# Annual Report Revision

## Student Intellectual Development

| Overview on Student Intellectual Development | |
|---|---|
| **Previous AR Language** | **Current AR Language with Bolding to Emphasize Changes/Main Ideas** |
| Highlight your contributions to Student Intellectual Development in the past academic year. | Highlight your contributions to Student Intellectual Development in the past academic year. **Include in your discussion peer/chair feedback**. |

| Course Reflection Record | |
|---|---|
| **Previous AR Language** | **Current AR Language with Bolding to Emphasize Changes/Main Ideas** |
| C. Reflection on Teaching | |
| Reflect on course design and instructional improvements related to this course. | Reflect on course design and instructional improvements related to this course. **Include in your discussion how multiple means of information** (e.g. professional development, collaborative planning, self-analysis of instruction, informal classroom assessments, peer/chair observations) helped you to design and make these improvements. |
| Reflect briefly on student evaluations for this course. | Reflect briefly on student evaluations for this course. Discuss how student feedback helped you to (a) determine **patterns in student learning**, (b) determine effectiveness of instruction, and/or (c) make instructional improvements. |
| Reflect briefly on additional observation/evaluations (supervisor or peer) of classroom performance related to this course. | Removed as a requirement. Please do not complete. |
| D. Assessment | |
| Identify one key student learning outcome that you focused on in the course this semester. | Based on course objectives, select **one** student learning outcome and discuss how you have **impacted student learning**, referring to actual data if possible. Your discussion should include how you have **systematically analyzed student learning of the selected outcome**. Systematic analysis includes using measures beyond course evaluations, such as, classroom assessments of content, observations of student performance, examination of work products resulting from use of content in the field, informal classroom assessments. |
| Briefly describe the assessment strategies and instruments used to determine how well your student met this learning outcome. | How will you use your **systematic analysis** above to (a) determine effectiveness of instruction or (b) make instructional improvements to future courses? |
| Discuss the assessment results by identifying (a) the degree to which students met your expectations for the learning outcome (referring to actual data, if possible); (b) what you learned as the instructor; and (c) how you will use this information to improve future courses | Removed as a requirement. Please do not complete. |

## Scholarly Activity

*Scholarly Contributions and Creative Productions*

| New Items in B. Activity Classification | Possible foci of Reponses |
|---|---|
| **Focus and Dissemination** | Example ways to discuss: audience size, data on use from a variety of databases, subscriber groups, membership scope, types of access |
| **Impact** | Example ways to discuss: influence, effect, significance, contribution to the discipline |

## Professional Stewardship

On many screens faculty must indicate whether an activity rises to the level of Professional Stewardship. When indicating "Yes" the activity rises to the level of Professional Stewardship, a justification is required. Use the "If Professional Stewardship, explain why" field to justify.

*Definitions and Questions to Consider when Justifying Professional Stewardship*

<u>Definition</u>

Professional Stewardship—as it counts toward tenure, promotion, annual evaluations, and merit raises—is "service" that requires faculty members to use their knowledge and experience to enhance the University and/or community. Carol Geary Schneider (1998) asserts that "professional stewardship" captures the significance of activities that are vital to the health and well-being of universities and that require significant faculty time and the application of faculty knowledge or expertise. Activities that illustrate Professional Stewardship require faculty members to be involved in work that goes beyond regular teaching expectations and academic responsibility. Through such opportunities faculty impact circumstances, create opportunities for new knowledge or services, and/or support and enrich the function of existing structures on and off campus. Professional Stewardship develops with experience at the University and is a vital component of the faculty's role in the University mission. (taken from the April 2011 Faculty Roles Document)

1) Did the activity take a significant, extended amount of time or effort over more than one meeting?
2) Did the activity require a faculty member's academic experience/expertise?
3) Did the activity require the faculty members' professional experience/expertise?