**CHAIRPERSON’S ANNUAL REPORT (CAR)**

Reporting On Activities For Academic Year

June 1, 20\_\_ May 31, 20\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area of Specialization\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appointed to TU faculty: at rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in year\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Promotion History:

To rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

To rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and

To rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

I. Formal Degrees

A. Highest degree earned, with date and name of granting institution. If received since June 1, 20\_\_, attach proof.

B. If candidate for an advanced degree, indicate work completed since June 1, 20\_\_ and present status. Corroborative material and/or transcript must be attached.

II. Leadership Report (See Roles, Responsibilities and Core Functions of Academic Chairperson) (percentage of workload: \_\_\_\_%)

III. Teaching and Advising (percentage of workload: \_\_\_\_%)

A. 1. Assure that all course evaluations and course syllabi are added to the appropriate Merit portfolio folder.

 The course evaluation reports from the Office of Assessment will each include the course title and number, credit hours, number of students enrolled/responding, and response data for each item (median, mean, standard deviation, N).

 2. Provide a brief (1-4 paragraphs), descriptive reflection on your teaching practice this past year. Highlight interpretations of data you have found meaningful (e.g., self, peer, and/or student feedback) to inform and guide your future teaching practices. Potential items may include (but are not limited to) levels of satisfaction with course assignments and work manageability, students’ take-aways and/or gaps in understanding, grading and providing feedback, DEIJ considerations, digital accessibility, opportunities to fold in new concepts and perspectives into coursework, or other pedagogical innovations.

 B. List all other teaching roles as outlined in the Chairperson Roles document.

 C. New instructional strategies, which you have introduced this year (e.g., special projects, new courses and/or materials).

 D. Advising (including number of students, whether majors, undeclared, Interdisciplinary students).

 Optional: Provide a descriptive reflection on your student advising practice this past year. Highlight

 interpretations of advising efforts that you have found meaningful (e.g., self, peer, and/or student

 feedback) to inform and guide your future advising practices.

IV. Research, Scholarship, and Creative Activities (percentage of workload: \_\_\_\_%)

(Attach corroborative material where appropriate)

Correlation Statement. If your productivity did not match your projections for academic year, please explain

V. Service (See Roles, Responsibilities and Core Functions of Academic Chairperson)

 (percentage of workload: \_\_\_\_%)

Department:

College:

University:

Community:

Profession:

Correlation Statement. If your productivity did not match your projections for academic year, please explain.

**Updated by Office of the Provost and Approved by Academic Senate 12/2022**