**UNIVERSITY OF DETROIT MERCY**

McNichols Faculty Annual Report

for the period of May 2021 to May 2022

Due Date – May 15, 2022

|  |  |
| --- | --- |
| Name: |  |
| College/School/Library: |  |
| Year of Appointment: |  |
| Rank: |  |
| Probationary/Tenure/Clinical Track Clock Year  (if applicable): |  |
| Years Post Probationary/Tenure: |  |
| Date completed: |  |

Scope

This annual report is required of all probationary, clinical-track/continuous employment (first through sixth year of employment) and tenured faculty.

Assurances

Comments and evaluations entered on the last page by deans or chairs/discipline coordinators will be removed by the Office of Academic Affairs prior to releasing this form for use if required for release by any accreditation or reporting process.

**WHY IS COMPLETING THIS FORM IMPORTANT?**

This document provides an opportunity for you to:

1. report on annual efforts and achievements
2. reflect on accomplishments for the past year
3. initiate a cooperative dialog between you and your Chair and Dean
4. provide information that will help determine workload as described in UDMPU Article VI
5. facilitate goal setting and develop continuous personal improvement
6. assist and support a dialog reflecting on how teaching, scholarly activity, and service could contribute to the University’s mission
7. TEACHING ACTIVITIES

This section provides an opportunity to reflect and communicate teaching practices that enhance student learning and create a climate of inclusive excellence. It provides an opportunity to document these activities and provide evidence of teaching effectiveness, attention to student learning and feedback, mastery of subject matter, and application of discipline-specific teaching-learning principles.

Suggestions and ideas about what to include in this section and any subsection may be found in Appendix I.

1. **TEACHING ASSIGNMENTS**

List the courses and directed/independent studies you were assigned to teach during the reporting period.

**Fall Courses**

On Leave this term? \_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course subject and number (indicate cross-listed) | Course title | Credits and Contact hours | Students Enrolled[[1]](#footnote-2) | Delivery method  (face-to-face, online, hybrid) | Indicate whether new prep (New) or overload (OL) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Directed / Independent study subject and number | Title | Credits | Students Enrolled1 |
|  |  |  |  |
|  |  |  |  |

**Winter Courses**

On Leave this term? \_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course subject and number (indicate cross-listed) | Course title | Credits / Contact hours | Students Enrolled[[2]](#footnote-3) | Delivery method  (face-to-face, online, hybrid) | Indicate whether new prep (New) or overload (OL) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Directed / Independent study subject and number | Title | Credits | Students Enrolled2 |
|  |  |  |  |
|  |  |  |  |

**Summer Courses – if applicable**

On-term? \_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course subject and number (indicate cross-listed) | Course title | Credits / Contact hours | Students Enrolled2 | Delivery method  (face-to-face, online, hybrid) | Indicate whether new prep (New) or overload (OL) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Directed / Independent study subject and number | Title | Credits | Students Enrolled2 |
|  |  |  |  |
|  |  |  |  |

**TEACHING PRACTICES AND LEARNING ENVIRONMENT**

What did you do to support student learning?  
Describe teaching practices used to support students’ achieving learning outcomes.

For example: What efforts did you make to provide an inclusive learning environment? How did you attend to the different needs, experiences of the students in your class?   
Attach documentation or include a URL link if appropriate.

1. **CONTINUOUS IMPROVEMENT OF TEACHING AND LEARNING ENVIRONMENT**

What are you going to do to improve student learning?

Briefly explain any assessment conducted (including class surveys, Core Curriculum, University assessment).   
Include reflections on, and plans for, improving teaching, the achievement of student/course outcomes, and/or enhancement of the learning environment from feedback and professional development.   
Attach any pertinent documentation or reports (or links) to the end of this report.

1. **MISSION INTEGRATION**

Describe any efforts to deliver a student-centered learning experience that encouraged/guided/inspired students to integrate their intellectual life and professional preparation with their spiritual, ethical, and social development as persons.

1. **SUPPORT AND DEVELOPMENT**

Is there any support (beyond what is currently available) that would assist you in further developing your teaching effectiveness and enhancing student learning?

1. ADVISING

Advising is based on a commitment to a student’s development based on their unique strengths. Advising includes helping students select courses, navigate educational issues and resources, explore career-related activities, and utilize university resources (e.g., referrals to student support services).

Suggestions and ideas of what to include in this section, and any subsection may be found in Appendix II.

1. **STUDENT ADVISING**

To the best of your ability, identify the number of students you advised per semester

|  |  |  |  |
| --- | --- | --- | --- |
| Student Population | Number of advisees in Fall semester | Number of advisees in Winter semester | Number of advisees in in Summer (including SOAR) |
| Undergraduate advisees assigned (if applicable) |  |  |  |
| Graduate advisees assigned (if applicable) |  |  |  |
| Other advisees (if applicable, please describe) |  |  |  |

1. **ADVISING PRACTICES**

Briefly describe how you engaged with your advisees. Focus on advising practices that provide quality student/advisor interactions and enhance students’ academic success and sense of belonging. How did you onboard new advisees? How did you document your communications? You may also provide descriptors for level of effort, as appropriate.

