

College and University policies will be followed with regard to the means of evaluating teaching. The following materials/information may be used to evaluate each faculty member: (1) Student

feedback from the Course Reflection Survey; (2) Course outlines/descriptions or syllabi for each course taught (need only be submitted once and updated as necessary); (3) Online material provided to students, which can include interactions such as discussion boards.

Consistent deficiencies in any of the areas listed in the paragraph following this one are evidence of failure to meet minimum standards for teaching. If student ratings and systematic peer evaluation for the seven criteria below are unfavorable, it is the instructor's responsibility to provide other evidence bearing out the criteria (e.g., course outlines, exams, notes, special materials). Documented improvement of any deficiencies in the seven areas listed below will be viewed favorably by Committee A, and will be taken into account for decisions regarding Tenure, Promotion, and Merit-based salary increases.

Evidence of minimally acceptable teaching—defined for Tenure and Promotion as a baseline for evaluating superior teaching—includes:

- 1) Adequate knowledge of subject areas taught (supporting materials include exams and class notes, and peer review);
- 2) Conduct of research in the instructor's primary teaching area;
- 3) Adequate preparation for classes. Possible supporting materials include student ratings and comments, exams and class notes, special materials including hand-outs, slides, demonstrations, or any materials used which require advanced planning and preparation, initiative in seeking self-evaluation and self-improvement – video recording class presentations, attendance at teaching workshops, use of standardized evaluation forms administered throughout the semester, etc.;
- 4) Willingness to teach those courses which are essential to the undergraduate and graduate program. (evidence involves degree of participation in essential courses);
- 5) Conscientious participation in advising of students (possible supporting material includes evidence of thorough knowledge of Department and college requirements and mastery in advising students; availability for advising during registration periods; and participation in the day-to-day advising process by maintaining regular office hours; note that when the Department has a professional staff advisor, faculty can still contribute to the advising activity of the Department—e.g., through career advising, or extraordinary efforts; such effort must be carefully documented);
- 6) Creating an environment conducive to learning, and using effective communication that engages students;
- 7) Meeting expected enrollments for in-load course offerings.

The following criteria are to be used for identifying superior teaching for purposes of promotions and merit-based salary increases. Note that the concept of superior teaching includes superior performance in the seven areas for minimally acceptable teaching given above. In order to extend those seven areas from "acceptable" to "superior," the following criteria should characterize the instructor's teaching:

- 1) Creating student interest in subject material (possible supporting material includes unsolicited student commendations to the Chair or College Administration, documented when possible; and the development of high-quality new courses and/or innovative changes

- that improve current courses);
- 2) Developing new courses for improving the undergraduate or graduate curriculum (possible supporting material includes (a) For undergraduate courses, enhancement of or filling gaps in the BA or BS tracks; (b) For graduate courses enhancing or filling gaps in the general-experimental psychology training and/or increasing the employability of students; (c) Popularity of courses -- although popularity, naturally, is not taken as a prima facie evidence of quality or improvement; (d) Student feedback on new courses -- we note that an instructor receiving mediocre feedback on new or revised courses may be as valuable to the Department as one who received high ratings in well-rehearsed, repetitively-offered courses; (e) Other evidence listed above in the paragraph on adequate teaching is also relevant for evaluating new courses);
  - 3) Routinely taught courses are up-to-date and well-organized (possible supporting materials include handouts, exams, articles assigned, textbooks, and evidence that research in areas taught is current and up-to-date);
  - 4) Extraordinary participation in, or significant contributions to, undergraduate and graduate advising and mentoring (possible supporting materials include innovative advising procedures initiated and indications of success; evidence of participation in advising that goes beyond routine day-to-day advising and quality of scheduled advising during registration periods);
  - 5) Research education (possible supporting materials include number of MA, MS and PhD students; number of MA, MS, and PhD committees on which faculty member has served; number of undergraduates who have received research training and experience; number of published MA and MS theses and PhD dissertations directed by the faculty member and quality of publication outlet; impact on other faculty and their students; evidence of attempts to obtain external funding or research programs and quality of such efforts);
  - 6) Quality of published textbooks (possible supporting materials include quality judgment of peers; professional reputation of the publisher; the explicit evaluation of the book by students; evidence of the influence of the textbook upon teaching in the discipline nationally).
  - 7) Excellent peer reviews of teaching. Peer reviews of teaching are not mandatory and will be conducted on an as needed basis as determined by the Department Chair and Committee A. Implementation of formal peer reviews of teaching will be administered by the Department Chair and Committee A.

