School of Library and Information Studies. Committee A. December 2019

Annual Faculty Evaluation Policies and Procedures

All regular faculty at the university are required to be evaluated annually. Units may set their own procedures, although the schedule is determined by the university and college. It is important to engage in a meaningful and robust evaluation as results are used in personnel actions such as tenure, promotion, post tenure review, merit increases, and faculty award nominations.

The College of Arts & Sciences requires that annual review materials be submitted by the end of January and in the fall will contact departments and ask them for the unit's deadline for the upcoming review cycle. SLIS typical sets 5 pm on the last Monday of January as the due date.

All materials are to be submitted through the Provost's Faculty Activity System (FAS) which is here: http://www.ou.edu/provost/faculty-activity-system.html. Note that once you hit the "submit" button, you cannot do additional revisions. If you need to revise your materials after submitting, you must ask Committee A to send the files back to you.

In addition to all of the mini-CV elements that faculty will enter into the FAS such as number of advisees, grants received, scholarship outputs, etc., SLIS requires faculty to also upload a document to FAS with these elements:

1. One short essay describing research accomplishments, one short essay describing teaching accomplishments, one short essay describing service accomplishments
2. A self-calculated draft score for each of research, teaching, and service that is calculated using the SLIS annual review rubrics for research, teaching, and service. Please give the details of how you calculated the score, like this:
   Chaired SLIS Committee = .5 points
   Member of SLIS Committee = .25 points
   Member of CAS Committee = .25 points
   Committee A may adjust your score as they work for consistency of scoring.
3. A short summary essay that includes two work-related goals for the coming calendar year. Within the essay also assess whether the goals set the previous year have been achieved, and describe what was or was not achieved

Faculty are asked to complete a short Qualtrics survey about the annual review process to give feedback to Committee A in order for the Committee to make adjustments to improve the review process for the next year. The scoring rubrics were first piloted for the 2018 evaluations, so it will likely take numerous adjustments before the process is perfected. The Qualtrics survey is here: https://ousurvey.qualtrics.com/jfe/form/SV_9AHUj121K15apr7

Following are the rubrics for each section of the review. Many of the scores have a range and this is to accommodate the qualitative element for which faculty members and Committee A members must use their professional judgement to determine the appropriate score.

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Faculty Annual Review Research and Scholarship Scoring Rubric

Note that this is not an exact scoring system. There is a built-in qualitative aspect that allows Committee A to apply a more nuanced aspect to the scoring.

A faculty member's role in a publication/scholarly output will generally impact that item's score. Sole authorship will generally receive a higher score because the assumption that the work to create the output was done solely by one person. For shared outputs, more points may go to the faculty member who contributed the greater percentage of effort and faculty are encouraged to explain their role in shared outputs in their FAR document.

Type	Points	Description
Books, in year published	4-5	Books published by reputable publisher. Self-published books do not count. Some points are given in years when evidence of significant progress on book has been made, prior to publication year. Other factors which might impact scoring include type of book such as: scholarly book versus textbook; authored book versus edited book.
Journal articles, peer reviewed	1.5-2.0	Score may be adjusted depending upon the ranking of the journal, contribution of the faculty member (sole author, first author, subsequent author), length of article (full-length article versus a short piece such as 2 or 3 pages), research versus other types of content.
Book chapter	1.5-2.0	Books published by reputable publisher. Self-published books do not count. Score may be adjusted depending upon the contribution of the faculty member (sole author, first author, subsequent author), etc.
Journal articles, non-peer reviewed	1.0-1.5	These may be invited articles, editorial reviewed, or other types. The same caveats apply that are listed in the peer reviewed article section.
National Grants Received	3-5	Points will be awarded during the year in which the grant was awarded and may be additionally awarded during the years during which grant work is taking place. Higher dollar and higher prestige grants will generally generate more points.
State Grants Received	1-3	Points will be awarded during the year in which the grant was awarded and may be additionally awarded during the years during which grant work is taking place. Higher dollar and higher prestige grants will generally generate more points.
OU Grants Received	1-2	Larger grants such as junior or senior faculty summer research support, will be awarded 2 points. Small grants specifically related to research may be awarded around 1 point.
External Grant Proposal Submitted	1-2	Committee A recognizes that a great deal of work goes into writing an external grant proposal. In order to be supportive of these efforts, points are given for the effort even if the proposal was not supported, or the results not yet announced. Points may be adjusted depending upon the prestige and $ amount of the grant, research versus other type of grant, and faculty member's contribution.

