

The Dorothy F. Schmidt College of Arts and Letters

Annual Faculty Report

Faculty Member: _____ . Year: _____ .

A. Teaching and other instructional activities

Courses taught in the calendar year, include spring, summer and fall:

Semester	Course number	Course Title	Credit Hrs	Contact Hrs	Enrollment	Names of GTAs	SPOT # of Responses	Overall SPOT Rating (Mean)

Include SPOT — item 6, if your department uses an alternative method of evaluating instruction, include that score instead and include an explanation of that alternative process here:

Supervision of Directed Independent Study (DIS), if research focus, list in next box.

Semester	Course #	Course Title	Student Name	Credit Hrs

Supervision of Undergraduate Research:

Semester	Course name or project title	Student Name(s)	Credit Hrs

Internship Supervision:

Semester	Course #	Internship site	Student Name	Credit Hrs

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Membership on thesis and doctoral committees, service on comprehensive or field examination committees, other instructional work with graduate students (list student name, semester, title of thesis or dissertation, role on committee (chair or member) and anticipated semester of graduation):

Semester	Student Name	Role on Committee	Title of Thesis	Date of Graduation

Curricular development: list new courses developed and proposed to curriculum committees, or involvement in curricular revision

Advising: include number of students and indicate whether undergraduate or graduate.

Responsibility for instructional labs, studios, and other instructional support activities (indicate your role in developing or maintaining labs or other instructional spaces, organizing instruments or equipment): .

Supervision of Graduate Teaching Assistants:

Semester	Course number	Course Name	GTAs name	GTA responsibility in course

Other Information on supervision/mentoring of graduate teaching assistants in their instructional work:

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Instruction related competitive grants, awards, prizes, and special recognition of excellence in teaching. *Please also include instruction related grants, awards and prizes that were applied for and either not received or a decision is still pending.*

Date Applied (mm/yy)	Status: pending, declined or date received mm/yy	Title of grant, award, prize or recognition.	Awarding organization, institution or agency.	External or internal

Other instructional activities and accomplishments.

Student Perception of Teaching:

Other relevant information on Student Perception of Teaching (provide your analysis of the students' responses if it is useful in evaluating the instructional record) .

Additional material on instruction (peer evaluation, descriptions of new course preparations or major revision of courses. If appropriate, provide a brief explanation of significance of materials for the annual evaluation.

NOTE: Summary sheets of SPOT responses for all courses must be included in supplementary material.

Dean's comments and evaluation of instruction and instruction related activities. *(please include community engagement activity from section D if applicable to teaching)*

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B. Creative, Research, and Scholarly Accomplishment –for each, provide information on process of evaluation (blind peer review, editorial review) name of publisher, date of publication or anticipated date of publication, number of pages in print or number of manuscript pages accepted for publication)

1. Publications:

In print	
Citation:	
Role - author, co-author, editor, etc.:	
Evaluation process:	
Publication Date:	Previously reported: (if yes, what year)
Citation:	
Role - author, co-author, editor, etc.:	
Evaluation process:	
Publication Date:	Previously reported: (if yes, what year)

** Add reporting units as needed by copying and pasting the grid above in the document here.*

In press:	
Citation:	
Role - author, co-author, editor, etc.:	
Evaluation process:	
Anticipated Publication Date:	Previously reported: (if yes, what year)
Citation:	
Role - author, co-author, editor, etc.:	
Evaluation process:	
Anticipated Publication Date:	Previously reported: (if yes, what year)

** Add reporting units as needed by copying and pasting the grid above in the document here.*

Accepted for publication:	
Citation:	
Role - author, co-author, editor, etc.:	
Evaluation process:	
Anticipated Publication Date:	Previously reported: (if yes, what year)
Citation:	

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Role - author, co-author, editor, etc.:	
Evaluation process:	
Anticipated Publication Date:	Previously reported: (if yes, what year)

* Add reporting units as needed by copying and pasting the grid above in the document here.

