DODGE FAMILY COLLEGE OF ARTS AND SCIENCES
LIBRARY AND INFORMATION STUDIES
The UNIVERSITY *of* OKLAHOMA

Policies and Procedures:
Annual Faculty Evaluation, Promotion, Tenure, and Salary Increase

December 5, 2022

I.   Introduction

The following document is intended to provide guidelines for the Annual Faculty Evaluation and the awarding of tenure, promotion, and salary increases to the faculty of the School of Library and Information Studies.

The School of Library and Information Studies, a unit within the professional programs cluster in the Dodge Family College of Arts and Sciences, offers nine academic programs:

1. Ph.D. in Information Studies
2. Master of Library and Information Studies
3. Graduate Certificate in Archival Studies
4. Graduate Certificate in Data Analytics for Information Professionals
5. Graduate Certificate in Digital Humanities
6. Accelerated Bachelor of Arts in Information Studies/Master of Library and Information Studies
7. Bachelor of Science in Information Science and Technology
8. Bachelor of Arts in Information Studies
9. Minor in Information Studies

The School has the only American Library Association (ALA) accredited Master of Library and Information Studies (MLIS) program in the State of Oklahoma. The ALA accreditation standards for faculty are taken into consideration together with the expectations of the University of Oklahoma, as set forth in the OU Norman Campus Faculty Handbook sections 3.6–3.7, and the requirements of the Dodge Family College of Arts and Sciences, to form the framework in which the School's guidelines for annual evaluation, tenure, and promotion are cast.

The mission of the OU School of Library and Information Studies (SLIS) is to:
- Educate socially responsible, innovative leaders for the information society
- Advance interdisciplinary knowledge and design creative solutions to information problems
- Contribute to the public good by engaging diverse communities through teaching, research, and service

(Revised 2018)

The general expectations for performance of the faculty of the School fall within the traditional categories of research, teaching, and service. These categories are interpreted within the context of the connection of all three to the intellectual development of the discipline of library and information studies, to the improvement of professional practice in the service of society, and to the advancement of the goals and objectives of the School, the College, and the University.

Each faculty member should become familiar with the University's guidelines and the criteria for the awarding of tenure and promotion articulated through documents on the Provost's website and in the OU Norman Campus Faculty Handbook. Criteria specific to the School are stipulated in this document. These guidelines provide the faculty and the School's administration basis for judgment in evaluating the performance of individuals and equitably rewarding meritorious performance.

This document also provides the faculty with a guide for the distribution and kind of academic effort that will optimally benefit their careers, and the goals of the School, the College, and the University. It is the intention of these guidelines to provide a qualitative basis for the evaluation of the performance of each faculty member. The weighting of criteria is intended to indicate the relative importance placed on various faculty functions in the School of Library and Information Studies and should not provide a strictly quantitative basis for regarding merit or distributing academic effort. An assessment of the quality

of performance of all faculty members will be made on the basis of their position descriptions, and the same documentation will be used for evaluation of all faculty members having similar job descriptions.

The following guidelines define the requisite quality of achievement, assuming a 40/40/20 percent effort distribution in teaching, research, and service, respectively with a 2:2 teaching load. Faculty with special duties will be informed of their job descriptions and unique criteria for tenure and promotion considerations by the department at the time of appointment. Changes in the effort distribution of a faculty member can occur after appointment with the approval of the SLIS Director and the Dean in consultation with the faculty member. The Provost will be informed of any changes in a faculty member's distribution of effort.

II.   Criteria for Evaluation

Annual evaluations will indicate assessment of performance levels in each of the areas of research and scholarship, teaching, and service as presented and documented by the faculty member. It is the responsibility of the individual faculty member to submit a complete and accurate evaluation packet. For each area, the methods of assessment and sources of evidence are given below.

Research

Within this category, the School employs a broad definition of scholarship encompassing research and creative activities that contribute to the intellectual development of the discipline or that generate new applications for the improvement of professional practice.

Assessment

Evaluation in this category is assumed to rest on the communication and dissemination of the research and scholarship to members of the disciplines and, as appropriate, to the fields of practice. Normally, communication takes the form of public dissemination of research results in journal articles, books, book chapters, and conference proceedings. Presentation of research in papers at professional meetings that are not published in proceedings also constitutes a research achievement, although often as a step on the way toward publication, and is considered of somewhat less importance or merit. Research proposals and grants will also be considered in evaluating research activity.

