

Instructional Activities Review: What to include your annual teaching portfolio

See A&S Policy on Teaching Effectiveness for more information
<http://www.cas.gsu.edu/files/policies/files/TeachingEffectiveness.doc>

Your teaching portfolio should include the following sections

1. A complete list of courses taught (Spring, Summer, Fall)
2. Numerical evaluations for all courses (Spring, Summer, Fall)
3. A complete list of all independent studies, theses, dissertations, general exam, honors, practicum, and other such courses one has directed or on which one has served as a committee member during the year (Spring, Summer, Fall). List all student-coauthored publications (published, in press, submitted), presentations, and other nonthesis papers (which are probably listed as Scholarly Works rather than in the Instruction section of your FIMS-based annual report).
4. Complete materials from two courses taught during the year, including syllabi, exams, written comments in evaluations, assignments, and other materials. If possible, materials should be submitted from one specialty course and one more general course.
5. Optional materials (**10 pages or so**) to permit evaluation, including
 - a. selected illustrative handouts, powerpoints, or activities
 - b. a list of postdoctoral associates mentored
 - c. information on new courses developed
 - d. information on new instructional techniques developed
 - e. statement of efforts to stimulate curiosity, creativity, and critical acumen
 - f. other evidence of teaching effectiveness and student learning
 - g. teaching award or recognitions
 - h. pedagogical publications or presentations

How will your teaching portfolio be evaluated?

The departmental Executive Committee (in an advisory role) and the Chair will review your teaching portfolio, annual report and CV as part of the annual merit equity review process. The College policy (see URL above) specifies the review criteria for these

reviews. The “*Annual Evaluation - Executive Committee Input Form*” summarizes what the reviewers are looking for in your teaching portfolio and annual report.

Note that neatness, organization, and length are NOT criteria on which your portfolio is explicitly evaluation. Still, it can't help to submit a massive, unorganized collection of papers where it is difficult to find the various pieces of required information. There is no specific form for the portfolio (i.e., some faculty use binders, but others use folders or envelopes or other methods), but do document the extent and the effectiveness of your instructional as clearly and concisely as possible.

ANNUAL EVALUATION - EXECUTIVE COMMITTEE INPUT FORM

Faculty member reviewed: _____ Rater : _____ Primary* or Secondary?

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent 6=Outstanding

Professional Development score (1-6) = _____ Instruction (1 to 6) = _____ Service (1 to 6) = _____

Professional Development ~~~~~

*Number of: refereed publications = _____ senior = _____ nonrefereed publications = _____ senior = _____

*In press: refereed publications = _____ senior = _____ nonrefereed publications = _____ senior = _____

Significant publications that should be highlighted in annual review letter: _____

*Professional presentations = _____ senior = _____ of which _____ were invited; number of colloquium talks = _____

*Number of: internal grants = _____ PI = _____ new internal grants in 2006 = _____ total \$ _____

*Number of: external grants = _____ PI = _____ new external grants in 2006 = _____ total \$ _____

*New awards: _____

*Editor of _____ journals; member of _____ editorial boards; reviewed _____ submissions to _____ journals

*Grant reviewer for the following agencies: _____

Other evidence of professional development: _____

Comments / justification for your rating : _____

Instruction ~~~~~

Teaching publications: _____

Teaching professional presentations: _____

Number of sections taught = _____ additional classroom instruction = _____

Do syllabi conform to university guidelines? Are the expectations appropriate for the course level? Are reading assignments appropriate to the course level and catalog description? If no, explain _____

Are course materials appropriate to current state of field? If no, explain _____

In what particular ways are courses structured to cultivate curiosity, creativity, and critical acumen? _____

New courses or noteworthy new teaching practices: _____

Quality of student evaluation scores: _____

Quality of written evaluations, and representative comments: _____

Other evidence (aside from student evaluations) of teaching effectiveness: _____

Instruction (continued)

Direction of graduate student work: *Extent* – Indicate the total number of thesis/doctoral/exam committees last year

as chair = _____ completed, _____ ongoing; as member = _____ completed; _____ ongoing

Indicate the number of students supervised last year in 9920/research = _____, teaching = _____, 9910/readings = _____,

practicum = _____, Other / comment: _____

Direction of graduate student work: *Effectiveness* – Note evidence including student presentations, publications, awards

Student co-authored publications; # students _____ # different papers _____ comment _____

Student co-authored presentations; # students _____ # different papers _____ comment _____

Student awards or achievements: _____

Direction of undergraduate student work: *Extent* – Indicate the total number of students supervised last year in Honors thesis = _____,

practicum = _____, other/comment = _____

Direction of undergraduate student work: *Effectiveness* – Note evidence including student presentations, awards _____

Number of postdoctoral fellows supervised = _____

Other comments / justification for your rating : _____