Reprints - include the full citation, role, original publication date and reprint date:
Citation:
Citation:

2. Creative accomplishments: For each, provide supporting documentation such as letters of acceptance or invitations, indicate the selection process and other relevant information. Provide reviews, when available.

*List in order of significance (*significance is defined by each department's criteria and could include the significance of the venue, production, process, whether it is international, national, regional etc.*)

Creative work	
Title of performance, production or exhibition:	Date(s):
Sponsor:	Location:
Selection Process (<i>juried, invited, etc.</i>):	Significance*:
Solo or Group:	Your Role:
Details:	
Title of performance, production or exhibition:	Date(s):
Sponsor:	Location:
Selection Process (<i>juried, invited, etc.</i>):	Significance*:
Solo or Group:	Your Role:
Details:	
Title of performance, production or exhibition:	Date(s):
Sponsor:	Location:
Selection Process (<i>juried, invited, etc.</i>):	Significance*:
Solo or Group:	Your Role:
Details:	
Title of performance, production or exhibition:	Date(s):
Sponsor:	Location:
Selection Process (<i>juried, invited, etc.</i>):	Significance*:
Solo or Group:	Your Role:
Details:	

* Add reporting units as needed by copying and pasting the grid above in the document here.

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Creative work – Other
Describe – provide the details for evaluation:
Describe – provide the details for evaluation:

Artistic work in the visual arts published				
Date: (mm/yy)	Name and type of publication	Publisher	Review process	Distribution

Scholarly and other contributions:		
(a) service as juror or judge of national or regional (specify) competition, clinic or master-class		
(b) curator nationally or regionally significant show (specify juried or not; if juried, specify jurors and backgrounds)		
(c) catalogue for a significant exhibition or performance		
Date(s): (mm/yy)	Role	Notable details:

3. Papers and posters presented at or other contributions to/involvement in professional meetings, special seminars, and other professional activities. For each, provide appropriate documentation- for example, a copy of the meeting’s agenda or a copy of the paper presented.¹

Papers				
Date(s)	Title of paper	Name of meeting, conference, seminar and location.	Role (keynote, presenter, panelist)	Funded? (source and amount)

Posters				
Date(s)	Title of paper	Name of meeting, conference, seminar and location.	Role	Funded? (source and amount)

¹ If the activity was not presentation of paper or other participation in a panel, explain the contribution, e.g. “proposed panel topic to conference organizers, solicited papers and sent submissions out for review, organized panel”

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Other Contributions
Describe – provide the details for evaluation:
Describe – provide the details for evaluation:

4. Research Grant, Fellowships and Residencies - Please include all grants, fellowships and residencies applied for even if a decision is pending or not funded.

Grants -	
Title of grant:	
Awarding organization or agency:	
Role: PI, Co-PI, consultant or other (<i>define</i>)	
Date Applied (mm/yy):	
Status: pending, declined or date received (mm/yy):	
Amount awarded:	
Details - provide additional information:	
Title of grant:	
Awarding organization or agency:	
Role: PI, Co-PI, consultant or other (<i>define</i>)	
Date Applied (mm/yy):	
Status: pending, declined or date received (mm/yy):	
Amount awarded:	
Details - provide additional information:	

* Add reporting units as needed by copy and pasting the grid from Title to Details in the document here.

Fellowships and Residencies				
Date Applied (mm/yy)	Status: pending, declined or date received mm/yy	Title of grant, fellowship, residency	Awarding organization / agency.	Funding Amount \$\$

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5. Research awards, prizes, and special recognition (*report teaching awards in the instruction section*):

Awards – Research related			
Date	Name of Award, Prize or Recognition	Awarding Agency or Institution:	Award amount \$\$

6. Work under review (for each, provide name of publication where work has been sent, and process of review, and number of manuscript pages):

7. Work in progress for each, provide name of publication where work will be sent, and process of review, and number of manuscript pages):

Dean’s comments and evaluation of research (*please include community engagement activity from section D if applicable to research*)

