John D. Faculty

Department of Exceptional Science
Brigham Young University

6th Year Professorial Review
and/or
Advancement in Rank to
Associate Professor
and/or
Advancement in Rank to
Full Professor

October 2004
NOTE:
1. All BOLDED headings below require a “Binder Tab Label”.
2. All subheadings require COLORED TITLE SHEET SEPARATORS.

(See file entitled “Separators” to print these Title Sheets.)

Nomination Form\(^1\) - **(Binder Tab Required)**

Curriculum Vitae\(^1\) - **(Binder Tab Required)**
1. CPMS Summary Sheet\(^1\)  (Colored Title Sheet “Separator” Required)
2. Curriculum Vitae\(^1\)

Reports from Review Committees, Department Chair and Dean
1. Dean's Report\(^3\)
2. College Review Committee's Report\(^3\)
3. Department Chair's Report\(^2\)
4. Report of Department Vote\(^2\)
5. Department Review Committee's Report\(^2\)

Personal Statement
1. Self-Assessment Summary\(^1\)
2. Department Expectations Document\(^1\)
3. Chair’s Expectations\(^1\)
4. 3\(^{rd}\) Year Review Letter\(^1\)

Citizenship
1. Committee Assignments and Citizenship Activities with the University\(^1\)
2. Professional Citizenship Activities\(^1\)
3. Other Citizenship Activities\(^1\)
4. Review Letters of Citizenship Activities\(^2\)
5. Other Evidence of Citizenship\(^1,2\)

Teaching
1. List of courses taught by semester with enrollment numbers\(^1\)
2. List of students supervised (undergraduate and graduate)\(^1\)
3. Description of other teaching activities\(^1\)
4. Illustrative copies of syllabi, handouts, assignments, examinations, etc.\(^1\)
5. Description of steps taken to evaluate and improve teaching\(^1\)
6. Description of products of high quality teaching and mentoring\(^1\)
7. Student evaluations and typescript of student comments\(^1\)
8. Peer evaluations of teaching\(^2\)
9. List of teaching awards\(^1\)
10. Other evidence of student learning and teaching effectiveness\(^1\) (Optional)
11. Student letters, solicited or unsolicited\(^2\) (Optional)
12. Solicitation letter\(^2\) (for student solicited letters only)

Scholarship
1. List of all scholarly and creative works\(^1\)
2. Three best examples of scholarship with explanations\(^1\)
3. List of grant proposals for research or creative works\(^1\)
4. List of awards or recognition for scholarship\(^1\)
5. List of colleague and/or student collaborators\(^1\)
6. At least 3 External review letters of scholarship\(^2\)
7. Explanation of how external reviewers were chosen, description of their credentials and personal relationship with candidate\(^2\)
8. Copy of letter sent to solicit reviews\(^2\)
9. Letters from internal reviewers, solicited or unsolicited, but not addressed to candidate. (Optional)\(^2\)
10. Waiver\(^1\)

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\(^1\)Prepared by Candidate; \(^2\)Prepared by Department; \(^3\)Prepared by College
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4. List of awards or recognition for scholarship
5. List of colleague and/or student collaborators
6. External review letters of scholarship
7. Explanation of how external reviewers were chosen
8. Copy of letter sent to solicit reviews
9. Letters from internal reviewers, solicited or unsolicited (Optional)
10. Waiver
NOMINATION FOR CONTINUING FACULTY STATUS AND ADVANCEMENT IN RANK

<table>
<thead>
<tr>
<th>Name:</th>
<th>BYU ID:</th>
<th>Year Appointed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Rank:</td>
<td>Year Received:</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td>College:</td>
<td></td>
</tr>
<tr>
<td>Highest Degree:</td>
<td>Year:</td>
<td>Institution:</td>
</tr>
</tbody>
</table>

- For advancement to the rank of: _____________
- Initial Review for Candidacy for Continuing Faculty Status
- Final Review for Continuing Faculty Status

PLEASE REFER TO THE UNIVERSITY POLICY ON FACULTY RANK AND STATUS (20 May 2002) FOR A LIST OF ITEMS TO BE INCLUDED IN THIS FILE:
Professorial Faculty - See APPENDIX A  
Professional Faculty - See APPENDIX B

RECOMMENDATION OF UNIVERSITY COUNCIL ON RANK AND STATUS:

