Information provided on the FAR, including narrative statements, will be used by Committee A as one source of evidence for evaluating the quality of each faculty member's performance. The information, including narrative statements, will also be used in preparing the narrative for the composite achievements/contributions of the individual faculty member and of the unit. In addition, the information provided will be available to faculty members within SLIS.

The FAR is used to support both the annual evaluation, which is summative and based on productivity in a single year, and evaluation of progress toward tenure, which may be formative and is based on cumulative achievement. Starred items (*) are considered in progress toward tenure, promotion and post-tenure reviews, but are not counted toward credit in the annual evaluation. For any faculty member on sabbatical leave for the year under review, the report on the sabbatical will constitute part of the evidence for assessment.

Name: Betsy Van der Veer Martens
Academic rank: Associate Professor
Date appointed to rank: August 2011
Year tenure awarded: 2011

RESEARCH
Provide full publication details for all categories. In press denotes final acceptance of a manuscript; i.e. that the work has been accepted for publication without revision. For items under review, include date and status of submission.

Generally, full credit for publications will be given only upon publication. In some cases, a faculty member may opt to receive credit upon final acceptance for publication (accepted for publication without revision). Evidence of final acceptance must be included in support materials. Credit will be attributed only once for any publication.

1. Refereed journal articles published


2. Other refereed publications
3. Book published, author
4. Book published, editor
5. Book chapter published


6. Invited articles published
7. Non-refereed journal articles
8. Other publications
9. Software produced
10. Formal research-based papers presented at professional meetings:

Remixing ADI/ASIST conference history: Some panels SIG-DL wishes we could have convened (and some that we did!), 1937 - 2012. Research paper on counterfactual history in information science, presented with Dr. June Abbas at the American Society for Information Science and Technology History Pre-Conference. Baltimore, Maryland (October 27, 2012).

11. Research posters presented at professional meetings
12. Research grants awarded for any portion of calendar year
   (Include letter of approval and title page in support materials.)
   Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.

13. Refereed articles under review


14. Other refereed publications in press
15. Book in press
16. Book chapter in press
17. Other publications in press
18. Software in production
19. Research grant proposals submitted
   Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.
20. Other research productivity:
   a. Awards and recognition
   b. Other
21. Faculty statement on research
   Faculty member’s personal statement regarding contributions/achievements in research during the year: explanation of nature of activities, including clarification of role in collaborative research/creative activity; clarification of role in joint authorship; qualitative assessment of publishing venues, creative activity outlets

I continued to pursue “relevance work” this past year, the main products of which will be a presentation at the ALISE meeting this month (January 2013) and submission of the research paper itself to JELIS in March in response to the “call for best conference papers” issue. This represents another chapter in my projected “relevance work” book proposed for my fall 2013 sabbatical. Other projects in hand include a literature review of the philosophy of information in the LIS field, which has already been tentatively approved for inclusion in the 2014 Library Trends special issue on Luciano Floridi, and also an expansion of the “counterfactual” history of LIS presented at ASIST in October 2012.

TEACHING
Teaching in all formats and across all sites counts equally. No direct credit is given for overload activities (including summer teaching) for which the faculty member receives additional compensation.

1. Courses taught

<table>
<thead>
<tr>
<th>Semester (including)</th>
<th>Course # Title</th>
<th>Format (Face-to-Face (F2F), Video,</th>
<th>Site</th>
<th>Enrollment</th>
</tr>
</thead>
</table>

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2. New courses
   a. New courses developed for the curriculum
      Course number and title
   b. Courses taught for 1st time by this instructor
      Course number and title

3. Major course revision
   LIS 4970 (Competitive Intelligence). First time offered to undergrads.
   LIS 4453 (Digital Collections). First time offered to undergrads.

4. Directed reading
   Semester. Credit hours. Student, Topic
   Spring 2012. 3. Michelle Farabough. Theory development in ICT.

5. Directed research/project
   Semester. Credit hours. Student, Topic

6. Internships
   Semester. Student, Site
   Fall 2012. Jennifer Donner, Univ of Tulsa Special Collections
   Fall 2012. Megan Donald, Univ of Tulsa Law Library

7. Comprehensive Examination Reading Committees
   (Use number provided by SLIS Office)
   a. Number of committees:
   b. Number of responses read:

8. Portfolio Committees
   a. Chair (number): 2 (all still in various stages of progress: Kharabova, Palmer, Taylor, Zimmermann)
   b. Member (number): 0

9. Thesis committees
   a. Chair (number): 1.
      Student, Topic
      Elizabeth G. Brown, The Political Economy of Library “Weeding”
b. Member (number): 1
   Eric England, Graphic Novels
   Student, Topic

10. Ph.D. committees
    a. Chair (number):
       Student, Topic
    b. Member (number):
       Student, Topic

11. 6th year committees
    a. Chair (number):
       Student, Topic
    b. Member (number):
       Student, Topic

12. Number of advisees as of December 15 of calendar year reported: 48
    (Use number provided by SLIS Office)

13. Teaching/training grants awarded
    (Include letter of approval and title page in support materials.)
    Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.

