

FACULTY REVIEW CHECKLIST

Rev. 4/29/20

This summary of accomplishments should record all significant professional activities, although individuals being considered for promotion will wish to stress accomplishments since the last promotion or initial appointment at present rank. Explain entries or supplement specified categories as necessary in order to provide accurate information. Retain the order and categories in this form, arranging materials in chronological order, but write NONE in sections for which you have no entry. Submit a current résumé (curriculum vitae) with the review form.

- I. Name** _____ **Rank** _____ **Department** _____
- A. Academic year and rank of first appointment here. _____
 - B. Academic year of appointment to present rank. _____
 - C. Number of years of full-time service in present rank, including the present year; give years by institution, if more than one. _____
 - D. Dates of off-campus duty or any other assignments or leaves involving activity substantially different from regular duties, and brief description. _____
 - E. Attach a copy of relevant college and department evaluative criteria statements.
 - F. Submit copies (or a summary) of annual review materials and recommendations. This section should include (1) copies of the annual reviews since appointment or last promotion, and (2) three-year review report (if applicable). Assessment of collegiality in teaching, research and service should be included in these reviews.
 - G. **Personal Statement**
This statement should provide (1) a summary of the candidate’s philosophy of teaching that includes a listing of accomplishments related to teaching excellence and what the candidate views as needs for further development; and (2) a summary of the candidate’s research program, with an analysis of achievements to date and plans for the future. The reader should gather from this statement the candidate’s major research thrusts; how the candidate’s major works are related; why the candidate believes his/her line of inquiry is important; and his/her contributions to date. Finally, the statement should address the candidate’s views on service and institutional building.
 - H. **Personnel File**
Include in this section any employment correspondence between the faculty member and the Department Chair and/or Dean that clearly indicated job responsibilities.

II. Evidence of Achievement in Teaching or Professional Performance

Specify % of appointment by year [e.g. 40% teaching]

- A. Teaching and Advising
 - 1. Courses taught (by semester) and course evaluations since initial appointment or last promotion (list chronologically).

For online course evaluations, 2011 and after

Alpha Code and Course Number	Semester and Year	Number of Students Enrolled	Course Format (Platform, Online, Hybrid)	Course GPA	University Core Items*		
					1	2	3

*Current University Core Items:
 Q1: Overall, I would rate this course as...
 Q2: Overall, I would rate this instructor as...
 Q3: My instructor is fluent in English...

Alpha Code and Course Number	Semester and Year	Number of Students Enrolled	Course Format (Platform, Online, Hybrid)	Course GPA	University Core Items**				
					1	2	3	4	5

**University Core Items prior to 2011

Q1: My instructor motivates me to do my best work.

Q2: My instructor explains difficult material clearly.

Q3: Course assignments are interesting and stimulating.

Q4: Overall, this course is among the best I have ever taken.

Q5: Overall, this instructor is among the best teachers I have known.

2. Minimum of one additional item of evidence of achievement in teaching detailed in APS 1405.11 III.F.1.a-c (e.g. peer evaluation report, evidence of effective advising or mentoring, course portfolio, teaching awards, etc.)

From APS 1405.11.F.1.a. Students

- a) Evaluation from former students addressing the candidate's instructional performance and effectiveness in learning course material garnered by exit interviews letters of recommendations, or other methods specific to the unit.
- b) Evidence of effectiveness in direction of scholarship of undergraduate, graduate and postdoctoral students including student completion, placement, achievements, and publications.
- c) Evidence of effective participation in unit examination activities such as written and oral examinations for honors or graduate degree candidates.
- d) Performance of students on uniform examinations or in standardized courses.
- e) Evidence of effective advising and mentoring, both formal academic advising and mentoring of individual students.
- f) Evidence-based measurements of student learning (such as pre- and post-testing or student work samples) that meet defined student learning outcomes.

From APS 1405.11.F.1.b. Other Faculty

- a) Evaluation (by peers and/or administrators) of course materials, learning objectives, assignments, syllabi, and/or teaching portfolio.
- b) In class visitation and evaluation of instruction by peers and/or administrators.
- c) External evaluation of teaching by evaluators knowledgeable about teaching and/or scholarship in the faculty member's specific discipline either in-person or through recorded means.

From APS 1405.11.F.1.c. Instructor

- a) Self-assessment of teaching such as a teaching portfolio that includes but is not limited to teaching materials, instructional techniques, innovative assignments, course structures or pedagogy, teaching philosophy statements, and/or responses to student and peer evaluations. Although a teaching portfolio is recommended, other methods of self-assessment can be used as directed by the unit.
- b) Evidence of curriculum development and interdisciplinary program participation including but not limited to:
 - i. Development and improvement of teaching laboratories.
 - ii. Continuous improvement of courses on a regular basis and/or the creation of new courses.
 - iii. Development and improvement of distance learning.
 - iv. Design and implementation of individual study courses.
- c) Evidence of participation in the scholarship of teaching including but not limited to:
 - i. Publications (textbooks, abstracts, articles, or reviews).
 - ii. Conference presentations.
 - iii. Grants/contracts to fund innovative teaching activities/course development.
 - iv. Participation in teaching conferences.
- d) Other professional development activities that support teaching.

