

Abilene Christian University Goals and Faculty Evaluation 2010-11

Name **Kelly Elliott**

Department **History**

Teaching

Teaching Goals for the Year (completed by June 1 by faculty member)

1. Develop syllabus and teach for the first time: Civilization I
2. Develop syllabus and teach for the first time: History of Asia
3. Develop syllabus and teach for the first time: French Revolution and Napoleon

Reflections on Goals (completed by March 1 by faculty member)	Chair's Evaluation of Goal Completion (completed by April 1)		
	Not Met	Met	Met with Distinction
1.Goal One (develop and teach Civ I) completed.		✓	
2.Goal Two (History of Asia) completed.		✓	
3.Goal Three changed. I argued that we should drop French Rev/Napoleon for a Long Nineteenth Century course. The department agreed to this, and I have developed that course and am teaching it currently.		✓	

Additional teaching activities not included in goals	Chair's Evaluation of Goal Completion (completed by April 1)		
	Not Met	Met	Met with Distinction
1.I was asked to and agreed to teach IC1 Core with Greg Straughn and Susan Lewis. This has required an enormous amount of time and effort, and has often been frustrating. However, the experience of team teaching is rewarding, and I am learning a great deal from it.		✓	

SC
✓
10-21-11

Areas of Competence: Faculty are expected to develop competence in each of these areas
(completed by April 1 by chair)

	Un-satisfactory	Needs Improvement	Effective	Excellent
Student Satisfaction				✓
Classroom Effectiveness				✓
Syllabi			✓	
Integration of Faith & Learning			✓	
Class/Course Enhancement				✓
Student Advising & Mentoring			✓	
Teaching (Overall rating by chair)				✓

Comments:

This year you taught four new courses, including team teaching in the Core. Your numerical averages were good with most in the 4.25 to 4.8 range. Students appreciated your enthusiasm, your preparation for class, and your accessibility. I appreciate your passion for teaching history and your integration of architecture, theology, and art into history assignments. My favorite comments were “She explained the material well and with a lot of enthusiasm” and “Your passion for history and teaching was wonderful to see!”

Scholarship

Scholarship/Creativity Goals for the Year (completed by June 1 by faculty member)

1. Submit at least one panel proposal to a national conference (North American Conference on British Studies or American Society of Church History)
2. Present a paper at a major conference
3. Begin revising dissertation into a book manuscript

Reflections on Goals (completed by March 1 by faculty member)	Chair's Evaluation of Goal Completion (completed by April 1)		
	Not Met	Met	Met with Distinction
1.Goal One met; I submitted proposals to both of the above conferences, and the ASCH panel has been accepted. I am still waiting to hear about the NACBS.		✓	
2. Goal Two met; I presented at the International Conference on Religion and Spirituality in Society in February.		✓	
3.Goal Three not met; unfortunately, it has not been possible due to time constraints. I hope to make significant progress towards this goal over the summer	✓		

Additional scholarly/creative activities not included in goals	Not Met	Met	Met with Distinction
1.Panel accepted to European History Section of the Southern Historical Association (October 2011).		✓	
2.Panel accepted to Christian Scholars Conference (June 2011).		✓	
3.Book review published in <i>Chronicle of Historical Studies</i> .		✓	

	Unsatisfactory	Needs Improvement	Effective	Excellent
Scholarship/Creativity (Overall rating by chair)			✓	

Comments:

You presented at three conferences and published a book review. I appreciate your focus on scholarship. Look for opportunities this summer to publish parts or all of your dissertation.