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Publications in Conference Proceedings	1-2	Peer reviewed, article-length publications will receive points based on the prestige of the conference.
Oral presentations	.5-1.5	Presentations vary widely in terms of prestige and will be scored accordingly. These may include OU campus conferences, state or regional conferences, national or international conferences; invited talks at other universities; keynote addresses; webinars; and etc.
Posters in Conference Proceedings	1-1.5	Posters will be scored depending on the prestige of the venue with national/international conferences scoring higher than OU, state, or regional conferences.
Conference posters	1-1.5	Posters will be scored depending on the prestige of the venue with national/international conferences scoring higher than OU, state, or regional conferences.
Other*	Varies	Other types of research, scholarly, and creative activities and outcomes will be evaluated individually by Committee A

*Other scholarly activity may include the creation of software, data portals, or any number of possible other creative, scholarly, and research outlets engaged in by the faculty member within the context of their faculty position

Notes about Scoring:
1. Non-edited books are generally scored higher than articles, chapters, and edited books.
2. Taken into consideration are: quality and prestige of journal/publisher, sole versus lead versus co-authorship, the candidate's role in the work product
3. Presentations at international, national, and regional meetings are encouraged but are not evaluated at the same level as publications.
4. Credit may be given for substantial progress of on-going scholarly work (such as a book), but predominate credit accrues in the year of publication
5. Where a grant extends more than one calendar year, the greatest credit will normally be in the year of receipt of the grant.
6. Generally, greater credit will be given to larger (dollar) grants than to smaller ones.
7. For the most part, scholarly outputs will only be scored/counted once. For example, it has been the SLIS practice that when an article is accepted for publication one year, but actually published the next year, the SLIS faculty member can choose to count that item during the year it was accepted rather than during the year it is published. However, credit is not given for both the acceptance and the publication.

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Faculty Annual Review Teaching Scoring Rubric

For all faculty members who completed their scheduled annual teaching assignments, use
3.0 as starting score. Additional points to be credited as follows.

(Note: This starting score includes faculty who have reduced teaching loads due to administrative assignments, sabbatical or other reasons. Special circumstances such as ill health etc. should be discussed with director/Comm A before using a lower baseline for any faculty who did not complete their scheduled annual teaching assignments.)

For Regularly Scheduled Coursework:

Developing & teaching new course	.5
Teaching a doctoral course that is not "in-load"	.5
Teaching existing course for the first time with substantial revision of content, delivery and/or technology (i.e. major course revision, but only get credit for first time of teaching it with the revision)	.3 - .5
Teaching an existing course for the first time with little revision of content, delivery and/or technology	.2 - .4
Accepting more than 25 students per class section	.2 - .4
Assisting an adjunct instructor in developing new course shell or syllabus	.2 - .4
Allowing an adjunct instructor to utilize existing course shell AND providing substantial assistance to set it up	.2 - .4
Allowing an adjunct instructor to utilize existing course shell or syllabus	.1
For each course's college ranking for Question 11 ("Overall, this course was") in the third quartile and above *[Note: if there are separate sections, the departmental rankings should be averaged to determine a departmental ranking for the entire course]*	.1

For Independent Studies:

Supervision of each independent study (internship, directed project, directed reading) completed during the year	.2 - .4

For End of Program Assessment:

Chairing each SLIS portfolio completed during the year	.2 - .4
Serving as a member on each SLIS portfolio completed during the year	.1 - .2
Chairing each SLIS thesis or dissertation [through the entire process]	.3 - .5
Serving as member on each SLIS thesis or dissertation completed during the year	.2 - .4
Serving as member on other OU capstone, portfolio, thesis, or dissertation defense completed during the year	.1 - .2

