College of Arts and Sciences

Faculty Merit Review Report

20\_\_-20\_\_

1. Personal Data:

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

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

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

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

2. Period Covered by this Report: Check one:

\_\_\_\_\_ Fall Semester 20\_\_ ( ) Tenured Faculty Member

\_\_\_\_\_ Spring Semester 20\_\_ ( ) Untenured faculty member, annual evaluation

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

\_\_\_\_\_ Spring Semester 20\_\_ ( ) Lecturer, annual evaluation

( ) Senior Lecturer

( ) New faculty member, first evaluation

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

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

\_\_\_\_\_\_\_\_\_\_% Research

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

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

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

Signature of Department Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**History Department Activity Report**

**(Revision 2008)**

This report is designed to list and explain your scholarly research, teaching and advising,

and university, professional, and public service over the previous two years (one year for

non-tenured faculty). The department’s Executive Committee will review the reports and

use this information to assign merit ratings. The committee’s evaluation of merit will

reflect the criteria spelled out in the department’s “Criteria for Faculty Appointment,

Promotion, Tenure, and Merit Review.” Please respond to the sections that are pertinent to your work.

1. **Scholarly Research**:

A. List your most significant research-related publication since the previous review and explain why you believe it to be significant. For a publication with multiple authors indicate your own role in the work.

B. Please list books, edited books, co-authored books, articles, essays in edited collections, book reviews, review essays, film scripts, and other forms of historical scholarship that appeared during the review period. You may simply list publications or you may list and offer an explanation as to their significance and importance. In instances where the process of peer review is not obvious, please explain the review process.

C. List all work formally accepted for publication but not yet published.

D. List work submitted for review or in progress, and indicate the likely timetable for completion.

E. List the paper(s) or talk(s) you delivered presenting research findings before a professional society or a group of peers.

F. List any prizes or awards conferred, grants or fellowships won, appointment to editorial boards, or other professional achievements.

G.Explain any work you have done as a scholarly consultant or director in public history projects, teacher institutes, public history site evaluations, and public education projects.

H. Describe any research you have conducted on topics related to or contributing to diversity, inclusivity, and equity.

I.List or list and describe work in progress and its current status. Members of the department are encouraged to briefly summarize research done during the review period.

**II. Service:**

A. Please list departmental, college, and university committees, and any other service to UK.

B. List other professional service such as service on committees of professional associations or scholarly journals; participation in organizing scholarly meetings or speaker series; participation in external grants; participation in public policy projects or consulting for government agencies, private foundations, museums, historical sites, and schools.

C. Describe any contributions to the review of grant proposals, journal articles, book manuscripts, published books, external promotion and tenure files, including other scholarly evaluative writing you have produced during the review period.

D. List any community service during the review period or anything else you believe deserves mention and recognition. 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.

**III. 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. 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. **Discuss**
5. 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.

and/or

1. Classroom and lab practices or activities you have engaged in which foster an inclusive environment.
2. (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
3. (Optional) Discuss how existing scholarship on teaching informed the design or conduct of your courses during the review period.
4. Advising Activities
5. 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). Also list all Gaines, Honors, or any other undergraduate theses committees on which you have served during this period. Indicate clearly those students for whom you act as chief advisor.
6. Describe any official departmental advising duties such as advising majors or organizing professionalization workshops. In addition to filling out and submitting the Reporting Form for Teaching, list undergraduate advisees, and all independent study courses you have supervised.

4. 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).

1. TCEs and Syllabi

Complete the Teaching Reporting Form that follows this page and 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.