College of Arts and Sciences

Faculty Merit Review Report, Lecturers

20\_\_ - 20\_\_

1. Personal Data:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ UK ID No. \_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Rank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrative Title (if any) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Period Covered by this Report:

\_\_\_\_\_ Fall Semester 20\_\_\_

\_\_\_\_\_ Spring Semester 20\_\_\_

3. Distribution of effort (% of time) agreed upon with the Dean and Chair averaged across period covered by report:

\_\_\_\_\_\_\_\_\_\_% Teaching (Scheduled Classes) and Advising

\_\_\_\_\_\_\_\_\_\_% Professional Development

\_\_\_\_\_\_\_\_\_\_% Administration

\_\_\_\_\_\_\_\_\_\_% Service

\_\_\_\_\_\_\_\_\_\_100 % Total

Signature of Department Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. ADMINISTRATIVE ACTIVITIES**

List all administrative or supervisory and accomplishments in which you have engaged during the review period

**II. TEACHING AND ADVISING**

The following items concerning teaching pertain to the period since the previous merit review.

1. Basic Goals and Objectives

In two paragraphs or less, briefly state your basic teaching goals (teaching philosophy) and learning objectives.

2. Discuss

1. If and how your teaching efforts provide exposure to new perspectives on cultures, beliefs, or practices and enhance students’ knowledge of and ability to engage in pluralistic societies.
2. Classroom practices or activities you have engaged in which foster an inclusive environment.

3. Classroom Practices

1. Which of the courses that you taught since the previous review was the most successful? Describe the practices and methods that contributed to this success (e.g., lectures, in-class activities, flipped classroom, group work, online sessions and activities, the use of mixed media, paper, projects, and tests).
2. Which, if any, of the courses that you taught since the previous review are clearly in need of improvement? What practices and methods could be changed, introduced, or eliminated in these courses to improve them? How can student success be enhanced in them (or in any other courses of yours with unsatisfactory student success rates)?
3. If you introduced any significant experiments, innovations, or changes in your courses, please describe what you did and comment on their successes or failures.
4. (Optional) Analyze how well one learning objective was achieved in one course. Describe the activities carried out or the work assigned to achieve this objective and present evidence about how well they succeeded (e.g., quiz and test results, paper and project evaluations, pre- and post-testing, qualitative student comments, student testimonials, information on class activities, and peer observation). What steps can be taken to better achieve these objectives in the future
5. (Optional) Discuss how existing scholarship on teaching informed the design or conduct of your courses during the review period.

4. Advising Activities

1. Provide information about mentoring activities (e.g., independent studies, UG research projects, thesis/doctoral/postdoctoral supervision, thesis, doctoral, and other student committee work, informal mentoring).
2. Describe any official departmental advising duties such as advising majors or organizing professionalization workshops.

5. Other Pedagogical Activities

Provide information about any scholarship of teaching, service in professional teaching associations, teaching awards, and professional development regarding teaching (e.g., attendance at teaching workshops or conferences).

6. TCEs and Syllabi

Complete the Reporting Form for Teaching and please provide

1. Representative syllabi for courses during the review period and
2. Quantitative TCE results and summaries of qualitative comments for all

courses during this period.

**III. SERVICE AND OTHER PROFESSIONAL ACTIVITIES**

1. List membership on UK committees which demanded use of your disciplinary expertise or critical skills (do not repeat items from the teaching portfolio). Make sure to include participation in department, College or university initiatives or programs on diversity and inclusion.
2. List any academic service and professional responsibilities that further the goals of diversity, equity, and inclusion.
3. List other UK committee service.
4. List any advising responsibilities to student organizations and to student-faculty committees. Please note if and how this service contributes to diversity and inclusion.
5. List any activities where you lent your research, analytical or technical expertise to industrial, governmental or societal organizations. Include any consulting work (paid or otherwise)
6. List service responsibilities in regional and national professional organizations.
7. List other academic service and professional responsibilities. Include any service and outreach to community, local, national, or international organizations to further the goals of diversity, equity and inclusion (if not included above); any mentoring of faculty or students; and professional roles and efforts that contribute to diversity and inclusive practices in your department, the College, or your discipline.

**IV. PROFESSIONAL DEVELOPMENT**

List any professional development activities and accomplishments in which you engaged in during the review period. Include an explanation of how these activities will help to further the goals of diversity, equity, and inclusion in your courses and at UK, when applicable.