SLIS faculty are expected to produce about two research outputs per year, on average. The School considers the quantity and, more importantly, the quality, of each faculty member's research and scholarship. In evaluating these activities, Committee A will consider factors such as: quality and prestige of journal/publisher, sole versus lead versus co-authorship, the candidate's role in the work product, the pertinence of the work to library and information studies and related disciplines, and the importance of the work. It is recognized that scholarly work in some areas may be more difficult to publish in "traditional," high prestige journals than work in other areas.

In keeping with the School's recognition of the value of collaborative approaches to the achievement of the School's mission, collaboration in research and scholarship is encouraged. The School recognizes work that has been conducted with other faculty in the School, faculty in other areas of the University, or faculty in other universities, or with students or practitioners, as demonstration of an enriched approach to the solution of information problems.

In accordance with the American Library Association's accreditation standards, the School expects each faculty member to maintain "a sustained record of accomplishment in research or other appropriate scholarship."

Sources of evidence

The primary sources of evidence are the vehicles through which the products of the research and scholarship are disseminated to the members of the discipline or to the field of practice.

Sources of evidence include but are not limited to the sources listed below:

1. Articles published in peer-reviewed journals (indicating extent of involvement)
2. Peer reviewed papers in conference proceedings
3. Books published (which will count equivalently to numerous articles and papers)
4. Book chapters published
5. Books edited
6. Research funded by external funding agencies, including federal, state, and/or nongovernmental sources
7. Peer reviewed presentations at professional meetings
8. Peer reviewed posters at professional meetings
9. Invited articles, chapters, papers, and posters
10. Non-refereed publications
11. Research internally funded
12. Software produced
13. Other research projects in progress
14. Research proposals submitted to external funding agencies and not funded
15. Seminars and symposia
16. Consultation, development, or participation in cooperative research projects
17. Awards for meritorious research
18. Other outputs that are appropriate to a faculty member's research area

For purposes of consideration for tenure and promotion, in addition to those sources of evidence listed above, assessments of research and scholarship are required from at least six external evaluators from comparable universities.

Teaching
Teaching is defined as instruction in regularly scheduled classes, one-to-one instruction in independent studies, supervision of internships, mentoring activities, participation on thesis and portfolio committees, participation on external doctoral committees, teaching/training grants, and design of instructional materials.

Assessment

Teaching performance of high quality is expected of all faculty members and such performance is judged on the basis of current and former student evaluations, peer evaluations, course materials, and other pertinent information. The candidate must demonstrate the ability to present relevant and current information and ideas in a manner that promotes and is conducive to learning.

Sources of evidence

Sources of evidence include but are not limited to the following:

1. Course evaluations
2. Course enrollment
3. Syllabi and related instructional materials
4. Development of new and/or innovative courses
5. Major course revisions
6. Formal peer evaluation of delivery of instruction
7. Teaching/training grants
8. Publication of textbooks
9. Development of instructional materials
10. Advising and mentoring of graduate and undergraduate students
11. Seminars/workshops presented
12. Service on external graduate student committees
13. Teaching/training grants submitted to external funding agencies and not funded
14. Invitations to teach or lecture in other schools and departments in areas of subject expertise
15. Outside evaluations of teaching at other institutions, off-campus workshops, and institutes
16. Participation in faculty development activities
17. Awards for meritorious teaching
18. Other teaching activity

Service

The School evaluates professional and public service and service in support of School, College, and University governance. Faculty members are expected to contribute in all these service areas. The relationship of service activities to the School's goals, objectives, and priorities will be considered in weighing the value of a faculty member's service.

Assessment

SLIS faculty members are expected to provide leadership in response to the information needs of library and information professionals and to society. The degree and quality of professional activity and service at local, state, regional, national, and international levels will be evaluated. As with research and teaching, consideration is given to the quality as well as quantity of professional and university service. Leadership roles in professional organizations, invited and/or elected service to the discipline, and reviewing activities are evaluated.