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C. Service, Governance, and Other University Responsibilities

1. Academic governance and other institutional responsibilities. For items a-d, list all dept/program responsibilities and committees. Indicate whether you served on a committee as a chair or a member):

a. Departmental responsibilities and service

b. College responsibilities and service:

c. Campus responsibilities and service:

d. University responsibilities and service:

2. Professional service (explain responsibilities and accomplishments, providing documentation when appropriate):

3. Assigned service external to the university and the profession (explain responsibilities and accomplishments, providing documentation when appropriate):

Dean's comments and evaluation of service (please include community engagement activity from section D when reported)

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D. Community Engagement

Engagement Definition: “Community engagement describes **collaboration** between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange** of knowledge and resources in a context of **partnership and reciprocity**.”

See, **Appendix A**, the last page of this document for definitions in each area and examples.

Community engagement - Teaching. Provide sufficient detail including the activities and community partners or agency involved.

Description of engagement:

Community engagement - Research. Provide sufficient detail including the activities and community partners or agency involved.

Description of engagement:

Community engagement - Service. Provide sufficient detail including the activities and community partners or agency involved.

Description of engagement:

Evaluation of Community Engagement activities are to be considered as part of the evaluation of each section of the Annual Reporting—Teaching, Research or Service—and not as a separate category.

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E. Administrative Responsibilities:

Dean's comments and evaluation:

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F. For the annual evaluation to be completed, the following materials need to be submitted to the Dean in addition to this report:

1. Revised and up to date curriculum vita
2. Copies of summary sheets of SPOT reports for all courses included in the report
3. Letters of acceptance from publishers, as indicated
4. Copies of works published or under review during evaluation period
5. Other materials requested by the Dean

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SUMMARY OF PERFORMANCE EVALUATION²

	Exceptional	Outstanding	Good	Needs Improvement	Unsatisfactory	Not Assigned
Teaching and Other Instructional Activities						
Research, Scholarship and Creative Accomplishment						
Service, Governance and Other University Responsibilities						
Overall Rating						

Signature of Department Chair

Date

Signature of Faculty Member, indicating he/she has seen the above evaluation

Date

Signature of the Dean

Date

² After the annual evaluation is signed by the faculty member, the faculty member may add a brief response to the content of the evaluation. This response is optional. It may be added as a brief memorandum and the Report should note “see appended memorandum.”

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Appendix A. Community Engagement Definitions

Community Engagement: The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.

Community-Engaged Teaching/Learning: A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are experiential-learning courses such as academic service learning, field experience, co-op, internships, co-curricula and independent study.

Community-Engaged Research: A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Community-Engaged Service: The application of one's professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community.

Levels of Community Engagement:

Level	Defining Elements	Teaching	Research	Service
CE 1	Shared Decision making <i>Ex. Community is a equal participant</i>	Curricula are developed with the community <i>Ex. Co-ops, Internships</i>	Partners work together collaboratively <i>Ex. CEnR, CBPR</i>	Community-initiated joint project <i>Ex. 20th Street Development Project</i>
CE 2	Community provides guidance. Community is an advisor	Community partners supervise and guide <i>Ex. ASL Courses</i>	Community partners provide input <i>Ex. Center for Caring</i>	Community assists FAU in identifying projects <i>Ex. Broward Design Initiative</i>
CE 3	FAU is given access to facilities of participants Community is a source	Learning locations are identified cooperatively <i>Ex. Study Abroad</i>	Researchers have access to community resources <i>Ex. CARD</i>	FAU sponsored events that directly benefit community <i>Ex. Hosting/supporting charitable drives, events, Relay for Life.</i>
CE 4	Institution shares knowledge Community is the audience	FAU brings courses/lectures to the community. <i>Ex. Guest Speakers, Lifelong Learning</i>	Research findings are shared with community. <i>Ex. Poster presentations</i>	FAU welcomes the community. <i>Ex. Concerts, plays, exhibitions, sporting and cultural events.</i>