### **C. Criteria for the Evaluation of Research**

The categorization presented below will be used in Committee A's annual review of faculty research activity and in other research evaluation (e.g., promotion and tenure considerations, research award nominations, etc.). These categories are not mutually exclusive or exhaustive. The five categories rank various research activities according to several criteria: (1) the amount of effort involved in each; (2) the extent to which they promote the faculty member's attainment of a national and international reputation in their field; (3) the extent to which they promote the Department's national and international reputation by production of scholarly research; (4) the degree to which they contribute to Departmental efforts to increase the number of faculty whose

research is externally funded, including but not limited to funding by federal agencies.

Category 1:

- 1) Lunch-bunch type presentations;
- 2) Presentations at local or regional meetings;
- 3) Submissions of research articles (Junior faculty only);
- 4) Internal funding;
- 5) Publications in non-refereed journals.

Category 2:

- 1) Invited research talks at other academic institutions;
- 2) Book reviews;
- 3) Notes and comments;
- 4) Media recognition;
- 5) Presentations at National/International meetings.

Category 3:

- 1) Peer-reviewed publications not included in other categories;
- 2) Invited participation in topical symposia;
- 3) Invited distinguished addresses;
- 4) Publication in major scholarly and popular outlets (e.g., *The Atlantic*, *The New Yorker*, *The Washington Post*);
- 5) Submission of Federal Grant Proposals.

Category 4:

- 1) Editing a scholarly book (reputable publisher);
- 2) Full-length publication in peer-reviewed top journals/outlets (with credit adjusted for authorship order at Committee A's discretion);
- 3) External awards (for each year of support);
- 4) Invited chapters.

Category 5:

- 1) Publication of a classic paper (post-hoc credit);
- 2) Publication of major theoretical and/or integrative paper in a premier peer-reviewed journal/outlet; i.e., a "break-through" paper (post-hoc credit);
- 3) Keynote addresses at major international conferences;
- 4) Authoring a scholarly book (reputable publisher).

## **6) Criteria for Evaluation of Service**

Service shall be evaluated in four broad categories: Professional, University/College, Departmental, and Outreach/Community. Because of the large student-faculty ratio in

Psychology and the continuing development and change of its undergraduate and graduate programs, significant demands are made on many faculty member's time and energy to perform service of direct benefit to the Department's programs. These demands necessarily affect at times a faculty member's performance in Teaching and Research. Consequently, significant contributions in the area of University Governance, as well as Professional Service, are to be evaluated and considered in decisions regarding Tenure, Promotion, and merit-based salary increases. Academic Service to the Department in the form of contributions to improvements in academic programs is viewed as affecting the quality of the total Departmental effort in educating students through teaching and research.

Service responsibilities should always be managed to minimize conflicts with the faculty member's responsibilities in teaching and research. Service should be de-emphasized for untenured, tenure- track faculty, minimizing their obligation to serve on Departmental, College, and University committees and councils in order to facilitate career development in teaching and research during the probationary period.

Minimal criteria for Tenure, Promotion, and Annual Evaluations are active and continuing participation in Departmental governance through service on committees which develop and/or administrate academic policies, or service as Departmental official administering student or faculty concerns.

