College of Education Faculty Activity Record  
(Merit Review Period: Spring 2015–Winter 2016)

**Background & Deadlines:** The faculty merit system has been redesigned to take advantage of existing databases and to simplify the process while allowing for more clear, customized descriptions. We will continue to streamline this approach next year. Relevant deadlines for this year include:

Faculty Send Feedback on their Merit Data Report: May 9th at 5pm

Faculty Merit Online Submission Deadline: May 16th at 8am

Faculty Online Peer Review Period: May 16th at 8am – May 27th at 5pm

**Instructions:** For this year, please follow the following steps to create and submit your merit review.

Auto-Generated Merit Data Report Link: <https://education.uw.edu/courses/reports/merit>

Online Merit Submission Link: <http://tinyurl.com/UW-COE-merit>

Two-Page Summary of Meritorious Work **(Spring 2015–Winter 2016)**

**Name:** FILL-IN-YOUR-NAME

**Select your job title:**  Senior Lecturer  Asst Prof WOT  Assoc Prof WOT  Full Prof WOT

Research Assistant Prof  Research Associate Prof  Research Full Prof

Tenure-ladder Assistant Prof  Tenure-ladder Associate Prof  Tenure-ladder Full Prof

**Optional—Summarize Your Job Responsibilities (percentages should total your full FTE level):**

      Research       Teaching       Service       Program Management       Administration

**Teaching Load:** DESCRIBE-IF-YOU-HAVE-A-REDUCED-TEACHING-LOAD

**Directions for the Summary:** On the next two pages summarize your most meritorious work for the indicated time period in the order you find most convincing (with the most important at the top). Copy-and-paste the most relevant “work categories” from the library (that starts below) and then fill in brief, relevant details for each item. Select categories that you believe best highlights your meritorious work that are NOT well represented in your merit case otherwise (i.e., do not duplicate info on your CV). We anticipate individuals might highlight 9 to 12 different categories of work that fit their year. You can list items in whatever order you think is the most compelling. Links to supporting info can be embedded.

* RESEARCH Writing—Scholarly Production: description
* TEACHING Courses—Graduate Courses: description
* SERVICE College—College Committee Service: description

Library of Meritorious Work Categories  
Below is a list of potential categories you can use to describe your meritorious work divided into the standard categories of Research, Teaching, and Service. This broad list is to allow faculty to describe the full range of work that happens in the College. As you select items, use the category that best fits for a particular aspect of your work. Try to limit duplicate mentions of the same work across categories. Scan the list, select 9-12 that best fit your work over the review period, and then copy-and-paste specific items into the summary pages above and write a brief description about each (see sample).

* RESEARCH Writing—Scholarly Production: description
* RESEARCH Writing—Policy Reports: description
* RESEARCH Writing—Publishing with Students & Teachers: description
* RESEARCH Infrastructure—Develop & Sustain Partnerships & Relationships: description
* RESEARCH Infrastructure—Grant Development & Management: description; list any grants not listed onn your Merit Data Report (e.g., Royalty Research grants)
* RESEARCH Infrastructure—Engage in Intra- or Inter-University Research: description
* RESEARCH Equity— Produce Knowledge about Equity: description
* RESEARCH Equity— Engage in PD for Diversity: description
* RESEARCH Other: description
* TEACHING Courses—Graduate Courses: description
* TEACHING Courses—Undergraduate Courses: description
* TEACHING Courses—Online Courses: description
* TEACHING Courses—Course Development: description
* TEACHING Courses—Co-Teaching with Students / Faculty: description
* TEACHING Courses—Educate about Equity: description
* TEACHING Courses—Implement Field Components: description
* TEACHING Mentoring—Student Advising, Mentoring & Support: description
* TEACHING Mentoring—Support Professional Learning Communities: description
* TEACHING Mentoring—Managing Young Scholars (RAs/GRSAs, TAs, post-docs): description
* TEACHING Mentoring—Hosting Visiting Faculty & Students: description
* TEACHING Beyond Courses—Manage Capstone Presentations: description
* TEACHING Beyond Courses—Oversee Non-UW Students (Study Abroad, Fulbright): description
* TEACHING Beyond Courses—Engage in Program Equity Work: description
* TEACHING Beyond Courses—Program Development & Management: description
* TEACHING Other: description
* SERVICE External— Contributing to Practice (as non-consultant): description
* SERVICE External—Contributing to Policy (as non-consultant): description
* SERVICE External—Scholarly Advising (e.g., boards): description
* SERVICE External—Public Communication / Translating Research: description
* SERVICE College—College Committee Service: description
* SERVICE College—Program Lead & Support: description
* SERVICE College—Administrative Leadership: description
* SERVICE College—Organizing Speaker Series: description
* SERVICE University—University Service (e.g., HSD, Senate): description
* SERVICE University—Cross-campus Initiatives: description
* SERVICE Field—Field Building Activities (e.g., conference chair): description
* SERVICE Field—External Promotion Reviews: description
* SERVICE Field—Scholarly Review & Editing (grants, publications): description
* SERVICE Field—Local, National & International Service: description
* SERVICE Synergy— Synergistic Activity (For the Good of the College): description
* SERVICE Synergy—Mentoring of Other Faculty In or Out of the College: description
* SERVICE Other: description

Other Important Information to Include for Merit

1. **Reporting of Student Evaluation Info.** The University Handbook requires that all faculty members must have at least one course evaluated by students every year during which they have teaching responsibilities. **For each course evaluated, please list the course, the number of students, number of credit hours, and provide the means or adjusted means (indicate which) for each of the first four items only (or simply attach copies of the evaluation form to the end of this report). Written student evaluations may also be included if appropriate for the evaluation of the course. You can upload PDFs of your course evaluation pages if you prefer.**
2. **Materials to Support Peer Evaluations. The faculty code requires that for merit, a peer evaluation is completed and submitted. (Assistant Professors and Senior Lecturers have peer evaluations required annually; Associates and Fulls every 3 years; Associates must have one done the year immediately prior to being considered for promotion to Full).**

Peer evaluations must be in the form of a written report. Please meet with an evaluating faculty member to discuss the process by which you will be reviewed. Possible documentation and/or materials required for peer/collegial evaluation:

* Course syllabi, directions of assignments, scoring rubrics, exams, examples of student projects or other classroom materials.
* Classroom Observation – in person or via video
* Feedback from midterm student feedback, student rating or student interviews, entry slips, exit cards, unsolicited student emails about the course(s).
* Interview – with the colleague directly, with co-teachers to gain insight on perspective of course content, learning objectives, teaching methods or other items.

1. **Supplementary Merit Materials (optional). You may include other documents that you think help communicate about your meritorious work (e.g., syllabi, press coverage, award announcements, etc.).**