- Advancement in rank
- Grant Continuing Faculty Status
- Grant Candidacy for CFS
- Deny advancement in rank
- Deny Continuing Faculty Status
- Deny Candidacy for CFS
- Other:

Signature: ___________________________  Date: ______________

ADMINISTRATION RECOMMENDATION:

- Advancement in rank
- Grant Continuing Faculty Status
- Grant Candidacy for CFS
- Deny advancement in rank
- Deny Continuing Faculty Status
- Deny Candidacy for CFS
- Other:

Signature: ___________________________  Date: ______________

[Note: Upon completion of the review process, the Office of the Associate Academic VP-Faculty will return to the colleges copies for distribution as follows: Dean’s Office-blue; Department Chair-green; Faculty Member-canary; College Committee-pink; Department Committee-goldenrod.]
[Rev. May 2006]
Complete and insert the CPMS Summary sheet here.
Curriculum Vitae

Insert copy of Vitae here.
Insert the following reports (in same order) here:

- Dean’s Report
- College Review committee’s Report
- Department Chair’s Report
- Report of Department Vote
- Department Review Committee’s Report
Personal Statement

Discussion: Self-assessment of citizenship, teaching, scholarship, and written plan. Also address any areas of concern raised in past reviews.
Department Expectations

Insert department rank and status expectations document here.
Chair’s Expectations

Discussion: Expectations of Dept. Chair. Address any areas of concern raised in the last review.
3rd Year Review Letter

Insert the letter from the initial continuing faculty status review here.
Committee Assignments

The table below summarizes my department committee assignments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Committee</th>
<th>Committee Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/02 Academic Year</td>
<td>Undergraduate Curriculum</td>
<td>John Q. Prof</td>
</tr>
<tr>
<td>01/02 Academic Year</td>
<td>Colloquium</td>
<td>Jeffrey Z. Educator</td>
</tr>
<tr>
<td>02/03 Academic Year</td>
<td>Undergraduate Curriculum</td>
<td>John Q. Prof</td>
</tr>
<tr>
<td>02/03 Academic Year</td>
<td>Colloquium</td>
<td>Jeffrey Z. Educator</td>
</tr>
<tr>
<td>03/04 Academic Year</td>
<td>Undergraduate Curriculum</td>
<td>Mark Clement</td>
</tr>
<tr>
<td>03/04 Academic Year</td>
<td>Colloquium</td>
<td>Jeffrey Z. Educator</td>
</tr>
</tbody>
</table>

The following sections present brief descriptions of each committee assignment, including key achievements.

University Committees

Discussion

College Committees

Discussion

Undergraduate Curriculum Committee

Discussion

Colloquium Committee

Discussion
Citizenship Activities within the University

This section summarizes key university citizenship activities independent of specific committee assignments.

The Aims of a BYU Education

Discussion

Etc.

Discussion
Professional Citizenship Activities

This section summarizes professional citizenship activities outside the university in which I have participated during the period of review. Within each sub-section, specific activities are presented with most recent events first.

Immediately following this list is a glossary that briefly describes the publications or venues in order to help the reader establish suitable context for these activities.

Technical Program Committee (Conferences)

Specific items

Reviewer (Conferences)

Specific items

Etc.

Specific items
**Glossary for Professional Citizenship Activities**

This glossary is provided to help the reader understand the forums listed above relating to professional citizenship activities outside the university. The forums are presented here in approximate order of academic reputation and impact.

This list is intended specifically to accompany this section. Where needed, other glossaries have been included in other sections of this notebook, and may duplicate some of this material.

**IEEE Transactions on Cool Research**

<table>
<thead>
<tr>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brief description</th>
</tr>
</thead>
</table>
Other Citizenship Activities

This section summarizes other professional citizenship activities outside the university in which I have participated during the period of review. Within each sub-section, specific activities are presented with most recent events first.

**Outreach Efforts**

Specific items include:

1) Collaborative participation in international and service-learning activities and other activities that enhance BYU's approved outreach efforts;

2) Employment of professional expertise in service to the community and the Church.