Types of contributions to each of the three areas of service include the following:

Professional Service:

- 1) Serving as an external evaluator for decisions regarding Tenure, Promotion, and external awards, and program evaluations;
- 2) Service by office in relevant professional societies;
- 3) Service participation in the programs of state, regional, national, or international professional meetings;
- 4) Refereeing or reviewing research papers, chapters, or books submitted for publication, or reviewing of grant proposals;
- 5) Editing professional journals or other publications;
- 6) Participation in a specialized professional capacity related to discipline in programs sponsored by extra-university groups;
- 7) Extra-university service, including talks or presentations related to the discipline to external groups such as schools, colleges, other universities, churches, and civic organizations (and it should be noted whether remuneration was received);
- 8) Service on local, state, national, or international commissions, advisory boards or agencies, councils (public or private) related to the faculty member's discipline or profession.

University/College Service:

- 1) Participation on committees, councils, or other advisory groups (and accounting for number of hours per month and/or term of service);
- 2) Participation in programs and centers;



- 3) Special offices and leadership positions.

Departmental Service:

- 1) Membership on committees or other advisory groups;
- 2) Chairperson of such committees or groups, or coordinator of academic programs;
- 3) Coordinator of a Departmental governance (as opposed to academic program) unit;
- 4) Project Director of a Departmental grant (internal or external);
- 5) Program involvement (e.g., graduate program areas, undergraduate curriculum) and leadership;
- 6) Providing faculty mentoring to junior faculty;
- 7) Serving as an external evaluator (e.g., judge for PSY 3114 or ODYN 5973) or helping in colleagues' courses;
- 8) Attending faculty meetings;
- 9) Completing student assessments;
- 10) Attendance and involvement in department activities such as Lunch Bunch, Psychology Club meetings, and visits from guest scholars and job candidates;
- 11) Serving as a faculty marshal at convocations;
- 12) Helping with fundraising;
- 13) Serving as peer reviewer of teaching effectiveness;
- 14) Other special Departmental contributions.

The quality of contributions to these activities is relevant and may be documented as well.

Outreach/Community Service:

Faculty members may submit evidence of exceptional community service; and, faculty may, at the discretion of Committee A, receive service credit for these non-remunerated activities.

Examples include:

- 1) Participating in boards, committees, and appointments serving educational, governmental, and therapeutic institutions;
- 2) Providing leadership in community service (e.g., director of a United Way Drive);
- 3) Giving presentations representing professional expertise in the form of free lectures, workshops, etc. to nonprofessional organizations;
- 4) Extending service to agencies or organizations beyond the local level;
- 5) Other special contributions to the local community and general public;

## **7) 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.

## **8) Breadth of Coverage of Criteria**

The general philosophy, the weights assigned to teaching, research, and service, and the policies regarding assignment to these roles apply to all faculty who hold an appointment in the Department. Although normally faculty join the Department through a recruiting process involving a national search, faculty who become members of the Department through other avenues will be subject to the same Faculty Personnel Policies. Thus, for example, faculty who might come into the Department via a transfer from another unit/appointment within the University are governed by the policies set forth in this document.

## **V. Promotion, Tenure, and Annual Evaluations for Tenure-track and Tenured Faculty**

### **A. General Philosophy**

The Department of Psychology embraces the position that the primary characteristics which distinguish the role of a psychology faculty member in a University from a four-year college or lower institution are graduate level instruction and the quantity and quality of creative research and scholarship. Promotion, tenure, and annual evaluation decisions in the Department of Psychology shall be made primarily on the basis of contributions in Teaching and Research. Interdisciplinary research is particularly valued by the University, and faculty involved in such research should work with the Chair to define explicit evaluation procedures to account for such effort.

In any particular year, through prior negotiation with the Chair and Committee A, a faculty member may negotiate a change in the equal weights applied to Teaching and Research. Such a circumstance might occur if a faculty member is involved in developing new courses or in time consuming grant proposal development, an extraordinary series of research projects, or a heavy load of supervision of graduate student research (see the section on "Weights" above).

In individual cases, extraordinary contributions in the area of Service, when well documented and agreed upon in advance, may be given equal or greater weight than Teaching or Research, but not to the exclusion of either of the latter. In such cases, Service should represent a significant contribution to either the Department or the University in order to be fully or partially exchanged for Teaching and Research. Presumably such Service, if significant, will affect the Teaching and/or Research of the faculty member and may also positively impact the Department's total teaching and research effort. Consideration of contributions of extraordinary Service should be balanced by any financial remuneration received for the Service.