All faculty members are expected to serve on committees within the School. Conscientious performance of particularly demanding and time-consuming assignments will be appropriately recognized. Commendable work on College committees and University committees, councils and the like will receive positive recognition. Tenured faculty members have a special obligation to undertake service beyond the School level. Tenure-track faculty members are expected to maintain an appropriate service balance under the guidance of Committee A.

Sources of Evidence

Sources of evidence include but are not limited to the following:

1. Election, appointment, or other leadership in professional organizations
2. Service as editor or on editorial boards
3. Reviews of papers for professional journals
4. Reviews of research proposals for funding agencies
5. Presentation or organization of workshops and seminars

6. Sessions chaired at professional meetings
7. Membership on accreditation teams
8. Service on advisory committees and professional boards
9. Review of tenure or promotion dossiers
10. Service on local, state, or national committees
11. Professional consulting
12. Mentoring of alumni and others within the profession
13. Service publications
14. Awards for meritorious service
15. Other service activities

III. Tenure

A candidate at the rank of Assistant Professor or above, to be considered eligible for tenure, must have demonstrated during the probationary period consistent growth and development in the areas of teaching, research and scholarship, and professional and university service. Recommendations for tenure must be consistent with the goals and objectives of the School and the goals of the University. Any major change in the direction or purpose of the School will affect tenure deliberations.

Research qualifications will be judged on the basis of an active and meaningful research program. Evidence of research quality will be based on a thorough review of all research accomplishments. Especially important in this regard will be the recommendation of external evaluators.

At the time that assistant professors submit their tenure dossiers at the end of their fifth year, they are expected to have around ten research outputs. However, the overall evaluation of the research and scholarship section of the dossier will be qualitatively focused with consideration given to whether the faculty member engaged in external grant proposals which can be time consuming, and other qualitative evaluations concerning outlets in which research and scholarship is published, details of authorship (such as first author and sole author), and other considerations of quality and impact.

Teaching performance of high quality will be expected of all faculty members and such performance will be judged on the basis of student and former student evaluations, peer evaluations, course materials, student advising and mentoring, and other pertinent information. The candidate must demonstrate the ability to present relevant and current information and ideas in a manner that promotes and is conducive to learning. Teaching performance must compare favorably to colleagues at the same rank in the School incumbent at the time of his/her candidacy. The teaching activities of the candidate during the probationary period should receive favorable peer evaluation by evaluators within the University who are competent to make such evaluations.

Service performance is an indication of a faculty member's collegiality, ability to perform in teams, and professional communication skills and will be considered in tenure evaluation. The quality, rather than quantity, of service activity will be evaluated, however the award of tenure will be primarily based on demonstrated excellence in teaching and research and the promise for continued achievement in these two areas. As far as possible, the School strives to spare tenure-track faculty members heavy administrative or committee assignments so as not to impede development of the candidate's research and teaching programs. New faculty members will be advised by the Director of this fact upon accepting a position in the School and service assignments will be made judiciously.

All tenure-track faculty members will be evaluated for tenure according to the criteria in Section II above, unless the tenure-track faculty member is hired to perform some special task, which would include duties outside usual faculty responsibilities.

<u>Progress Toward Tenure Letters</u>
Tenure-track faculty members will be provided with a progress toward tenure letter during each year in which they are in probationary status. The purpose of this review is to provide feedback to the faculty member on the degree to which they are meeting the expectations for earning tenure. The letter should give an honest and frank evaluation as to how the faculty member is progressing in the quantity and quality of their teaching, research, and service relative to their stage in the tenure process. The letter should reflect on the faculty member's cumulative accomplishments while employed at OU and should use as a reference point the academic unit's criteria for tenure and promotion. The letter should include a copy of the criteria by which the faculty member will be evaluated during the tenure decision.

A copy of the progress-toward-tenure letter will be sent to the Dean. The Dean will review and forward copies to the Provost.

<u>Third Year Review</u>
At the beginning of the third year of probation, each non-tenured, tenure-track faculty member will assemble his/her dossier for review by three external evaluators chosen by Committee A from a list of names submitted by the faculty member and Committee A members. These external evaluators will provide written and confidential reports of the candidate's research program, focusing on progress and potential for future success. All tenured faculty members will review the candidate's dossier, including the external letters of evaluation. All tenured faculty members of the School will vote, by secret ballot, on whether there has been satisfactory or unsatisfactory progress towards tenure. The outcome of the vote will be shared, in writing, with the candidate and the Dean of the College.