Etc.
Review Letters of Citizenship Activities

Review letters for this section are solicited and included at the discretion of the Rank and Status Review Committee of the BYU Exceptional Science Department.
Other Evidence of Citizenship

Include other evidences of an attitude of citizenship.
Courses Taught

The table below summarizes the courses I have taught at BYU during the period under review. The rightmost column indicates new courses developed.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Description</th>
<th>New Develop?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>CS 500</td>
<td>Cool Research Class</td>
<td>Yes</td>
</tr>
<tr>
<td>Winter 2002</td>
<td>CS 200 (2 sections)</td>
<td>Advanced Undergrad Stuff</td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>CS 500</td>
<td>Cool Research Class</td>
<td></td>
</tr>
<tr>
<td>Winter 2003</td>
<td>CS 200 (2 sections)</td>
<td>Advanced Undergrad Stuff</td>
<td></td>
</tr>
<tr>
<td>Winter 2003</td>
<td>CS 400</td>
<td>Senior Stuff</td>
<td>Yes</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>CS 600</td>
<td>Advanced Cool Research Class</td>
<td></td>
</tr>
</tbody>
</table>

The table below summarizes ratings for the courses identified in the previous table, and includes enrollment numbers.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Instructor Rating</th>
<th>Course Rating</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>CS 500</td>
<td>4.9/7.0</td>
<td>4.8/7.0</td>
<td>12</td>
</tr>
<tr>
<td>Winter 2002</td>
<td>CS 200 (2 sections)</td>
<td>6.0/7.0</td>
<td>5.8/7.0</td>
<td>102</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>CS 500</td>
<td>5.5/7.0</td>
<td>5.0/7.0</td>
<td>12</td>
</tr>
<tr>
<td>Winter 2003</td>
<td>CS 200</td>
<td>5.0/7.0</td>
<td>4.8/7.0</td>
<td>91</td>
</tr>
<tr>
<td>Winter 2003</td>
<td>CS 400</td>
<td>6.3/7.0</td>
<td>5.7/7.0</td>
<td>71</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>CS 600</td>
<td>6.6/8.0</td>
<td>6.6/8.0</td>
<td>13</td>
</tr>
</tbody>
</table>
Graduate Students Supervised

Served as Committee Chair

The following are current and former students for whom I have served as committee chair.

**John Smith, M.S.**
Defended: October 2002

**Etc.**
Thesis:
Defended:

Served as Committee Member

The table below identifies graduate students for whom I served as a committee member.

<table>
<thead>
<tr>
<th>Student</th>
<th>Degree</th>
<th>Advisor</th>
<th>Thesis defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie Student</td>
<td>MS</td>
<td>James Prof</td>
<td>March 2001</td>
</tr>
</tbody>
</table>

Undergraduate Students Supervised

The following are current and former undergraduate research and teaching assistants I have mentored:

<table>
<thead>
<tr>
<th>Student</th>
<th>RA/TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie Student</td>
<td>RA</td>
</tr>
</tbody>
</table>
Other Teaching Activities

This section summarizes professional teaching activities outside the university during the period of review.

Cool Technology Conference (CTC), San Francisco

Description

Etc.

Description
**Illustrative Teaching Samples**

This section presents artifacts from courses I have taught during the period of review. I have chosen to include material exclusively from courses for which I was primarily (or solely) responsible for development.

The following is a list of artifacts which immediately follow this cover sheet:

**Syllabus**

Course overview and Schedule (CS 400)

**Lecture slides**

Lecture 22, "The Magical World of Templates" (CS 400)

**Homework Question**

Homework #5 (CS 600)

**Lab Assignment**

Homework #3 (CS 600)

**Group Exercise**

Project #3 Exercise (CS 400)

**Examinations**

In-class Midterm Exam (CS 400)
Take-home Midterm Exam (CS 600)
Evaluating and Improving Teaching

Description of steps taken to evaluate and improve teaching.
Products of High Quality Teaching and Mentoring

I believe the students in my classes and lab are developing and progressing as a result of my mentoring and teaching efforts. The following sections identify a handful of evidences that my teaching and mentoring is bearing positive fruit within the lives and careers of the students I deal with.

**Students' scholarly or creative work**

Discussion

**Masters theses supervised**

Discussion

**Student placement in meaningful employment**

Discussion
Student Evaluations and Student Comments

The pages that follow are summary sheets from student evaluations for all the courses I have taught during the review period.

