

FACULTY REVIEW CHECKLIST

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. Submit a statement specifying teaching, research, and service assignments by semester and include documentation or detail.

¹This statement should be in tabular form and indicate any period of special assignments and should cover the period since initial appointment (for tenure) or last promotion.

F. Attach a copy of relevant department criteria statement.

G. Submit copies (or a summary) of annual review materials and recommendations.

¹This section should include (1) copies of the annual reviews since appointment or last promotion, and (2) three-year review report (if applicable).

H. Submit, if available, evaluations from peers outside the university.

¹For all external letters obtained, the individual (not the candidate) obtaining the letters should insert in this section a statement on the selection process for the external references; a sample copy of the letter requesting the reference; a listing of names, titles, and addresses from whom letters were requested, with a one paragraph description of the credentials of the authors of the letters received (all on one page); and identification of the source of the names (e.g., candidate or PEG Chair); and the original copies of the reference letters received.

I. ¹Personal 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.

J. ¹Personnel File

1. Include in this section any employment correspondence between the faculty member and the Department Chair and/or Dean that clearly indicated job responsibilities.
2. Copies of all annual review forms and summaries of annual discussions with the Department Chair since the initial appointment or the last promotion. Copies of the three-year review should be included, where applicable.

II. Teaching and Advising or Professional Performance

A. Teaching and Advising

1. Courses taught (by semester) during the last five years (list chronologically)

Number	Title	Enrollment	Enrollment Year	Rating*
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*Results of student evaluations may be provided here or below in II, A, 5. Identify the instrument (Purdue, for example) used for student evaluations and attach information on department, college, or university norms or medians or averages for this instrument, if available.

¹ Optional - may not be relevant to all colleges, or schools.

2. Master's Theses or Doctoral Dissertations Directed.

¹ Student Name	Degree	Title of Thesis or Dissertation	Year Degree Awarded	¹ Placement of Student
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3. Advising (by semester or year) during the last five years.

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.

4. 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 multisection courses, and participation in unit examination activities such as written or oral examinations for honors or graduate degree candidates.

5. Evidence of teaching effectiveness

a. Student evaluations

Include a tabulation of the following information (where available) from the standardized instructor evaluation form used by the Department, (identify the form,--Purdue, for example) for each course taught since the initial appointment or the last promotion, whichever is pertinent (list chronologically by semester). Also, report for each course the median and college level course (CL) percentile for each core item from the evaluation. Trend graphs may also be presented.

<u>Course</u>	<u>Semester</u>	<u>No of Students</u>	<u>Mean of Core Medians</u>	<u>Mean of CL (College/Course Level) Core Percentiles</u>	<u>Course GPA</u>
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b. ¹Peer evaluation of classroom teaching

The Department Chair is to insert a report on the peer evaluation of classroom teaching.

6. Other activities

a. List teaching related publications. Include complete bibliographic data for each entry. If co-authored, indicate your role.

- (1) Introductory textbooks.
- (2) Cases and teaching supplements and other instructional materials.

b. Describe all contributions and innovations for curriculum, course, and program development. Include cases, teaching supplements, and other classroom materials developed. Identify items in this section also listed in 6 above.

c. Describe any work with student organizations.

d. List any honors and recognitions received for teaching, curriculum, course, or program development. Any publications or awards by supervised students should be noted.

e. Describe activities, if any, intended to contribute to developing greater effectiveness as a teacher and advisor, e.g., teaching grants received, teaching development activities.

f. Describe any other activities as evidence of teaching or advising performance.

B. Professional Performance

1. Submit a statement of work assignment(s) or professional duties, including information concerning primary responsibilities, employees supervised, patrons served, or other desired indication of work accomplished [see campus Evaluative Criteria document].

2. Provide evidence of experience in the area of professional responsibility and effectiveness in carrying out assigned duties; evidence of ability and willingness to accept additional responsibility; evidence of leadership.

3. Provide evidence of cooperation in dealing with personnel at all levels and evidence of efforts at self-improvement and development.

4. Provide evidence of innovations in program implementation; evidence of the development of special projects, resource tools, and (or) the use of creative techniques in the performance of duties; and evidence of initiative and resourcefulness in solving unit problems.

5. Provide evidence of ability to communicate effectively orally and in writing.

6. Provide evidence of professional effectiveness in the form of evaluations by clientele, peers, or self.

¹ required in Walton College but optional for faculty in other schools and colleges

III. Research, Publication, and Other Creative Activity

- A. List and describe creative endeavors other than those involving publication, such as individual concerts, shows, and performances; group performances; and other kinds of professional activity. Include information concerning kind of activity, location, audience, number of performances or period of show, and date. Identify juried shows and exhibitions.
- B. Books published. (Introductory textbooks, teaching supplements, and cases are to be listed in Section II-A-10.) If co-authored, indicate your role.

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Year</u>	<u>Pages</u>
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- C. Articles in professional journals. Include complete bibliographic data for each entry. If co-authored, indicate your role.
 1. Refereed.
 2. Non-refereed.
- D. Papers and reports published. Include complete bibliographic data for each entry. Identify refereed papers, reports, and proceedings. If co-authored, indicate your role.
 1. Papers presented at national or international meetings or conferences.
 2. Papers presented at regional, state, or local meetings or conferences.
 3. Written reports prepared for proprietary agencies on research done under contract or as a consultant.
 3. Other papers and reports such as monographs, book reviews and publications in proceedings and newsletters.
- E. Support for research and sponsored programs.
 1. Supply information on all external grants, contracts, and other kinds of funding for research (title of project, funding agency, period of support, annual and total dollar amounts, role of faculty member). Include a statement concerning degree of individual participation: half-time, percent, summer semester, etc.
 2. Supply information on all research support and grants from the university; the college and the department. Include funds from university research reserve, computing time allowances, research services support, electron microscopy time, special grants, or UA Foundation grants. Include off-campus duty assignments and other full-time research assignments.
- F. Other evidence
 1. Describe any journal editorships and review activities for journals.
 2. Describe any work in progress and its status, e.g., submitted, second review, etc.
 3. List research papers presented. Identify those published in (C) or (D) above. If co-authored, indicate your role. Identify refereed papers.
 - a. Papers presented at national or international meetings or conferences.
 - b. Papers presented at regional, state, or local meetings or conferences.
 4. Provide information concerning the significance of the activity described in sections A through F of this part of the review, e.g., reviews or published works, letters of commendation or evaluation, publication citations, honors, awards, and recognitions.

IV. 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. Service in the university, college, or department.

Such service might include work with prospective students, work intended to enhance public understanding of the university, college or department; or work to develop the service function of the university, college or department. Provide details.

1. University service
2. College service
3. Department service

- B. Provide information concerning service in academic and professional organizations.
 1. International and national organizations
 2. Regional and state organizations
 3. Local organizations

- C. Provide information concerning service to state, national or international agencies (service with governmental agencies, commissions, boards, or other entities, or consulting).
- D. Provide information concerning other kinds of professional service (for example, adult education and extension work, ¹outreach and executive education programs, and community service – if performed as a representative of the University).
- E. Provide information concerning the significance of the service described in Parts A through D of this section of the review. Such things as honors, awards, citations or patron evaluations, and peer reviews might be included.

¹ outreach and executive education programs required in Walton College but optional for faculty in other schools and colleges