

**GUIDELINES FOR FACULTY TENURE,
PROMOTION, AND SALARY INCREASES**

DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF OKLAHOMA
NORMAN, OKLAHOMA

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GUIDELINES FOR FACULTY TENURE, PROMOTION, AND SALARY

INCREASES

Department of Anthropology

University of Oklahoma

Approved by the faculty on October 25, 1996

PREAMBLE

The following document is intended to provide guidelines for the awarding of tenure, promotion, and salary increases to the faculty of the Department of Anthropology. These guidelines provide the faculty and departmental administration (the Chair and Committee "A") with a basis for judgment in evaluating the performance of individuals and for equitably rewarding meritorious performance. The document also provides the faculty with a guide for the distribution and kind of academic effort which will optimally benefit their careers, and the goals of the department and the university.

These guidelines are based on the premise that standards of scholarly performance at the national Ph. D. granting institutions, particularly at regional peer institutions, apply at the University of Oklahoma.

General Guidelines for Tenure

In general, University policy, as stated in Section 3.7 of the Faculty Handbook, will be followed in the consideration of all tenure cases, both in respect to the criteria on which it is granted (Section 3.7.4) and the procedures to be followed (Section 3.7.5). The criteria include performance in teaching, research, and service.

A normal faculty load in the department apportions teaching as 40% of the effort, research as 40%, and service as 20%. However, tenure is awarded primarily on the basis of outstanding performance in both teaching and research.

Promotion

Promotion to Associate Professor is based on the same criteria as the awarding of tenure. Promotion to full professor requires accomplishments in research, teaching, and service considerably beyond those required for tenure. Performance in research, teaching, and service are all considered with regard to promotion to full professor although there may be some differences regarding the weighing of these criteria in specific instances (see p. 8).

Merit Increases and Annual Evaluations

For purposes of merit increases, professional activity since the last significant merit increase will be considered. For purposes of annual evaluations, research and teaching will each constitute 40% of the evaluation and service will be considered 20% of the total effort. For purposes of annual evaluations, the department will use a three-year window for research activity. This is especially suited to anthropology, given the emphasis on fieldwork and the writing of book-length manuscripts. However, individual faculty members (including those on leave, those who have less than full-time appointments, those who have released time, etc.) may negotiate with the Chair for different allocations of their activities from year to year; these allocations must be determined in advance of evaluation, however, and, in the case of non-tenured faculty, will not affect the weighing of teaching, research, and service in regard to tenure decisions.

Reappointment of Probationary Faculty

At the three-year assessment, the tenured faculty will treat the evaluation as an official “pre-tenure” review. As part of the review process, we will solicit two letters from external evaluators and the candidate will submit a dossier, which will include copies of the annual evaluation and progress toward tenure letters, as well as a vita. After this review process, Committee A will determine whether or not the candidate should continue in tenure-track. It is understood that at any time during the probationary period, the department may request nonreappointment for a candidate not making adequate progress toward tenure.

I. TEACHING AND TEACHING RELATED ACTIVITIES

Teaching and teaching related activities are important factors by which a faculty member’s contribution to the Department, University and the profession is measured. The evaluation of teaching consists of the following categories:

1. Student evaluations
2. Peer evaluations (optional for tenured faculty; see below)
3. Direction of graduate students
4. Service on graduate student committees
5. Teaching fellowships and awards
6. Obtaining funding for student research, directing student competitive research or directing a field school
7. Direction of multi-section/general education courses or additional course load
8. Training in new instructional techniques
9. Development of new and/or innovative courses
10. Independent studies, directed readings, Honors readings & research

Satisfactory student evaluations and direction and service on graduate student committees are considered the baseline for teaching assessment (average). In addition, untenured faculty must have satisfactory annual peer reviews; for tenured faculty, peer review is optional. In addition to exceptional student evaluations, other categories that are considered to be teaching-related activities which serve to indicate above average or exceptional teaching activity, in their order of significance, are: teaching fellowships and awards (internal or external); obtaining funding for directing student research or directing a field school or a student project in a competition; training in new instructional techniques, such as computer-assisted instruction or teleconferencing, that will be incorporated into the curriculum; direction of multi-section/general education courses, so that a faculty member increases the FTE ratio significantly and/or makes a significant contribution to fulfilling the needs of the University-wide general education program, or acceptance of an increased course load.

