College of Arts and Sciences

Faculty Merit Review Report

2016

1. Personal Data:

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

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

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

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

2. Period Covered by this Report: Check one:

\_\_\_\_\_ Spring Semester 2015 ( ) Tenured Faculty Member

\_\_\_\_\_ Fall Semester 2015 ( ) Untenured faculty member, annual evaluation

\_\_\_\_\_ Spring Semester 2016 ( ) Lecturer, annual evaluation

\_\_\_\_\_ Fall Semester 2016 ( ) 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## RESEARCH ACCOMPLISHMENTS

**For the period covered by the review (2015 & 2016 if a 2-year cycle; 2016 if a 1-year cycle):**

**1. List All Research Publications** (journal articles, books, edited books or journal volumes, etc.)

**Indicate with an asterisk any articles listed as “in press” on previous FMERs**

**2. List All Research Publications that are “In Press.”**

**Indicate with an asterisk any articles listed as “in press” on previous FMERs.**

**3. List Submissions Made for Which There is Yet No Outcome** (including manuscripts, grant proposals, and any other scholarly products).

**Indicate with an asterisk any submissions listed on previous FMERs.**

**4. List All Presentations** (conference presentations, invited talks, etc.)

**5. List All Grants Received**

**6. List All Active Grants (Received in Previous Years)**

**7. List All Grants Submitted (Include Priority Score)**

**8. List Any Recognition of Academic Accomplishments**

**SERVICE**

**1. List All Service to the Department (e.g., committees, administrative position)**

**2. List All Service to the College and University**

**3. List All Professionally Relevant Service to the Community**

**4. List All Service to the Profession (professional office, editing, reviewing)**

**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. (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.
6. Advising Activities
7. Provide information about mentoring activities (e.g., independent studies, UG research projects, honors/thesis/doctoral/postdoctoral supervision, thesis, doctoral, and other student committee work, informal mentoring). Please be sure to indicate students’ status in the program and any theses or dissertations completed by your students.
8. 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. Be sure that your syllabi clearly state student learning objectives. In addition, please include examples of assignments you designed to meet the student learning objectives and examples of assessments you designed to evaluate student success at meeting the objectives.
2. Quantitative TCE results and summaries of qualitative comments for all courses during this period.

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**ADDITIONAL INFORMATION**

Please feel free to attach any additional, relevant information for the committee’s consideration.