If a faculty member wishes to receive special consideration for extraordinary Service, it is the faculty's responsibility to make a written request to the Chair about drafting a memo of understanding that articulates the nature of the service and criteria for evaluation. Expectations regarding specific accomplishments should be included in the criteria for evaluation, and the extent of the exchange for Teaching and Research (i.e., weights) should be specified. The memo of understanding must be approved by (1) a majority vote of the Department's tenured Full Professors, (2) a consensus vote of the Chair/Committee A, and (3) the College Dean. In

situations when the Service involves an appointment in another unit, the memo should also articulate the evaluation responsibilities of the Department and the other unit, and the memo should likewise be approved by the relevant administrative faculty of the other unit.

If a faculty member wishes to receive special consideration for extraordinary Research (e.g., as may be necessitated by the requirements of a funding source), it is the faculty member's responsibility to make a written request to the Chair about drafting a memo of understanding that articulates the nature of the research and criteria for evaluation. Expectations regarding specific accomplishments should be included in the criteria for evaluation, and the extent of the exchange for Teaching and Service (i.e., weights) should be specified. The memo of understanding must be approved by (1) a majority vote of the Department's tenured Full Professors, (2) a consensus vote of the Chair/Committee A, and (3) the College Dean. In situations when the Research involves an appointment in another unit, the memo should also articulate the evaluation responsibilities of the Department and the other unit, and the memo should likewise be approved by the relevant administrative faculty of the other unit.

### **Criteria for Merit-based Salary Increases**

For merit-based salary increases, regardless of rank, the decision will be made on the basis of quantity and quality of contributions to teaching, research, and service.

### **B. Annual and Cumulative Review of Progress toward Tenure; Reappointment of Probationary Faculty**

Consistent with college guidelines, a separate assessment of cumulative progress toward tenure will be provided to tenure-track faculty each year. The general guidelines for evaluation of teaching, research, and service will be applied to such evaluation. Each year, the results of this evaluation will be provided to the tenure-track faculty member in writing. The faculty member has the right to meet with Committee A before the letter is forwarded to the Dean; this meeting may be necessary to address issues of clarification, accuracy, or fairness. If issues remain following this meeting, the faculty member may write a letter to accompany the evaluation letter. The progress-toward-tenure letter is sent to the Dean with the annual evaluation information for the whole Department (unless the Dean's timing and organization require otherwise). In addition, a more complete progress- toward-tenure assessment will be given to each tenure-track faculty member during the third year. Committee A and the Chair establish guidelines for this third year evaluation procedure. A vote by the tenured faculty on re-appointment of the candidate will be a part of the third-year evaluation procedure; tenured faculty must be provided copies of the vita, selected publications, teaching evaluations, and other supporting material to inform their voting on reappointment.

### **C. Criteria for Promotions**

For promotion to Associate Professor, the cumulative record of performance in Teaching and Research shall, in general, be weighted equally.

For promotion to Professor, the cumulative record of Teaching and Research shall again be

equally weighted, but Service (particularly Professional Service) shall be given increased emphasis. The record of research shall be evaluated by external peers at institutions of comparable academic excellence and should show sustained achievement and increasing recognition by external peers in terms of its quality and impact on the body of knowledge of the specialty. The record of Teaching shall be expected to show quality of achievement at least as great as that demonstrated at the time attainment of the rank of Associate Professor. An increasing record of significant Service contributions to the discipline (i.e., Professional Service) should be evident.

In cases involving faculty explicitly hired to fulfill exceptional teaching responsibilities (e.g., a “Master Teacher” position), greater weight may be given to the category of Teaching. In addition to what is outlined above in Sections II C, D, & E, the following guidelines may be given special consideration.