1. **CONTINUOUS IMPROVEMENT OF ADVISING**

What resources did you use to develop and improve the quality of your student advising?

1. **MISSION INTEGRATION**

How did you guide, support, and empower your advisees to navigate resources, policies, and opportunities in recognition of their unique circumstances and interests?

1. **SUPPORT AND DEVELOPMENT**

What additional support (beyond what is currently available) would assist you in developing your ability to provide a high-quality student/advisor experience?

1. MENTORING (if applicable)

Mentoring is a two-way trust-based relationship that generally takes place over time, based on a concern for a student’s growth and development. In an academic setting, this relationship often leads to advocacy for the mentee, or the production of publications, presentations, creative works, community or leadership engagement or the pursuit of graduate education or professional opportunities.

Complete any of the sections below that assist you in reporting your mentoring activity.  
  
Suggestions and ideas of what to include in this section, and any subsection may be found in Appendix III.

1. **STUDENTS MENTORED**

If applicable, identify the number or names/initials of students you mentored during the reporting period and the work pursued together. Also, indicate if this work was published or otherwise publicly shared.

|  |  |  |
| --- | --- | --- |
| List students that you have mentored | Short description of work/service pursued | Outcome from work |
|  |  |  |
|  |  |  |

1. **MENTORING PRACTICES**

Briefly describe how you structure your mentoring relationships with students.

1. **CONTINUOUS IMPROVEMENT OF MENTORING**

Please describe any practices and resources you developed to improve the quality of your mentoring.

1. **MISSION INTEGRATION**

Describe any ways in which you accompanied, supported and empowered your mentees in recognition of their gifts and talents.

1. **SUPPORT AND DEVELOPMENT**

What additional support (beyond what is currently available) would assist you in developing your ability to provide a high-quality mentoring?

1. SCHOLARLY WORK AND CREATIVE ACTIVITIES

Complete any of the sections below that assist you in reporting your scholarly and creative activity. Suggestions and ideas of what to include in this section, and any subsection may be found in Appendix IV. Please refer to College/School guidelines when completing this section.

1. **PUBLICATIONS/MANUSCRIPTS**

Cite your publications/manuscripts for the reporting period. Provide a complete citation and a short description for each listing. Indicate if refereed or non-refereed. If co-authored, include description of level of effort, use an \* to indicate student authors, and attach a copy of each publication/scholarly product (if available).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Refereed Publications/ Manuscripts**: *Include only refereed works in this table* | | | | |
|  | Provide dates for those that apply | | | |
| Citation | Submitted | Revising for resubmission | Accepted | Published |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Non-Refereed Publications/Manuscripts**: *Include only non-refereed publications in this table.* | | | | |
|  | Provide dates for those that apply | | | |
| Citation | Submitted | Revising for resubmission | Accepted | Published |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **PRESENTATIONS**

Cite your presentations for the reporting period.   
Provide a complete citation and a short description for each listing, indicate if refereed or non-refereed. Indicate if the presentation was scholarly, review, informational, performance-based, etc. Also indicate if student session, poster, podium presentation, etc. Indicate if presentation was local, regional, national, or international meeting, an invited talk, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Indicate any of the pertinent characteristics of the presentation | | | |
| Citation | Invited/keynote/ informational | Refereed/ non-refereed | Poster/ Podium | Local/regional/ national/intern’l |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **PROJECTS AND INNOVATIONS**

List practice-based projects and innovations for the reporting period.  
Provide a description that demonstrates the impact of applying evidence and existing knowledge to solve problems, improve practice in health care, industry, community, academic or public settings. Projects may be defined as Scholarship of Application that applies and integrates evidence to create best practices to solve patient, client, industrial, structural, organizational, system, environmental, or social problems. Projects may also be defined as the Scholarship of Integration that emphasizes interconnection of ideas between multiple disciplines, bringing together existing evidence to solve problems through innovation and/or policy change.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Describe pertinent scholarship characteristics | | |
| Project or Innovation | TYPE: Practice/Application/Integration, etc. | Setting | Population |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **CREATIVE AND AESTHETIC WORKS**

List creative or aesthetically based works that reflect the scholarship of your discipline for the reporting period.

Provide a description of creative activities, such as, exhibitions, installations, performances, writing, visual or devised works, community projects, or designs. List the type of research utilized to create the work, indicating whether scholarly, technical, historical, applied, environmental and/or other form. Indicate how the work was disseminated. Provide any professional practices or individual expertise, along with skills and talents utilized, for the creation of the work.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Indicate pertinent characteristics | | | |
| Creative/Aesthetic Work | Dissemination (description and date) | Type of research/work | Professional  practices | Individual Expertise | Peer review |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. **OTHER CREATIVE/SCHOLARLY WORKS**  
   List any additional research initiatives that may not have been requested above (such as grant writing, patent applications, software developed and implemented, collaborations initiated, etc.)
2. **GRANTS / FUNDING**

You may include pedagogical, mission, or community grants in this section.