Service

Service Goals for the Year (completed by June 1 by faculty member)

1. Assist Dr. Tracy Shilcutt in sponsorship of Phi Alpha Theta
2. Choose a church home in Abilene
3. Assist History Department in the development of two new courses

Reflections on Goals (completed by March 1 by faculty member)	Chair's Evaluation of Goal Completion (completed by April 1)		
	Not Met	Met	Met with Distinction
1. Met.		✓	
2. Met: Minter Lane and House church		✓	
3. Met: History of Asia and Nineteenth-Century Europe.		✓	

Additional service activities not included in goals	Not Met	Met	Met with Distinction
1. Meeting with prospective students		✓	
2. Department chapel		✓	
3. I was trained as an advisor at the end of March, and begin advising in April.		✓	

NOTE: Activities should reflect service in at least two of the following categories: Profession, University/College, Department, Community/Church.

	Unsatisfactory	Needs Improvement	Effective	Excellent
Service (Overall rating by chair)			✓	

Comments:

I appreciate your contributions to service, especially working with students. Meeting with prospective students, participating in department chapel, and serving as an advisor are significant ways we affect our students.

Summary Assessment by Department Chair

Written Comments:

1. Collegiality

Kelly collaborated with Tracy Shilcutt in Phi Alpha Theta and worked with two other professors to teach a core class.

2. Progress toward tenure

Look for opportunities to serve on departmental and university committees.

3. Progress toward promotion

4. Constraints on performance

5. Comment on church membership

Kelly placed membership at Minter Lane Church of Christ.

6. Other

Kelly R. Elliott
Faculty

Nancy W. Shankle
Associate Dean
College of Arts and Sciences

April 12, 2011
Date

April 11, 2011
Date

Significant Faculty Accomplishments Form (January 2010-May 2011)

Personal Information

Kelly R. Elliott
History
Arts and Sciences
Assistant Professor

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Scholarly Activity

Instructions: Please do not change the format of the document. You may use italics, underlining, quotation marks, commas, periods, etc. Do not use your "tab" button or add extra spaces to your text. Please enter dates in month, day, and year format (June 17, 2008).

1. **Publications:** Books, monographs, peer-reviewed articles, reviews. Please space one line between each entry.

For books:

For monographs:

For articles:

For reviews: Review of Xinru Liu, *The Silk Road in World History* (Oxford, 2010) in *Chronicle of Historical Studies* vol. 8 (Spring 2011).

2. **Regional, National, and International Presentations:** papers presented at conferences, juried competitions, exhibitions, performances, scholarly lectures, and professional workshops.

"Providential History as Divine Metanarrative in Baptist Missionary Publications, 1799-1840" American Society of Church History, Grand Rapids, April 2011.

"Indian Responses to Christian Missions in Bengal, 1795-1875." International Conference on Religion and Spirituality in Society, University Center, Chicago, February 2011.

Convener, "Expressions of the Inexpressible:" The Divine in Nature, Poetry, and the Icon. Christian Scholars Conference, Lipscomb University, Nashville, June 2010.

3. **Awards:** Professional awards received, fellowships, grants, academic degrees, and honors received. List the name of the award, date, sponsoring organization, and any other pertinent information. Please space one line between each entry.

Rhinehart Postdoctoral Fellowship, Appalachian State University (declined to take ACU position)

4. **Professional Activity:** List manuscript reviews, editorial activity, and other academic activity. Indicate the dates of tenure, organization name, and the nature of service. Please space one line between each entry.

Member, American Historical Association, 2008-2011.

Member, European History Section of the Southern Historical Association, 2010-2011.

Member, American Society of Church History, 2011.

5. **Additional:** List any significant professional accomplishments not mentioned above. Please space one line between each entry.

Teaching Activity

6. **Educational Update:** Complete only if there is a change since the last annual report.
- A. Formal education leading to degree. PhD, Florida State University, British History. April 2010.
 - B. Advanced study not leading to degree. List the course number and name, and academic institution.
 - C. Continuing education required by your profession. List the activity, location, and the name of the organization.

Please write in paragraph form.

7. **Course Development:** Indicate what you have done to revise or enrich your courses. Include your activities related to new course development, new techniques for courses, new methods for subject presentations, etc. Do not merely list the courses you taught.