Criteria for Promotion to Associate Professor for faculty explicitly hired to fulfill exceptional teaching responsibilities are included, but not limited to:

- a) Made an ongoing effort to develop his or her knowledge and skill as a teacher;
- b) Maintained a consistent demand for his or her course offerings that further the curricular goals of the Department and University;
- c) Demonstrated excellence in Teaching and Service;
- d) Received very strong annual performance reviews and instructor/course evaluations;
- e) Developed innovative pedagogical methods and teaching materials in his or her area of specialization;
- f) Developed new courses or overhauled existing courses for the Department;
- g) Presented courses that take into account current theory, practice, and empirical research on teaching effectiveness and learner-centered education;
- h) Presented courses that integrate research from the discipline;
- i) Demonstrated a capability to foster appropriate learning outcomes in his or her area of specialization;
- j) Presented at conferences and workshops on teaching within and outside the University and any other activities that might demonstrate activities aimed at improving instructional abilities;
- k) Took on a leadership position in the Department or the University in the area of teaching, including laboratory or curricular development;
- l) Published research on teaching effectiveness and learning;
- m) Published education-related materials that make a contribution to the profession.

Criteria for Promotion to Full Professor for faculty explicitly hired to fulfill exceptional teaching responsibilities are included, but not limited to:

- n) Met the criteria for Associate Professor listed above (a – m);
- o) Obtained, or attempted to obtain, funding for teaching and educational projects or studies;
- p) Served as a mentor to new teaching faculty, including lecturers, adjuncts, and teaching assistants
- q) Organized and led professional and outreach activities such as workshops, conferences,

- and symposia to enhance a community of practice related to instruction and education;
- r) Presented lectures at local, state, or national meetings on teaching methods or educational issues;
- s) Published research of significant impact on teaching effectiveness and learning;
- t) Published substantial education-related materials that make a significant contribution to the profession.

To be considered for a promotion to Full Professor, faculty explicitly hired to fulfill exceptional teaching responsibilities (e.g., "Master Teacher") will typically have spent at least 5 years as an Associate Professor in the Department or other Department of Psychology at a comparable institution of higher learning.

Optional data for the evaluation of faculty explicitly hired to fulfill exceptional teaching responsibilities could include:

- 1) Digital materials: samples of digital materials created such as audios, videos, blogs, and websites for teaching if applicable;
- 2) Sample of student work along with the professor's feedback to indicate the facilitation of student learning;
- 3) Peer Review External to the Department: course observation comments from at least one external reviewer, perhaps from the Center for Faculty Excellence;
- 4) Letters of support from coordinators or program directors attesting to the value of well-delivered presentations or workshops;
- 5) Letters of support from students who have taken the professor's courses;
- 6) Letters of support from instructional mentees;
- 7) Documentation of improved student evaluations for instructional mentees;
- 8) Sample recommendation letters written for students for academic and career advancement including evidence of the students' advancement.

#### **D. Criteria for Tenure**

The long-term priorities and needs of the Department shall be weighted in tenure decisions, as well as an individual's contributions in teaching, research, and service. For tenure decisions, quality performance in both Teaching and Research are essential criteria at any rank, and the two shall be weighted equally. At the Assistant and Associate Professor levels, Service must be of substantial quality and quantity, but is clearly secondary to Teaching and Research. At the Professor level, Service in University Governance must be complemented by Professional Service to the discipline. Newly hired faculty at the rank of Associate Professor and Professor shall be evaluated for Tenure, in addition, on the basis of evaluations by external peers in regard to the quality and quantity of research achievement.

### **VI. Evaluation of Teaching and Service for Renewable Term Faculty**

#### **A. Annual Faculty Evaluations**

Renewable Term faculty will be evaluated annually following the psychology department's faculty evaluation processes. All evaluations should be based upon the

faculty member's teaching and service performance as defined herein. Research activities are not considered priorities for Renewable Term Faculty.

The following descriptions of Evaluations are very similar to those of Tenure-Track and Tenured Faculty. For Renewable Term Faculty, emphasis is placed on Teaching and Service, rather than on research.

### **B. Assignments of weights**

Weights are typically used to reflect the actual distribution of effort between teaching and service for a given faculty member. Limits are placed on how extreme weights may be to reflect the Department's commitment to its teaching and service missions.