Activities that elevate the evaluation derived from student evaluations and peer review but are not considered exceptional activity are the direction of independent studies and Honors readings courses and the development of new and/or innovative courses.

Student evaluations should only be calculated on a two semester basis instead of the three-year cycle.

A. Student evaluations

Student evaluation is based on the Arts and Sciences Instructional Evaluation Questionnaire. Questions pertaining to the assessment of the faculty member will be combined with departmental questions.

B. Peer Review

B. 1 Classroom Visitation

The peer review consists primarily of in-class visitation by a two member faculty review team. The team members will come to the same class and stay for the entire class period. In the case of a seminar class, a shorter period may be arranged with the faculty member being observed. The observation team will evaluate teaching "qualitatively" utilizing a faculty approved questionnaire. These evaluations will be scored and averaged, and the average will constitute the final score for peer evaluation. Copies of the peer reviews will be given to the observed faculty member as part of the overall evaluation packet. Visits will be coordinated by the Chair with the faculty member to be observed and the observation team. Two weeks prior to the evaluation period, faculty will be advised of the upcoming evaluation. Faculty will be required to submit preferred times and dates during a two week period which will be appropriate for classroom observations (dates when exams, guest speakers and/or films are not scheduled). Peer evaluation teams will be formulated on the basis of academic rank:

- a) professors (and/or the chair) will evaluate professors
- b) professors & associate professors will evaluate associate professors
- c) tenured faculty will evaluate non-tenured faculty.

B.2 Supplemental/Support Materials

In addition to in-class visits, teaching materials submitted by the faculty member will also be incorporated into this segment of teaching assessment. These materials include syllabi, handouts, exams, assigned readings, and exercises/assignments. Untenured faculty members are strongly encouraged to submit these materials.

B.3 Non-tenured faculty will be visited by a departmental evaluation team at least once a year (a faculty member can request to be visited twice a year).

B.4 Tenured faculty

Tenured faculty will have the option of participating in the peer review process. Should they opt to participate they would be visited by a departmental evaluation team once each academic year. If tenured faculty opt not to participate in peer review the weighing of the other criteria used in evaluating teaching will be adjusted proportionately.

C. Direction of graduate students; service on graduate student committees

The direction of M. A. and Ph. D. committees and serving on these committees are considered part of the teaching responsibilities of faculty members and will therefore be recognized as a contribution to the department. This will not be a “quantitative” measure but a recognized activity/contribution to the department.

D. Other Teaching Related Duties

Those activities that are considered to indicate above average or exceptional teaching activity (numbers 5-8 above) elevate the faculty member’s evaluation above the “average” baseline, depending on the significance and number of activities. Should there be a case of a faculty member who is evaluated below average on student evaluations, peer review, and graduate student committee service, activities that elevate the faculty member’s evaluation above “below average” are numbers 9 and 10 above (as well as 5-8).

II. RESEARCH

Research is one of the primary criteria by which a faculty’s contribution to the Department, the University, and the profession is measured. The primary measures of research are the publication of books, **exhibit catalogs**, and refereed articles in journals and books. Secondary attention will be paid to research grants and other scholarly activities and recognitions. The following categories are intended to distinguish among four different levels of

research activities, giving the most credit to those pursuits which enhance the national and international reputation of the scholar and hence that of the department and the University.