Following these summary sheets are selected student comments. The student comments included in this section have been selected, prepared, and inserted by the Rank and Status Review Committee of the BYU Exceptional Science Department.
Peer Evaluations of Teaching

Peer evaluations for this section are solicited and included at the discretion of the Rank and Status Review Committee of the BYU Exceptional Science Department. (At least 2 are required.)
Teaching Awards

Discussion. (Provide a list of Teaching Awards.)
Other Evidence of Student Learning and Teaching Effectiveness

OPTIONAL
Student Letters (Solicited or Unsolicited)

OPTIONAL – Insert student letters, solicited or unsolicited, but not addressed to the candidate. If solicited, also include a copy of the solicitation letter.
Solicitation Letter (Required for solicited student letters only)

REQUIRED for student letters which have been solicited by the department. Insert copy of solicitation letter here.
Scholarly and Creative Works

This section identifies scholarly works published during the period of review. Each subsection identifies a class of publication forum (Academic Journals and Magazines, Academic Conferences, Industry Forums). Within each section, publications are grouped according to the quality of the forum. Hence, a top-tier industry conference should not be compared directly to a top-tier academic conference.

For each co-authored work, a description of my involvement is included.

At the end of this section is a glossary that briefly describes the publications or forums in order to help the reader establish suitable context for these activities.

Academic Journals and Magazines

(1) Category 1 (top forums in your field)

Citation...

[Contribution: Discussion to include the role the candidate played in authorship, percentage of contribution the candidate made to the research and publication, role of student authors, etc.]

Etc....

(2) Category 2 (good forums in your field)

Citation...

[Contribution: Discussion...]

Etc....

(3) Category 3 (any reviewing at all)

Citation...

[Contribution: Discussion...]

Etc....

Academic Conferences

(1) Category 1 (top forums in your field)

Citation...

[Contribution: Discussion...]

Etc....

(2) Category 2 (good forums in your field)
(3) Category 3 (any reviewing at all)

Citation…
[Contribution: Discussion…]

Etc….

(4) Category 4 (little or no refereeing)

Citation…
[Contribution: Discussion…]

Etc….

Industry Forums

(1) Category 1 (top forums in your field)

Citation…
[Contribution: Discussion…]

Etc….

Technical Reports

Citation…
[Contribution: Discussion…]

Etc….
Examples of Scholarship

Three papers are included in this section, representing good examples of my research and publication during the period of review. (Include the 3 best examples & a brief explanation as to why they were selected.)

The following is the list of papers appearing in this section together with the abstract from each paper.

Citation 1.

Abstract—Blah blah blah

Citation 2.

Abstract—Blah blah blah

Citation 3.

Abstract—Blah blah blah
Grants for Research or Creative Works

This section discusses efforts to obtain support (funding and equipment) for research in the Exceptional Research Lab during the period of review. Where multiple investigators are involved, I have suggested the approximate level of my involvement in the creation and submission of the proposal and in my participation after receipt of funds. Equipment donations reflect hardware and software that has been received.

External Grant Proposals (Funded)

<table>
<thead>
<tr>
<th>Submitted to</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>&quot;Fund My Project &quot;</td>
</tr>
<tr>
<td>PI:</td>
<td>John D. Faculty</td>
</tr>
<tr>
<td>Co-PI's</td>
<td>Fester Prof, University of Okoboji</td>
</tr>
<tr>
<td>Date:</td>
<td>December 12, 2000</td>
</tr>
<tr>
<td>Amount:</td>
<td>$1,300,000,000</td>
</tr>
<tr>
<td>Status:</td>
<td>Funds received April 2001</td>
</tr>
<tr>
<td>Contribution:</td>
<td>50%</td>
</tr>
</tbody>
</table>

Total value of external funding: **$1,300,000,000**

External Grant Proposals (Pending)

<table>
<thead>
<tr>
<th>Submitted to</th>
<th>National Institute of Pork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>&quot;Mo' Money&quot;</td>
</tr>
<tr>
<td>PI:</td>
<td>John D. Faculty</td>
</tr>
<tr>
<td>Date:</td>
<td>May 31, 2002</td>
</tr>
<tr>
<td>Amount:</td>
<td>$1,146,234.22</td>
</tr>
<tr>
<td>Status:</td>
<td>Submitted, Pending notification</td>
</tr>
</tbody>
</table>

Total value of submitted proposals pending: **$1,146,234.22**

Internal Funding Proposals (Funded)

<table>
<thead>
<tr>
<th>Submitted to</th>
<th>BYU College of Physical and Mathematical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>&quot;Very Small Project&quot;</td>
</tr>
<tr>
<td>PI:</td>
<td>John D. Faculty</td>
</tr>
<tr>
<td>Date:</td>
<td>November 18, 2002</td>
</tr>
<tr>
<td>Amount:</td>
<td>$10,000</td>
</tr>
<tr>
<td>Status:</td>
<td>Funds received February 2003</td>
</tr>
</tbody>
</table>