For typical Renewable Term Faculty members in any given year, the normal expectation is that Teaching will be weighted at 80% and Service will be weighted at 20%; this corresponds to a faculty member who is teaching three courses per semester and doing a normal and productive amount of service. Departures from these weights may be appropriate to accommodate additional teaching, service, or administrative duties or an unusual circumstance that warrants a different distribution of the weights in the interest of equity.

To reflect the Department's commitment to both teaching and service for renewable term faculty, the following limits will apply:

|          | <u>Base</u> | <u>Minimum</u> | <u>Maximum</u> |
|----------|-------------|----------------|----------------|
| Teaching | .8          | .6             | .9             |
| Research | .0          | .0             | .0             |
| Service  | .2          | .1             | .4             |

Committee A will assign these weights during annual review automatically. However, if a faculty member believes the weights do not accurately reflect the distribution of effort, they may request to re-negotiate the distribution with the Chair and Committee A. Under certain circumstances, weights that fall outside the ranges above may be negotiated. In such cases, a re-distribution of effort can be anticipated, and should ideally be discussed and resolved with the Chair as early as possible. However, Committee A will account for atypical distributions of effort at evaluation time as well, and a faculty member should document such efforts in the annual evaluation information.

### **C. Criteria for the Evaluation of Teaching**

College and University policies will be followed with regard to the means of evaluating teaching. The following materials/information may be used to evaluate each faculty member:

- (1) Student ratings of instruction;
- (2) Course outlines/descriptions or syllabi for each course taught (need only be submitted once and updated as necessary);

(3) Online material provided to students, which can include interactions such as discussion boards;

Consistent deficiencies in any of the areas listed in the paragraph following this one are evidence of failure to meet minimum standards for teaching. If student ratings and systematic peer evaluation for the above criteria are unfavorable, it is the instructor's responsibility to provide other evidence bearing out the criteria (e.g., course outlines, exams, notes, special materials). Documented improvement of any deficiencies in the six areas listed below will be viewed favorably by Committee A and will be taken into account for decisions regarding Promotion and Merit-based salary increases.

Evidence of minimally acceptable teaching—defined for Promotion as a baseline for evaluating superior teaching—includes:

- 1) Adequate knowledge of subject areas taught (supporting materials include exams, class presentation materials such as PowerPoint slides, recorded lectures, class notes, and peer review);
- 2) Adequate preparation for classes. Possible supporting materials include student ratings and comments, exams, and class notes, special materials including hand-outs, slides, demonstrations, or any materials used which require advanced planning and preparation, initiative in seeking self-evaluation and self-improvement – video recording class presentations, attendance at teaching workshops, use of standardized evaluation forms administered throughout the semester, etc.;
- 3) Willingness to teach those courses which are essential to the undergraduate and graduate program. (Evidence involves degree of participation in essential courses);
- 4) Conscientious participation in advising of students. (Possible supporting material includes evidence of thorough knowledge of Department and college requirements and mastery in advising students; availability for advising during registration periods; and participation in the day-to-day advising process by maintaining regular office hours; note that when the Department has a professional staff advisor, faculty can still contribute to the advising activity of the Department—e.g., through career advising, or extraordinary efforts; such effort must be carefully documented);
- 5) Creating an environment conducive to learning and using effective communication that engages students.
- 6) Meeting expected enrollments for in-load course offerings.

The following criteria are to be used for identifying superior teaching for purposes of promotions and merit-based salary increases. Note that the concept of superior teaching includes superior performance in the six areas for minimally acceptable teaching given above. In order to extend those six areas from "acceptable" to "superior," the following criteria should characterize the instructor's teaching:

- 1) Creating student interest in subject material (possible supporting material includes unsolicited student commendations to the Chair or College Administration, documented when possible; and the development of high-quality new courses and/or innovative changes that improve current courses);