14. Teaching/training grant proposals submitted
    Title/name of grant. Purpose (phrase). Funding body. Total amount of grant over number of years. Principal investigator(s). Role of faculty member. If multiparty grant, amount credited to SLIS.

15. Seminars/workshops presented

*16. Seminars/workshops attended

17. Awards and recognition
    a. Teaching awards
    b. Other recognition


19. Textbooks in press (final manuscript submitted and accepted for publication without revision)
20. Teaching software created

21. Other educational/instructional material developed

22. Invited lectures

23. Advanced programs/other OCCE/Liberal Studies courses
   Course number and title
   Semester
   Number of students
   Total number of students for all courses

24. Other teaching activities

25. Faculty statement on teaching
   Faculty member’s personal statement regarding contributions/achievements in teaching during the year: explanation of nature of activities, including summarization and analysis of teaching evaluations; expansion of raw data to reflect overall contributions to teaching mission of the unit; description of efforts made to improve teaching; description of additional types of qualitative evaluation of teaching

Adding undergraduate sections to two of the three courses I taught this past year helped remind me of the many different backgrounds of our students, and inspired me to continue to look for new ways to engage the less-prepared learners in the online environment rather than focusing continually on the high achievers. This was made especially obvious by the undergraduate comments and ratings in the very intensive summer course on Competitive Intelligence I taught this summer. Although the comments indicated that most of them “enjoyed” the course, the ratings were such that it was clear that I need to modify certain aspects of my class delivery in order to make it more consistent with the rest of their undergraduate experience at OU.

The graduate student comments and ratings were considerably more positive for all courses, and I think reflect the fact that I have now taught these courses at the graduate level several times, giving me the opportunity to enhance the content richness and delivery method further each time.
SERVICE
Service publications are those publications that are of interest to the profession or that are directed toward the enlightenment of the general public with respect to various aspects of the profession.

School
1. Committee member/liaison
   Committee A, member, 2011 - 2013
   Graduate Studies Committee, member, spring 2012

2. Committee chair

3. Administrative assignment

4. Contribution to assets

5. Workshops/programs organized

6. Mentor assignments

7. Other

University/College

1. Committee member/liaison

2. Committee chair

3. Representative

4. Administrative assignment

5. Presentations/speeches

6. Workshops/programs organized

7. Other

Professional - Indicate level of service as international, national, regional, or state.

1. Elected office
   ASIST SIG Digital Libraries, secretary-treasurer, 2012 (national)
   SLA Oklahoma Chapter board member, 2009 -2012 (state)
2. Committee chair

3. Committee member/liaison
   ASIST Doctoral Dissertation Award committee, 2012
   ASIST Pratt-Severn Student Paper Award committee, 2012
   SLIS Alumni Paper award committee, 2012

4. Presentation to professional group

5. Workshop/program organizer
   ASIST Annual Meeting Digital Liaisons student session (October 2012)

6. Grant for workshop, institute, etc., for professional organization

7. Editor of journal

8. Journal editorial board

9. Newsletter editor

10. Column editor/writer

11. Proceedings editor

12. Other service publication activity

13. Reviewing/refereeing items (numbers of separate items)
    2 (for the Journal of the American Society for Information Science & Technology)

14. Tenure and promotion evaluation

15. Accreditation team membership

16. Consulting

17. Awards and recognition

*18. Professional meetings attended
    Association of Tribal Libraries, Archives, and Museums Annual Meeting,
    Tulsa OK (June 2012).
ASIST Annual Meeting, Baltimore MD (Oct 2012)

*19. Workshops attended

20. Other

21. Faculty statement on service
   Faculty member's personal statement regarding contributions/achievements in service during the year: explanation of nature, importance of professional service activities

2012 was not outstanding in terms of service, as I was active mostly in ASIST SIG-DL and on Committee A. I am aware that my service activities at the university and national level will need to increase after my planned fall 2013 sabbatical.

SUMMARY STATEMENT
   Faculty member's personal summary statement regarding composite contributions/achievements during the year.

2012 was a productive year in terms of improving my teaching abilities and forwarding my research agenda. I am hopeful that my projected sabbatical will allow me to focus both of these more toward producing my “relevance work” book.