A. Major Research Activities

- A.1. Peer-reviewed books **and exhibit catalogs**
- A.2. Articles and chapters in refereed journals and books
- A.3. Peer-reviewed monographs

Items in Category A are considered “above average”; books are more significant than articles; refereed articles and chapters are more significant than monographs. **Exhibit catalogs that are peer-reviewed are comparable to books, and exhibit catalogs that are externally funded are more significant than catalogs not externally funded.** In cases where there are multi-authored publications, a co-authored piece shall count 66% and a work to which more than two authors contribute generally shall count 50%. If a faculty member is a joint author with a student, the co-authored piece shall count 100%. Articles that appear in nationally-oriented publications (first-tier) and books published by a press that requires peer-review are given more weight than articles that appear in regionally-oriented journals or books published by a press that does not provide for peer-review of manuscripts.

We recognize that not all published refereed books, articles and journals are of high quality and that important, sound, and imaginative work may appear elsewhere (as in category C below). Quality of published work must also be assessed; one measure of this quality might be the number of citations to a particular scholarly work in other publications which a faculty member might wish to submit to Committee “A”.

B. Research Grants and Research Fellowships

- B.1. Funded external research grants such as NSF, NEH, NEA, NIMH, and NIH
- B.2. Research fellowships and awards such as Fulbright, Guggenheim, and MacArthur
- B.3. Funded regional research grants

Major grants both reflect the quality of scholarship and enhance the reputation of the department and the University. However, not all valuable research is of the sort that depends on large grants. For these reasons, grants shall elevate a faculty member’s ranking but the absence of grants shall not detract from the publication record. National, competitive grants are more significant than regional ones.

C. Secondary Research Activities

- C.1. Articles in non-refereed journals
- C.2. Edited volumes

D. Other Research Activities

- D.1. Abstracts in refereed journals
- D.2. Unpublished research reports
- D.3. Invited book reviews and comments
- D.4. Papers at professional meetings
- D.5. Unfunded external research proposals (if approved for funding, but not funded, higher credit will be given)
- D.6. Unfunded internal research proposals
- D.7. Funded internal research proposals (higher credit will be given than for unfunded internal research proposals)
- D.8. Funded but non peer-reviewed research proposals/projects

E. Research Awards

Awards that result from a national competition are more significant than local awards.

Tenure

To be awarded tenure in the Department of Anthropology, in addition to the criteria for teaching and service, a faculty member must make important contributions in category A of the above research activities. One item from category A.1. is considered an important contribution. An important contribution in Category A.2. generally would be one first-tier article annually. One item from category A.3. and more than one item from A.2. would be considered an important contribution. Accomplishments in category B and C are encouraged. Except in the most unusual cases, contributions in category B and C alone would not be sufficient for the awarding of tenure. Contributions in category D alone are not sufficient for the awarding of tenure.

Promotion to Associate Professor

The research criteria for promotion to Associate Professor are the same as the criteria for tenure.

Promotion to Professor

For promotion to full professor, additional substantial contributions in category A above are usually required. A scholar must attain a national or international reputation commensurate with a full professor rank at the University of Oklahoma's peer institutions.

Annual Evaluations of Research

1. Annual evaluations will use the above categories of research activity as a format for

establishing merit increases. Therefore, documentation of research activities presented to Committee "A" should follow these categories. For establishing merit increases, all professional activity since the last merit award received by an individual faculty member will be considered.

2. Contributions to research will be evaluated over a three-year period. In some circumstances, and, in advanced arrangement with committee "A," important books may count for a longer period.

3. It is understood that individuals are rated with reference to the criteria and not with reference to one another. This means that if each member of the department publishes a book, or a number of key refereed articles, or receives a major research grant during a given year that each member would receive a superior rating in research. It is also understood that to receive an above average rating, a member of the department generally must have published an item or items from category A or have a contribution from category B.1. or B.2. To receive an average rating, a member of the department must have produced more than one item from category D annually.

4. Each faculty member will be provided with a copy of his/her rating each year. If requested Committee "A" will allow additional evidence to be presented in support of a specific case should a dispute arise.