- 2) Developing new courses for improving the undergraduate or graduate curriculum (possible supporting material includes (a) For undergraduate courses, enhancement of or filling gaps in the BA or BS tracks; (b) For graduate courses enhancing or filling gaps in the general- experimental psychology training and/or increasing the employability of students; (c) Popularity of courses -- although popularity, naturally, is not taken as a prima facie evidence of quality or improvement; (d) Student feedback on new courses - - we note that an instructor receiving mediocre evaluations in new or revised courses may be as valuable to the Department as one who received high ratings in well-rehearsed, repetitively-offered courses; (e) Other evidence listed above in the paragraph on adequate teaching is also relevant for evaluating new courses);
- 3) Routinely taught courses are up-to-date and well-organized (possible supporting materials include handouts, exams, articles assigned, textbooks, and evidence that research in areas taught is current and up to date);
- 4) Extraordinary participation in, or significant contributions to, undergraduate and graduate advising and mentoring (possible supporting materials include innovative advising procedures initiated and indications of success; evidence of participation in advising that goes beyond routine day-to-day advising and quality of scheduled advising during registration periods);
- 5) Excellent peer reviews of teaching. Peer reviews of teaching are not mandatory and will be conducted on an as needed basis as determined by the Department Chair and Committee A. Implementation of formal peer reviews of teaching will be administered by the Department Chair and Committee A.

#### **D. Criteria for Evaluation of Service**

The primary expectation for Service for Renewable Term Faculty is departmental service; however, credit can additionally include service at the university, state and national levels. The four broad categories are: Departmental, University/College, Outreach/Community, and Professional. Because of the large student-faculty ratio in Psychology and the continuing development and change of its undergraduate and graduate programs, significant demands are made on many faculty member's time and energy to perform service of direct benefit to the Department's programs. Academic Service to the Department in the form of contributions to improvements in academic programs is viewed as affecting the quality of the total departmental effort in educating students through teaching. Service responsibilities should always be managed to minimize conflicts with the faculty member's responsibilities in teaching.

Types of contributions to each of the four areas of service include the following. For Renewable Term Faculty departmental Service is prioritized as part of their annual evaluation:

##### Departmental Service:

- 1) Membership on committees or other advisory groups;



- 2) Chairperson of such committees or groups, or coordinator of academic programs;
- 3) Coordinator of a Departmental governance (as opposed to academic program) unit;
- 4) Project Director of a Departmental grant (internal or external);
- 5) Program involvement (e.g., graduate program areas, undergraduate curriculum) and leadership;
- 6) Providing faculty mentoring to junior and adjunct faculty;
- 7) Serving as an external evaluator (e.g., judge for PSY 3114 or ODYN 5973) or helping in colleagues' courses;
- 8) Attending faculty meetings;
- 9) Attendance and involvement and in department activities such as Lunch Bunch, Psychology Club meetings, and visits from guest scholars and job candidates;
- 10) Serving as a faculty marshal at convocations;
- 11) Helping with fundraising;
- 12) Serving as peer reviewer of teaching effectiveness;
- 13) Leading professional development workshops;
- 14) Writing recommendation letters for students
- 15) Other special Departmental contributions.

University/College Service:

- 1) Participation on committees, councils, or other advisory groups (and accounting for number of hours per month and/or term of service);
- 2) Participation in programs;
- 3) Special offices and leadership positions.

Outreach/Community Service:

Faculty members may submit evidence of exceptional community service; and faculty may, at the discretion of Committee A, receive service credit for these non-remunerated activities.

Examples include:

- 1) Participating in boards, committees, and appointments serving educational, governmental, and therapeutic institutions;
- 2) Providing leadership in community service (e.g., director of a United Way Drive);
- 3) Giving presentations representing professional expertise in the form of free lectures, workshops, etc. to nonprofessional organizations;
- 4) Extending service to agencies or organizations beyond the local level;
- 5) Providing liaison with community agencies to support Service-Learning courses and other internship or community service opportunities for students;
- 6) Other special contributions to the local community and general public;

Professional Service:

- 1) Service by office in relevant professional societies;
- 2) Service participation in the programs of state, regional, national, or international professional meetings;