Externally Funded Grants:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | Indicate items that apply | | |
| Externally Funded Grants  (include funding source) | Amount Awarded | Date Awarded | Under Review | Revising for resubmission | Implementation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Internally Funded Grants:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | Indicate items that apply | | |
| Internally Funded Grants  (include funding source) | Amount Awarded | Date Awarded | Under Review | Revising for resubmission | Implementation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. **PROFESSIONAL / CONSULTING ACTIVIES RELATED TO SCHOLARSHIP**
2. **PLANNED WORKS**
3. **AWARDS AND RECOGNITIONS**
4. **MISSION INTEGRATION OF SCHOLARLY ACTIVITY**

Describe ways in which the University mission informs, reflects, or is manifested in your scholarly and creative works.

1. **SUPPORT AND DEVELOPMENT**

Reflect on current scholarly activities and how these integrate with your teaching and service. Include plans and aspirations for future creative/scholarly activities.

What additional support (beyond what is currently available) would help improve your scholarly/creative productivity?

1. PROFESSIONAL DEVELOPMENT

Describe the ways in which you learned and grew as a professional in your discipline and as an educator. Include activities that you engaged in to improve, enhance and cultivate your role as a teacher, advisor, mentor, researcher, servant-leader, and/or writer.

1. SERVICE AND LEADERSHIP ACTIVITIES

Complete any of the sections below that assist you in reporting your service and leadership activity.

1. **COLLEGE/SCHOOL, DEPARTMENT AND UNIVERSITY-LEVEL SERVICE, COMMITTEES AND TEAMS**

Please list committees/team memberships (taskforces, workgroups, etc.) during this reporting period. Indicate the committee/team level (i.e. department, college/school, university, UDMPU, MFA, shared-governance), your role and contribution to the committee/team.

1. **STUDENT-RELATED SERVICE**

Please describe any student-related service (other than advising and mentoring) including moderating/advising student organizations, that you took part in over the reporting period.

1. **PROFESSIONAL SERVICE**

List activities and contributions to professional organizations, including role (chair, committee member, etc.)

1. **COMMUNITY CONSULTING OR SERVICE**   
   For consulting, include activities not included under Professional Consulting.
2. **OTHER SERVICE**
3. **ADMINISTRATIVE ASSIGNMENTS / SPECIAL PROJECTS**

Please describe administrative assignments or special projects, contributions, and outcomes. (If there are outcomes expected for this work, please append a report describing results.)

1. **MISSION INTEGRATION**

Describe ways in which the University mission informs, reflects, or is manifested in your service activities.

1. GOALS AND PLAN FOR UPCOMING YEAR

Please describe your goals for professional growth in the areas of teaching, creative works/scholarship, and service for the coming academic year. Provide a plan for meeting these goals, including plans for any release time.

Faculty Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

**Chair/Discipline Coordinator’s Comments:**

Chair/Discipline/Division/Coordinator Signature ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

**Dean's Comments**:

*Based on this report, indicate how scholarly/creative activities will impact teaching load.*

Dean Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_

**Faculty Member’s Comments:**

**Report Submission**

**Probationary Faculty**: The Dean and the Chair shall meet with probationary faculty using the annual review schedule in the UDMPU Agreement (Article 5.8)

1. Each probationary faculty member shall **submit their report by May 15th to their Dean and to their Department Chair**.
2. No later than **August 31st** the Chair Submits Annual Report comments to Dean
3. No later than **September 30th** Dean meets with probationary faculty and provides written feedback to faculty member no later than September 30th.
4. No later than **October 15th** each probationary faculty member shall review and forward their Annual Report, with all required signatures and any additional comments, to the Provost and Vice President for Academic Affairs via [AcademicAffairs@udmercy.edu](mailto:AcademicAffairs@udmercy.edu)

**Post-Probationary Faculty**: The Dean and the Chair shall meet with post-probationary faculty using their School/College process.

1. Each post-probationary faculty member shall **submit their report by May 15th to their Dean and to their Department Chair**.
2. No later than **August 31st** Chair Submits Annual Report comments to Dean using their School/College process.
3. No later than **September 30th** Dean is available to meet with post-probationary faculty and provide written feedback to post-probationary faculty members no later than September 30th.
4. No later than **October 15th** each post-probationary faculty member shall review and forward their Annual Report, with all required signatures and any additional comments, to the Provost and Vice President for Academic Affairs via [AcademicAffairs@udmercy.edu](mailto:AcademicAffairs@udmercy.edu)

1. *Report beginning or ending enrollment as you prefer.* [↑](#footnote-ref-2)
2. *Report beginning or ending enrollment as you prefer.* [↑](#footnote-ref-3)