- e) Recognition of teaching/advising including awards, election to offices, committee activities, and other service to professional associations as related to teaching.

3. Master's Theses or Doctoral Dissertations Directed.

Student Name	Degree	Title of Thesis or Dissertation	Year Degree Awarded	Placement of Student

- 4. Advising (by semester or year) since initial appointment or last promotion. Describe advising duties and responsibilities, including any specific advising assignments, numbers of students advised, level of advisees, procedures and methods used, and any other details which indicate the range or quality of advising activities.
- 5. Other instructional activities. Describe any teaching or advising activities not listed above, such as honors students supervised, post-doctoral students supervised, creative or unusual techniques devised or employed in teaching, coordination of multi-section courses, and participation in unit examination activities such as written or oral examinations for honors or graduate degree candidates.

B. Professional Performance

- 1. Provide evidence of achievement in professional performance should take into account the level and type of professional responsibilities, the percentage of faculty time devoted to various professional responsibilities, and may include evidence from supervisors, peers, clients, and self-evaluation.
- 2. Evidence may include, among other items: [see APS 1405.11 III.1]
 - a) Annual ratings by supervisors.
 - b) Evidence of expertise in the area of professional responsibility and effectiveness in carrying out assigned duties.
 - c) Evidence of ability and willingness to accept additional responsibility and/or leadership.
 - d) Evidence of cooperation in dealing with personnel at all levels.
 - e) Evidence of efforts at self-improvement.
 - f) Evidence of innovations in program implementation.
 - g) Evidence of the development of special projects, resource tools, and/or the use of creative techniques in the performance of duties.
 - h) Evidence of initiative and resourcefulness in solving unit problems.
 - i) Evidence of ability to communicate effectively orally and in writing.
 - j) Evaluations by clientele.
 - k) Self-evaluations.

III. Evidence of Achievement in Scholarship

Specify % of appointment by year [e.g. 40% research]

A. Evidence of Achievement in Scholarship (from APS 1405.11 III.F.2)

Assessments of scholarly contributions should consider the varying levels of depth, complexity, competitive rigor, and impact of achievements. Scholarly contributions that may be recognized include the following. *This list is not exhaustive.*

- 1) Books, essays, articles, or bulletins reporting the results of original research.
- 2) Novels, poetry, plays, exhibitions, or musical compositions.
- 3) Musical performances, workshops, recitals, or theatrical productions.
- 4) Visual arts, paintings, sculptures, videos or other media.
- 5) Patents, processes, or instruments.
- 6) Commercialization of discoveries or ideas.
- 7) Scientific expeditions.
- 8) Designs and built works.

9) Technology development and applications.

B. Evidence and context used in judging the quality of scholarship include the following items. This list is not exhaustive.

- 1) Publication by respected academic journals and publishing houses that accept work only after review and approval by experts.
- 2) Published reviews by experts.
- 3) Citations in research publications and other evidence of significance.
- 4) Awards for excellence, especially from national or international academic organizations.
- 5) Significance of completed performances, presentations, exhibitions, workshops, recitals, or lectures.
- 6) Awards of grants and contracts that indicate recognition of creative work and research achievement or capability.
- 7) Economically significant commercialized patents, ideas, or discoveries.
- 8) Impact on public policy or practice.

IV. Evidence of Academically-Related Service

Specify % of appointment by year [e.g. 20% service]

Include only service involving professional competence and related to but not involving teaching, professional performance of assigned duties, or research or creative activities.

A. *From APS 1405.11.F3* - Include specific activities for each category of service.

- 1) Membership and leadership in committee service for the department, college/school, or university
- 2) Membership and leadership in campus governance bodies.
- 3) Membership and leadership in professional organization.
- 4) Editorship or editorial board membership.
- 5) Refereeing or reviewing manuscripts or grant proposals.
- 6) Participation in certification boards.
- 7) Expert advice to professions, businesses, community organizations, or government agencies.
- 8) Organization of conferences or other events.
- 9) Appointments to government agencies.
- 10) Appointments to administrative positions with service beyond duties with the university.
- 11) Service as advisor to student organizations.
- 12) Contributions toward professional development of faculty.
- 13) Judging student or professional competitions.
- 14) Service rendered to a community as part of courses taught.

B. Provide information concerning the significance of the service described in Part A of this section of the review. Evidence and context used in judging the quality of the service include for example, significant service to program, department, college/school, or university; awards, honors or special recognition for service; significant service to professional organizations; significant academic-related service to the community; and editorial board membership or manuscript reviewer.