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

( ) 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PREAMBLE—EVALUATIVE STANDARDS/EXPECTATIONS**:

The criteria used for this FMER evaluation should be based on those contained in the most up-to-date and relevant Department standards document (e.g., promotion to associate, promotion to full, or statement for all tenured faculty) written and submitted by the Department faculty, accepted and transmitted by the Department Chair, and approved by the College Dean.

**RESEARCH AND OTHER SCHOLARLY ACCOMPLISHMENTS**

Outline your research activities and accomplishments for the period under review. This report should explain the status of all tangible book, article, and chapter manuscripts presently in the research pipeline – including a brief description of the research, why you believe it to be significant, and the extent to which it is or will be visible to relevant scholars interested in the area of study. You are encouraged to indicate how your work contributes to the university’s strategic goals – for example, the extent to which it increases graduate and undergraduate participation in research, the extent to which it promotes your department’s engagement in interdisciplinary scholarship, and the relevance or visibility of the work to other scholarly disciplines – and to include any reviews of the work by qualified scholars. For publications with multiple authors, you also should clarify your role in the work. The information on your manuscripts should be broken down as follows:

**Research Project Status**

1. PUBLISHED WORKS – A list of works published during the period under review. This list also should include any publication from prior review periods that could not be listed when you submitted your last FMER. For each publication, indicate whether it underwent peer review and, if so, briefly describe the review process.

2. FORTHCOMING WORK – List all work accepted for publication but not yet published. For each item, indicate whether it underwent peer review and, if so, briefly describe the review process.

3. WORK UNDER REVISION – List all work being revised at the invitation of a book publisher, journal editor, or book editor. Indicate the date on which the invitation was formally extended, whether the revision will undergo peer review.

4. WORK UNDER REVIEW – List all work under submission for potential publication, including all book, article, and chapter manuscripts currently being reviewed. Be sure to indicate where the work is being reviewed, the date on which it was submitted, and how it is being reviewed.

5. CONFERENCE PAPERS AND OTHER UNPUBLISHED MANUSCRIPTS – List all other work from the review period that is on the public record or otherwise available for distribution, including manuscripts presented as research findings before a professional society or group of peers. For each item, indicate when and where you intend to submit it for possible publication.

6. WORK IN PROGRESS – List any other specific projects being developed for submission *during the next review period* to a book press, a journal editor, or a book editor. For each project, indicate how certain you are to submit it for publication, where you intend to submit it, and the expected date of completion. Note that discussion of research in early development may more properly belong in the RESEARCH AGENDA statement.

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

**Other Scholarly Activities**

1. EDITING – List books, journals and special issues you have edited. Note the specific nature of your contributions to the volume, including the sections for which you were responsible (e.g., bibliography, index, textual content, etc.).

2. REVIEWING – Describe your 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.

3. INVITED TALKS – List all talks and presentations you delivered that were funded, that required acceptance after a formal review process, or that were solicited by the intended audience or its representative.

4. DISCIPLINARY INFLUENCE – Provide any quantitative or qualitative evidence of the influence of your research on other scholars. Examples would include, but not be limited to, published reviews of your books or book chapters and citations to your journal articles.

5. MISCELLANEOUS – Any other tangible evaluative information about your research progress during the period under review.

**Extramural Funding**

1. Describe awards, grants, contracts, or fellowships you received during the review period. You are encouraged to include any evaluative information about the award, such as size, the nature of the review process, whether it came with overhead, and/or the extent to which it will benefit students at UK.

2. List other grant and fellowship applications you made, indicating whether they are still being considered or were unsuccessful. (Attach reviews if appropriate)

**SERVICE AND OTHER PROFESSIONAL ACTIVITIES**

Briefly document any professional service activities not already discussed elsewhere in your FMER, including (for activities that overlap categories, select one rather than repeating): 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.

1. Service to your department, including any administrative duties undertaken.

2. Service to the University of Kentucky, the College of Arts and Sciences, or another unit outside of your department within the Kentucky higher education system.

3. Service to your discipline or other academic professional institutions

4. Service outside of the academic community at the local, state, and/or national level that invoked your research or your professional expertise (including any consulting work, paid or otherwise).

**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

Classroom and lab practices or activities you have engaged in which foster an inclusive environment

1. (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
2. (Optional) Discuss how existing scholarship on teaching informed the design or conduct of your courses during the review period.
3. Advising Activities
4. 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).
5. Describe any official departmental advising duties such as advising majors or organizing professionalization workshops.

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.