- 3) Participation in a specialized professional capacity related to discipline in programs sponsored by extra-university groups;
- 4) Extra-university service, including talks or presentations related to the discipline to external groups such as schools, colleges, other universities, churches, and civic organizations (and it should be noted whether remuneration was received);
- 5) Service on local, state, national, or international commissions, advisory boards or agencies, councils (public or private) related to the faculty member's discipline or profession. Because Renewable Term Faculty are not assessed by their research contributions, the service portion of their score may take into account service to the discipline, including Refereeing or reviewing research papers, chapters, or books submitted for publication, or reviewing of grant proposals;

#### **E. 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 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.

#### **F. Breadth of Coverage of Criteria**

The general philosophy, the weights assigned to teaching and service, and the policies regarding assignment to these roles apply to all Renewable Term Faculty who hold an appointment in the Department. Faculty who become members of the Department through all avenues will be subject to the same Faculty Personnel Policies. Thus, for example, faculty who might come into the Department via a transfer from another unit/appointment within the University are governed by the policies set forth in this document.

### **VII. Promotion of Renewable Term Faculty:**

Lecturers/Instructors who have five years of continuous full-time employment at the University, or earlier if initiated by the chair/dean, are eligible for promotion in rank. After five years of experience as a lecturer or equivalent, or earlier if initiated by the chair/dean, a faculty member is eligible to be promoted to Senior Lecturer/Instructor. After ten years' experience as Lecturer/Instructor, or earlier if initiated by chair/dean, a faculty member is eligible to be promoted to Distinguished Lecturer/Instructor. Renewable Term Faculty who wish to be considered for promotion in rank should notify the Chair of the Department and Committee that they would like to be considered for promotion in writing by the November preceding their next annual evaluation. Alternatively, the Chair/Dean or Committee A can initiate a promotion for Renewable Term Faculty. Annual Faculty Evaluations will be used for promotion decisions.

Promotion is elective and does not involve an “up or out” decision. Career Renewable Term Faculty who do not wish to be considered for promotion may continue employment at their current rank as long as eligible to do so. Voting on promotions will follow the Departmental Voting Policy as described in section IX.

Promotion Evaluations include the following:

- An Up-to-date Curriculum Vita
- A Mini Vita: a shortened version of the Curriculum Vita generated according to current University Procedure
- Statement of Teaching: a faculty-authored document that may include the faculty’s teaching philosophy as well as a narrative of teaching activities since their initial appointment or last promotion
- Statement of Service: a faculty-authored document that chronicles service activities since their initial appointment or last promotion
- A review of previous annual evaluations since their initial appointment or their last promotion
- A review of relevant teaching and service experience prior to their current appointment to a Renewable Term appointment if relevant. For example, this could include prior teaching and service activities prior to their current appointment at the University of Oklahoma, prior renewable term appointments at the University of Oklahoma, or other teaching and service activities at comparable universities
- Optionally, any other materials the faculty member deems instructive or revealing about their teaching performance or service activities.

**For merit-based salary increases**, regardless of rank, the decision will be made on the basis of quantity and quality of contributions to teaching and service .

### **VIII. Renewals of Contracts for Renewable Term Faculty**

Faculty contracts for Lecturers/Instructors, Senior Lecturers/Instructors, and Distinguished Lecturers/Instructors are eligible for renewals annually following annual evaluations. Term appointments may be made for various time intervals, such as three-year and five-year term appointments. Renewals of term appointments are determined by the Chair and Dean, who take the annual evaluation conducted by Committee A into consideration. Renewable Term Faculty who are in good standing (i.e., meet teaching and service expectations) may be renewed for another year or other term, such as a three-year or five-year term appointment.

If Committee A is concerned that a Renewable Term Faculty may not be meeting departmental expectations, a letter of notification will be sent to the Renewable Term Faculty member. Notified faculty will be given a deadline by which to respond to the letter and may meet with the Chair to come up with a plan for meeting departmental teaching and service expectations. This can include a probationary period involving remediation towards improved performance to meet departmental standards.

Committee A may be notified and involved in this process. If a Renewable Term Faculty member continues to fail to meet departmental standards, the Chair may choose to not renew their contract when it lapses.