IV.   Promotion

The criteria for promotion to the ranks of Associate Professor and Professor emphasize academic and scholarly achievement within the individual faculty member's field(s) of research specialization and within the university community. Promotion to the rank of Associate Professor and the award of tenure will, for most faculty members, be considered concurrently. However, if the evaluations for tenure and promotion are not conducted jointly, a faculty member has the right to request the review of his/her vitae for promotion to Associate Professor or Professor.

<u>Associate Professor</u>

In general, the criteria and procedure for promotion to Associate Professor are the same as those for tenure, so that promotion to Associate Professor will accompany the granting of tenure. To be considered eligible for promotion to the rank of Associate Professor, a candidate must have demonstrated substantial growth during the time in rank. Growth will be based on excellence in research and scholarly activities and teaching and the promise for continued achievement. Conscientious and active participation in School, University, and Discipline governance and professional service will also be considered but is less significant than either teaching or research activities. It is expected that the candidate will continue development as a teacher and a scholar and in service to the profession and the university in a manner that will support promotion to Professor in a reasonable period of time.

<u>Professor</u>

For promotion from associate professor to professor, the faculty member must do more than for promotion from assistant to associate professor, both in terms of quantity and quality of research and scholarly outputs. This may be approximately 15 articles or papers in proceedings, or a book with additional articles or papers, a preponderance of upper tier outlets such as upper tier journals, top

conferences in the field, top book publishers in the field, and other external determinations of quality. A demonstrable effort to receive external grant funding is highly recommended (submitted grant proposals). Grant funding from the University of Oklahoma is also reviewed favorably. The faculty member is expected to articulate a clear research agenda.

The faculty member's performance at the associate professor rank should show substantive growth in teaching, research, and service compared to performance as an assistant professor. Service is an important expectation of senior faculty members and associate professors applying for professor should demonstrate a significant service load with some combination of international/national, university, college, and departmental service. Candidates for professor must have an on-going record of teaching expertise and competence.

It is expected that the candidate will demonstrate promise for continued contribution as a teacher and a scholar and in service activities that will enhance the image of the School and the University.

In exceptional cases, promotion to Professor may be based primarily on recognition of superior performance in teaching or service. Such promotion will only be made on the basis of exceptional teaching or service, which, at a minimum, has been recognized by University awards for such activities.

V. Renewable Term Faculty

The following provisions apply to faculty who are appointed year-to-year for a specific term of years. Such faculty will be referred to as "term faculty." A term faculty member may be given the title of Instructor, Lecturer, Assistant Professor, Associate Professor, or Professor, as appropriate to the individual's professional credentials and background. The length of the term will ordinarily be three to five years, except as approved by the unit, Dean, and Senior Vice President and Provost.

Renewable term faculty members with the title of Assistant Professor, Associate Professor, or Professor are defined as part of the Regular Faculty on the Norman Campus. Such faculty members are recruited and hired using the same University recruitment procedures employed to recruit and hire tenure-track faculty members. Renewable term faculty members at the rank of Instructor and Lecturer may be hired in the same manner as temporary faculty. A national search is allowed but not required.

Renewable term faculty members shall have all the rights and responsibilities of other faculty members with their titles, except as provided by this policy or by College and University policies. Rights and privileges restricted to tenured and tenure-track faculty members by this policy include voting on tenure decisions, which is reserved to tenured faculty members [*Norman Campus Faculty Handbook, section 3.7.5*], and serving on Committee A, which is restricted to tenure, tenure-track and ranked renewable term faculty members [*Norman Campus Faculty Handbook, section 2.8.2*]. Otherwise, renewable term faculty members fully share the rights and duties of the tenured and tenure-track faculty, including but not limited to: involvement in faculty governance and curriculum development; and, eligibility for career development opportunities such as internal college and departmental support for professional activities. The duties of renewable term faculty members will ordinarily emphasize **teaching** and **service** with a 4:4 teaching load. The teaching load may be reduced to accommodate heavier service responsibilities. A renewable term faculty member's distribution of effort may include research, teaching, and service, in any combination consistent with the needs of the School and College and University rules. Renewable term faculty are reviewed annually in the same procedure as tenured/tenure-track faculty.