In the fall of 2010, I developed and taught two courses for the first time. The first was Civilization I, which covers Western civilization from the earliest times through about 1650. In order to provide a coherent theme for such a broad course, I used the concept of worldview as a lens through which to view the major civilizations and cultures covered in the course. The students learned to pose a set of questions to each civilization in order to understand and compare cosmology, theories of human nature, ethics, and epistemology across time and space.

The second new course for the fall of 2010 was the upper-level class History of Asia, which I taught as a special topics course in place of "The Far East in Modern Times." My course included the history of India (Monsoon Asia instead of the Far East only) and covered ancient through modern periods. With a small class size, I was able to incorporate extensive discussion based on the readings of primary texts such as the *Bushido*, the samurai code; the *Ramayana*, a Vedic epic; *Six Records of a Floating Life*, a memoir by a failed Qing scholar, and *Born Red*, a young man's account of the Maoist Cultural Revolution.

In the spring of 2011, I developed and taught, with Greg Straughn and Susan Lewis, the IC1 Core course on identity. Our innovations in this course thus far have included application of scripture to academic work on a daily basis, use of both historic and contemporary media to illustrate course material, use of group work, debates, and fishbowl style feedback to engage student interest, and highly integrated team teaching.

Also in the spring of 2011, I developed and taught the upper-level class Nineteenth-Century Europe, which covers European history from 1789 to 1914. This course includes reading of both primary and secondary texts, with in-class discussion of texts comprising a significant portion of our time. Source discussion includes emphasis on how to read a text or a source as a historian (historiography).

Service

8. **Professional Service:** List the offices you hold in professional societies, as well as the activities and service in those organizations. Indicate the dates of tenure, organization name, and the nature of service. Please space one line between each entry.

9. **Workshops and Seminars:** List the workshops, seminars, speeches/sermons, and clinics you conducted. Indicate the organization/church, city, state, and date. This activity would exclude work done as part of a full or part-time appointment with a congregation. Please space one line between each entry.

10. **Consulting:** List work with organizations, agencies, and institutions that draw upon your area of academic expertise (indicate whether pro bono or for fee). Please space one line between each entry.

11. **Committees and Administrative Responsibilities:** List committee service and/or administrative service for the university, college, and department. Please space one line between each entry.

I participate in department chapel on a monthly basis (lead prayer, read Scripture, speak.)

I meet with prospective students who visit the department, including presidential scholars. In the spring semester, I have met with a prospective student, and often parents, approximately once a week.

12. **Student Research:** List student research that you have assisted. Please space one line between each entry.

13. **Advising:** Advising, mentoring, and counseling with students. Indicate the number of majors and non-majors you advise.

I am not an advisor in an official capacity at this time, but I do meet frequently with the students in my classes about coursework, papers, plans for graduate school, and personal issues.

14. **Faculty Sponsor:** Include each organization, your role, and the dates of service.

I currently assist Tracy Shilcutt with sponsorship of our history honors society, Phi Alpha Theta, and will take over full sponsorship of the organization next year. My activities this year have included planning and setting up the reception for new members, and planning and hosting a spring party for all history and social science majors to raise interest in the organization.

15. **Other Activities with Students:** Describe briefly.

My house church includes several graduate students, as well as young professionals. This small church setting produces very close relationships, and a venue for accountability. None of the students in house church are students I have in class.

Please write in paragraph form.

16. **Church Activities:** Name the congregation where you are a member and describe the activities in which you are involved.

I am a member of the Minter Lane church of Christ. I am on a worship planning committee there, and I frequently read in the worship service, lead prayer in class or service, and teach Sunday morning adult Bible class on a rotating basis.

I am also a member of a house church in town that includes about 15 people. The church meets at my house on a rotating basis. I plan our camping trips.

Please write in paragraph form.

17. Community Activities: List your activity and any civic awards.

I marched in the Martin Luther King, Jr. day march downtown. I attended an area-wide Sacred Harp singing in Fort Worth with other faculty and former students.

18. Outside Employment Activities: Describe the employment and average hours involved per week.