Total value of internal college funding: **$10,000**
External Grant Proposals (Not Funded)

Submitted to: Microsoft
Title: "Fund my Project"
PI: John D. Faculty
Date: September 27, 2002
Amount: $68,400
Status: Not funded

Total value of non-funded proposals: $68,400

Equipment Donations

The following is a summary of software and equipment donations that have been received during the period of review:

<table>
<thead>
<tr>
<th>Item</th>
<th>Retail Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toshiba Laptops (2)</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Total value of equipment and software donations: $8,000
Awards or Recognition for Scholarship

Discussion. (List awards or recognition for scholarship.)
Colleague and Student Collaborators

Insert a list of all colleague and student collaborators.
External Review Letters

Insert three letters from external reviewers, either solicited or unsolicited, but not addressed to the candidate.
Process for obtaining outside letters

According to the departmental expectations document outside letters are obtained as follows:

1) The candidate submits a list of 10 names of people in his/her area that have already achieved a rank and status greater or equal to the rank/status under consideration.
2) The department rank and status committee meets and selects five names from that list or requests other names.
3) The five selected people are asked to provide a letter of recommendation. If at least three people from the selected list do not agree to write a letter then more are requested from the list.

Every person who agrees to write a letter is sent copies of the CV and three sample papers. They are also sent a letter (sample attached) asking specific questions about the candidate’s record.
List of Potential External Reviewers

Insert a list of all potential external reviewers with an explanation of how the external reviewers were chosen, a description of their credentials, and a description of any personal relationship they may have with the candidate.
Sample Letter Requesting an External Review

Insert a sample of letter soliciting an external review.
Sample letter for request of external review

Date
Addressee
Dear Professor ____________________:

Dr. John/Mary Doe is being reviewed in his/her sixth year of service to determine whether his/her performance merits continuing faculty status (similar to tenure) and rank advancement to associate professor [or, advancement to full professor].

Our policy requires evaluations from knowledgeable peers in the academic community. While our evaluation considers all aspects of performance -- citizenship, teaching, and scholarly and creative work--we are interested in your assessment of his/her scholarship, particularly how the quality, originality, soundness of methodology, and productivity compare to that of other scholars at this stage of their careers. In particular could you please answer the five questions below.

Enclosed for your consideration is a copy of Dr. Doe's curriculum vitae, information about his/her teaching assignment, samples of his/her scholarly work, and a summary of our university and department standards for assessing scholarship. Also included is a form indicating Dr. Doe's choice regarding the waiver of his/her rights to see the external review letters. The faculty member will see your letter only if he/she retains the right to review letters. However, if there is a negative decision and the faculty member appeals it, his/her entire file will be made available to him/her, although with names and other identifying factors removed.

1. Describe your relationship with the candidate and specify which part of the candidate’s research area is covered by your expertise.

   Insert statement of the candidate’s research

2. Following is a list of venues in which the candidate has published or participated. Next to each please place a 1, 2, 3, or ? (don’t know) as follows:

   1. Top quality and most influential venues in the candidate’s research area.
   2. Other strong refereed venues.
   3. Other refereed venues.

   Insert list of venues here.

3. Summarize the productivity, quality, and strengths and/or weaknesses of the candidate’s work compared to that of other scholars at this stage of their careers.

4. Where applicable, summarize the impact and influence of the candidate’s scholarship in his/her fields.

5. To the extent that you can, comment on the candidate’s service in the professional community.

Please mail or e-mail me your assessment by (___ date ___). It would be helpful also if you could respond very briefly at your earliest convenience by e-mail (address) to let me know that we can count on receiving your assessment by that time.

If you have any questions, please do not hesitate to contact me. Thank you for your help and consideration.
Internal Review Letters

OPTIONAL: Letters from internal reviewers, either solicited or unsolicited, but not addressed to the candidate. If solicited, also include a copy of the solicitation letter.
February 1, 2005

To Prospective Reviewers:

As part of the review process for continuing faculty status or rank advancement, I recognize that letters of evaluation will be requested from supervisors, peers, or students. For your information, the following represents my choice regarding the waiver of my rights to see those letters.

I waive the right to see the letters of evaluation requested in the review process.

__________________________________
John D. Faculty

I do not waive the right to see the letters of evaluation requested in the review process.

__________________________________
John D. Faculty