

Comments:

- The use of the following L^AT_EX template for the annual activity report is optional.
- Activity reports and supporting documents must be filed using the electronic activity file system. Please see <https://go.math.illinois.edu/ActivityReports> for instructions.
- If you have no activity to report in a given category, just leave that line blank. Otherwise include as much detail as you think helpful. You may use the lists incorporated in this document by removing the percent sign %.
- Please feel free to extend and to modify this template as needed. For example, feel free to add narrative statements at the top of any or all sections. Reprints and preprints can be included in your electronic activity file.
- Space is provided throughout this year's template for you to specifically note the impacts of the COVID pandemic on your research, teaching and service. All of these locations are noted in red.

Name Goes Here. 2021–2022 Activity Report. Date goes here.

Professional activity

Optional: narrative description of professional activity, research direction and future plans. Overall discussion of impact of COVID on work in 2021. How have your future plans been affected by the pandemic?

I. Research

Brief description of recent research.

Research-based teaching reduction.

Tenure-code faculty will be considered for a 2+1 teaching load. If you do **not** wish to be considered for a 2+1 load, please say so. If you qualify automatically, please indicate the reason. Please feel free to supply additional information or attach supporting documentation.

Publications.

List papers accepted in the years 2019—present. **Include a complete citation if the paper has already appeared, and otherwise give the journal and the number of pages.**

Papers accepted in 2022:

Papers accepted in 2021:

Papers accepted in 2020:

Papers accepted in 2019:

List papers submitted in the years 2019—present which have not yet been accepted. Indicate the date of submission and the length of the paper.

Grant support 2019–present (Give dates and amounts. Indicate whether the grant includes summer salary or graduate student support in 2021 or 2022. Note here in red any grants approved

for funding which were placed on temporary hold, rescinded, reduced, or significantly repurposed due to disruptions caused by COVID-19.

Grant proposals submitted since last activity report.

Talks and conference presentations 2019–present. Note here in red any talk, invited lecture, or conference presentation which was cancelled due to COVID.

Other research activities and honors not described above.

II. Teaching and advising

The EC uses several methods to evaluate faculty teaching in the annual review process. The choice of which option to use is up to you, but please note that all faculty must choose at least one option.

Option 1 is to provide ICES teaching data as in past years. To this end, please circle one of the following.

- (a) I believe that you already have my ICES scores.
- (b) I am providing my ICES data below. (Please explain any missing scores.)
- (c) I do not wish to provide ICES data.

Option 2 is to fill out an inventory of best practices for instruction. Faculty who are interested in having their teaching evaluated according to this method should fill out the inventory using the following webform:

<https://go.math.illinois.edu/InventoryOfBestPractices>

Please note that not all inventory questions may be relevant for all courses taught. The inventory provides numerous opportunities for additional comments or clarification, or other information about teaching. Instructors should fill out the webform for each course taught in 2021-2022. You are welcome to fill out the inventory separately for each course which you have taught, or to join like courses together. **The inventory has been modified this year to include specific places for you to comment on the impact of COVID on your teaching.**

Providing ICES data and completing this inventory are two separate methods for documenting teaching effectiveness; faculty may choose to use either or both of these methods. The EC will determine the “T:Classroom Instruction” component of the R+S+T score using the higher score of these two methods.

Finally, any faculty member who does not wish to have their teaching evaluated by either of these two options is welcome to provide their own documentation of teaching effectiveness. Please note that the EC will not visit individual faculty members’ classes as part of the annual review process.

Courses taught-add comments if appropriate. Please indicate the number of students enrolled. For instance, you can look up this information at <https://www-s.dmi.illinois.edu/course/crsinstrsearch.asp>

Spring **2022**

Math 999 (Course Title) 999 Students. ICES: a/b (instructor/course)

Fall **2021**

Math 999 (Course Title) 999 Students. ICES: a/b (instructor/course)

Spring **2021**

Math 999 (Course Title) 999 Students. ICES: a/b (instructor/course)

Fall **2020**

Math 999 (Course Title) 999 Students. ICES: a/b (instructor/course)

Spring **2020**

Math 999 (Course Title) 999 Students. ICES: a/b (instructor/course)

Fall **2019**

Math 999 (Course Title) 999 Students. ICES: a/b (instructor/course)

Ph.D. students supervised 2019–present (give current status).

Other students and postdocs mentored 2019–present (*e.g.* independent study, reading course and summer research students).

Other instructional information (*e.g.* special features of the courses you taught, ICES scores, Incomplete List appearances, teaching awards, teaching innovations, curriculum reform). **Note here in red any contributions to instructional programs related to COVID.** This may include: significant modifications to course materials, training programs for online instruction, mentoring other faculty members and graduate instructors as they transitioned to hybrid or remote teaching modalities, etc. In line with the Provost's email to faculty members on March 25, 2020, if you are choosing the option to have teaching evaluated via ICES data, you may ask the EC to disregard Spring 2020 ICES scores.

III. Service

Committee service

2021–2022

2020–2021

2019–2020

Other service to the department or campus. Please use this space to identify contributions to department, college, campus or community initiatives, public discussions, and engagement related to COVID-19.

Recent service to the mathematical community (*e.g.* seminars organized, conferences organized, refereeing, editorial work, NSF reviews and panels, service to professional societies). Note here in red any service activity, *e.g.*, review panels, planned service at the Joint Meetings, etc., which was cancelled due to COVID-19.

Other service information

IV. Other

Optional. Any other information, issues, or concerns which you wish to include. Please use this space to describe any other ways in which the COVID pandemic affected your scholarship and professional activity during the past year, which has not already been discussed earlier in this report.