III. SERVICE

The department recognizes four kinds of service: professional, community, university, and departmental. Consideration will be given to each type of service. Junior faculty are expected to perform less service than senior faculty. Service will be evaluated for quality as well as quantity. Most highly ranked are professional service that brings national recognition to the individual and thus to the department and the University; community service that helps to support the department's program or the University's mission in a direct way; university service that contributes to the department's mission; and departmental service that involves a significant amount of time and effort and supports the department's program.

Service activity shall be calculated on a calendar-year basis instead of the three-year cycle.

The Campus Tenure Committee requests a critical assessment of the nature, significance, quality, and quantity of the work in this area, including any evidence of demonstrated leadership roles. Confidential letters from appropriate persons outside the academic unit who are well-acquainted with the candidate's service work often are useful in this regard, particularly if these persons are able to point to the extent to which the candidate contributed to the fulfilling of the charge given to the council, committee, group, or agency.

1. Professional Service

A. These activities include those useful to the profession of anthropology which are not directly related to one's affiliation with the university. They can include regional, national, or

international activities. These activities should not include those for which one is compensated.

B. Activity considered above average includes holding an important national office in a major professional organization, editing a national journal, chairing a national professional association convention, serving on a peer review panel for a national grant competition, and any other activities that significantly elevate the department or the individual nationally.

C. Activity that is considered at least average includes serving as a committee member for a professional organization (evaluation will include the role in the organization, the amount of time spent doing the organization's work, and the importance of the organization); serving on an editorial board of a national journal; peer reviews of books for presses, articles for refereed journals and edited volumes, tenure cases, and grant proposals; chairing organized symposia.

D. Although service is an important component of one's duties as a professional, it should be understood that a faculty member will not receive tenure or promotion to full professor based on service only. In other words, research and teaching will always enter into these considerations, regardless of the amount and quality of the service a person has performed.

2. Community Service

A. Community service includes activities in which one's professional competence as an anthropologist is contributed to the aid of a local, non-university community project or organization. These activities are distinguishable from research projects that benefit one's own academic career, and they should not include activities for which one is paid as a consultant. Such activities often serve to enhance the reputation of the university and the field of anthropology. Service of major significance shall be distinguished from service of lesser significance (see examples in B and C below).

B. Of major significance are consultations with Native American Tribes, state health organizations, archives, or museums on specific, major projects. Major service awards shall be considered significant.

C. Of lesser significance are public lectures, membership on committees or boards of directors, or consultations with community service groups.

3. University Service

University or college committee work that was a major help to the university (such as serving on the Gen Ed Committee, serving on the A&S Tenure Review Board, or chairing the Faculty Senate) is most highly ranked. Other service to the university is generally considered average: serving on less important committees or advisory boards, lectures given within the university but outside the department, recruitment for the university, service on the Faculty Senate, sponsoring recognized university clubs.

4. Departmental Service

Normal departmental duties include participation in faculty meetings. Faculty will not be judged on this criterion unless they are found to be deficient. Average service within the

department includes work on departmental committees or ad hoc committees and lectures given in the department's colloquium series. Above average service includes serving as Graduate Liaison or Undergraduate Advisor or serving on Committee "A".

The departmental Chair will be evaluated according to the College of Arts and Sciences guidelines.

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST
The University Of Oklahoma
Norman Campus

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MEMORANDUM

TO: Dr. Loretta Fowler, Chair, Department of Anthropology

FROM: Nancy L. Mergler, Senior Vice President and Provost

DATE: April 7, 1999

SUBJECT: Proposed tenure and promotion guidelines



I am pleased to approve the Department of Anthropology's proposed tenure and promotion guidelines as approved by the faculty on February 19, 1999. I extend thanks to everyone in the department who contributed to the process.

cc: Dean Paul Bell
Ms. Connie Hamilton