[Note: participation in non-OU thesis or dissertation committee defenses should be counted as "service" not as "teaching"]

For Any Other Form of Teaching Recognition:

Receiving a teaching award from OU or other professionally-recognized organization	.5

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For any other form of teaching recognition as appropriate and not included above	.1-.5

For Advising

Advising more than 15 master's students (extra points per each group of 15)	.2 - .6
Advisor for Ph.D. student (points for each advisee)	.2

Faculty Evaluation Service Scoring Draft

Start with a base score of 2. Then add additional points from the following charts.

- Leadership activities typically involve chairing committees within the school, college, university, and professional organizations. Leadership may also include planning a conference, editing a journal, developing new community resources, or serving on elected or appointed national board.
- Membership/Participation activities include active membership/participation on committees within the school, college, university, and professional organizations involves attending each meeting and completing assigned tasks to support the work of the committee outside of the meetings.
- Explain extraordinary or other service activities in essays for Committee A

For School, College, University Committee leadership or membership/participation:

Type of Committee	Leadership	Member
University committee	.5	.25
College committee	.5	.25
School committee	.5	.25
School ad hoc committee	.5	.25
OU advisory board committee	.5	.25

For Professional association leadership or membership/participation:

Type of Committee	Leadership	Member
Elected position -- executive (Director at Large, Board, Treasurer, etc.)	1.0	N/A
Elected position – nonexecutive (SIG chair, treasurer, membership, etc.)	.5	N/A
Volunteer or appointed position (Committee, Jury, Taskforce, etc.)	.5 to .75	.25 to .5
Program Committee for conference (conference chair versus paper-chair)	.5 to 1.0	.25 to .5
Program Committee for nonconference event (webinar, CE program)	.5 to 1.0	.25
Invited participation (Doctoral colloquium, mentoring program, etc.)	N/A	.25 to .5
Conference paper or panel reviewer	N/A	.25
Conference poster reviewer	N/A	.15 to .25
Moderator for conference event	.25	N/A
Organizer for conference event	.25	N/A
Others as determined by circumstance and/or Committee A	TBD	TBD

For State or local association leadership or membership/participation:

Type of Committee	Leadership	Member
Elected position (Director at Large, Board, Treasurer, etc.)	.5	N/A
Elected position – nonexecutive (SIG chair, treasurer, membership, etc.)	.25	N/A

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Volunteer or appointed position (Committee, Jury, Taskforce, etc.)	.5	.25
Program Committee for conference (conference chair versus paper-chair)	.5	.25
Program Committee for nonconference event (webinar, CE program)	.5	.25
Invited participation (Professional development, mentoring program, etc.)	N/A	.25
Conference paper or panel reviewer	N/A	.25
Conference poster reviewer	N/A	.25
Moderator for conference event	.25	N/A
Organizer for conference event	.25 to .5	N/A
Others as determined by circumstance and/or Committee A	TBD	TBD

For Extraordinary Service Activities:

Type of Service	Leadership	Member
Special School initiative	.75 to 1.0	.5
Special College initiative	.75 to 1.0	.5
Special University initiative	.75 to 1.0	.5
School Search committee	1.0	.5
College Search committee	1.0 to 1.5	.5
University/Admin Search committee	1.0 to 1.5	.5
Others as determined by circumstance and/or Committee A	.5 to 1.0	.25 to .5

For Other Service Activities:

Editor of professional journal	1.0
External (non-OU) dissertation/external evaluation committee member	.75
Review of promotion and tenure/promotion dossier	.5
Review of book manuscripts	.5
Editorial review board membership	.5
Review of professional journal manuscripts (lower end is fewer than 10 manuscripts, 11-20 is middle, 21+ would get the highest score)	.25 to .5
Serving on other national, regional or state board, committee, etc.	.5 to 1.0
Others as determined by circumstance and/or Committee A	.25-1.0

For Outside Unit Service Recognition:

Receiving a service award from OU or other professionally-recognized organization	1.0

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