FACULTY SELF-EVALUATION FOR __2014____(CYUR)¹

From: ________________________________ (name)

Lyman Briggs College

Instructions:
1. Complete this form, taking care to cross-reference if you are describing a single effort in more than one place. If at any point you are asked to provide only a number and you feel that the number does not adequately capture the amount of effort you extended, please feel free to add an explanatory statement. For all self-reflection sections, be sure to provide essay answers about what you tried, why you tried it, what transpired, and what you will do next (lists are not sufficient). Please refer to the LBC Faculty Evaluation Procedures document available on the LBC website as well as the descriptions below for appropriate supporting materials and be sure to clearly refer to these materials in your narratives. LBC SALG / SIRS forms will be provided by the front office, but it is your responsibility to provide the front office with SALG / SIRS forms (or the equivalent) from classes taught in other departments.
2. This is due to the Dean on Friday, February 6, 2015.
3. Submit electronically to Heather Bentley (heather@msu.edu): a. this form, completed; b. an updated copy of your curriculum vitae on which you have literally highlighted, with the computerized equivalent of a colored pen (highlight tool in many applications), the activities from the CYUR; c. supporting documents such as revised lab manuals or course packs, journal articles etc., from the CYUR; d. the 2014 Professional Accomplishments survey (previously the CLIFMS paper form) found on Survey Monkey at https://www.surveymonkey.com/r/Accomplishments2014

Percent appointment for CYUR:

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<th>Percentage for Spring Semester CYUR:</th>
<th>Percentage for Fall Semester CYUR:</th>
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<td>LBC:</td>
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<td>Other unit(s):</td>
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<td>Other (ex. grant buy-out):</td>
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¹ Note that “CYUR” stands for “calendar year under review.” (Remember that reviews are done by calendar year, not academic year.)
TEACHING:

I. Classes taught (include independent studies, study abroad, and in a joint dept):

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<th>Semester:</th>
<th>Course no.:</th>
<th>Number of sections and/or preps. (specify):</th>
<th>No. of credits:</th>
<th>Number of students enrolled at end:</th>
<th>Primary instructor or shared?</th>
<th>Number of TA’s/LA’s (indicate GTA or ULA):</th>
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Self-reflection on your teaching: Please provide reflection and evidence of your success relative to each of the topics listed below, directly derived from the BAC Teaching Evaluation Rubric.

DISCUSS YOUR IN CLASS PRACTICE - LESSON PLAN, TEACHING PRACTICES, PEDAGOGY USED IN CLASS MEETINGS

1) Classroom performance and instructional materials, based on “scholarly teaching” methods. This includes course content, organization, and presentation (RTOP instrument, optional/additional feedback)
2) Teaching load: credits, class size, and number of sections, preparations, TA’s, LA’s and laboratories
3) Efforts to “bridge the two cultures” and nurture an inclusive teaching environment

GIVE EVIDENCE OF YOUR STUDENTS’ LEARNING GAINS - EVIDENCE THAT YOUR STUDENTS LEARNED

1) Evidence of student learning relative to course goals (e.g., goal stated in syllabus AND annotated assignment/assessment/activity that promotes or documents mastery of that goal AND annotated student work showing degree of progress toward mastery)
2) Student course evaluations (SALG instrument, optional/additional feedback)
3) Inside or outside-of-class student scholarship which may include, but is not limited to: H-options; thesis oversight; mentoring; undergraduate research, independent studies, etc.

DISCUSS YOUR PEDAGOGICAL DEVELOPMENT - EVIDENCE THAT PROFESSIONAL DEVELOPMENT OCCURRED

1) Institutes, workshops, and programs attended/led relevant to instruction.
2) Experimental instruction techniques or other course innovations.
3) Contributions to course and curriculum development at College level.

MENTION WAYS IN WHICH YOU ‘GO BEYOND’ - ALL OTHER MATERIAL THAT YOU BELIEVE IS GERMANE

Which may include, but is not limited to:
- Awards related to teaching and learning
- Grants and publications that directly impact course instruction (can apply here or in Research)
- Innovative study abroad/away experiences

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2 The term “scholarly teaching” as used here means that instructional practices initially should be based on and explicitly tied to best practices as described in peer-reviewed educational literature, pedagogical workshops, etc. Over time, a faculty member’s instructional practices should evolve based on assessment data from his/her own courses or those of his/her colleagues.
RESEARCH, SCHOLARLY ACTIVITIES, AND PROFESSIONAL DEVELOPMENT:

I. Publication output in CYUR, including books (written or edited), chapters in books, journal articles, monographs, articles in meeting proceedings, magazine articles, book reviews, radio/TV programs written, and research/technical report (remember to attach copies of all cited materials):

A. Refereed (provide full citation):

B. Non-refereed (provide full citation):

II. Delivered papers or presentations (please specify if they were invited lectures and if they were given at MSU, other institutions, or for disciplinary conferences):

III. Scholarship-related awards, honors, or special recognition received (describe):

IV. Professional development (professional meetings, workshops, short courses, colloquia, faculty seminar); please list activity and the outcome:

V. Grant proposals (indicate if internal or external, funded or not):

VI. Professional service (editor, reviewer, convener of conference or conference session):

VII. Other:

VIII. Self-reflections on your scholarship: Please first briefly summarize your recent research in language which is accessible to non-specialists and then respond to the following questions about your research during the CYUR. SoTL should be included in this section whether or not you have additional disciplinary research.

A. How would you rate your research progress in the CYUR? What sort of evidence do you have to support this rating (i.e., how do you measure impact?)? Comment on both published work and work in progress.

B. What are your research plans for the coming year? Please include information about forthcoming articles, books and grant proposals, as well as other scholarly endeavors.

C. What are your long-range research plans (5 years)?
SERVICE, OUTREACH, AND ENGAGEMENT:

I. Student advising in CYUR:
   A. Faculty or staff advisor to which registered campus organization(s) (including in LBC):
   B. Service on graduate committees (indicate if chair):
   C. Other (e.g., total number of letters of recommendation written, number of students letters of recommendation written for, career counseling provided):

II. Activities in direct support of LBC in CYUR:
   A. Participation in LBC committees (indicate if officer):
   B. Program or curriculum coordinator:
   C. Recruitment efforts (e.g., BOBW, ADS, informal conversations with prospective students and parents):
   D. Other (e.g., attending graduation, supporting development efforts, alumni outreach):

III. Awards, honors, or special recognition received related to service (describe):

IV. College and university committees (indicate if officer):

V. Service in your joint department (if applicable):

VI. Elected or appointed officer in professional organization:

VII. Conductor of workshops, speaking engagements or consultation with lay audiences, participation in activities involving life-long education, service on boards or external committees where professional expertise is the major reason for the faculty or staff members’ participation:

VIII. Other:

IX. Self-reflection on your outreach/service: Please include what you consider to be the impact of your service/outreach, your future goals, and the appropriateness of your current service contributions to your career trajectory.