In the year prior to the end of the Renewable Term Faculty member's contract, the Director will submit to the College a recommendation to renew or not to renew, by a deadline specified by the College. The

decision will be made by the Director in consultation with Committee A.

Term faculty members also are eligible for promotion using procedures and criteria developed by Committee A and available on the SLIS website. To be considered for promotion to the rank of Lecturer or Assistant Professor, the candidate must have completed a doctoral degree in a field appropriately related to the programs and needs of the School of Library and Information Studies.

VI.   Split Appointments

In the case of faculty members holding a split appointment, the chair/directors and Committees A from both SLIS and other unit will collaborate on one annual evaluation, one progress-towards-tenure letter, and one record for any other form of review and evaluation. In the case wherein there is disagreement between the academic units as to the appropriate evaluation, the next higher academic administrator shall resolve the conflict. For split appointments wherein both academic units are within the same college, this person shall be the academic dean of the college; for split appointments across two colleges or provost-direct academic units, this person shall be the Senior Vice President and Provost.

VII.   Salary Increases

The award of salary increases in the School of Library and Information Studies will be consistent with the guidelines specified in the Faculty Handbook section 3.11. Merit increases in salary shall be awarded on the basis of superior academic performance of faculty members during the time period since the last merit increase. Because yearly qualification of faculty effort may be difficult to evaluate, it is incumbent on the School's administration to maintain an awareness of the academic activity of all faculty. The criteria used for salary increase are the same as for the granting of tenure and promotion. The Director will send recommendations for salary increase to the Dean of the College.

VIII.   Review Procedures

Each summer the Provost distributes the *Call for Tenure and Promotion Recommendations* and the *Tenure/Promotion Packet* detailing the procedures and timetables for tenure and promotion to the candidates for tenure and candidates for promotion as well as e-mails these to the deans, directors, and chairs. The packet is also available on the Provost's website.

The Provost sends out a *Call for Annual Faculty Evaluations* in the fall. In late January each faculty member will submit their annual review information to the Provost's Faculty Activity System. This will include updating information for the annual mini-vitae, a self-assessment using the SLIS faculty assessment rubric with a narrative, and a full updated CV. The SLIS Committee A will review the materials and complete a *Summary Report of Annual Faculty Evaluation* for each faculty member and submit these by the date specified by the College. These are submitted through the Provost's Activity System by the SLIS financial services staff member.

For tenure and promotion candidates, notification of the upcoming review will be sent by the Provost's office in the academic year preceding the review. The candidate will submit their dossier materials to Provost's electronic system, including the names of six individuals who are qualified to serve as external reviewers, following guidelines for such individuals established by the Provost and by the College of Arts and Sciences. Committee A reviews the individuals nominated by the candidate for conformance with the Provost's criteria. In the case where one or more of the nominees do not meet the criteria, the candidate is notified and requested to submit additional nomination(s). Committee A also nominates six individuals to serve as external evaluators and who are qualified to make an accurate assessment of the research and scholarship of the candidate. The Director will forward the resultant list of evaluator names to the College

for approval by the Dean or Associate Dean. The Director will invite the approved reviewers to participate in the review requesting their letters by early September.

In all cases, recommendation for the award of tenure and/or promotion to Associate Professor will be made by a secret ballot vote of the tenured faculty, based in part on evaluation of professional competency solicited from external referees. The candidate will receive a letter notifying him/her of the outcome of the department's vote to support or deny tenure within a few days of the vote. How individual faculty vote must be kept secret; however, the outcome of the vote may be revealed to the candidate at the candidate's request. The vote of the faculty and the recommendation for tenure will be forwarded to the Dean of the College.

In the case of a candidate for promotion to professor, the same procedure is followed as for Associate Professor detailed above, with the exception that only the members of the tenured faculty who hold the rank of professor review the materials and meet to discuss the candidate. All members of Committee A, regardless of rank, participate in the review of materials and the vote of Committee A on the candidate.

Proposed by Committee A, December 5, 2022; **Approved by SLIS Faculty, December 5, 2022**