

Annual Evaluation Portfolio Guidelines

The portfolio for annual evaluation may consist of two parts, which may be submitted electronically. Part 1 (which is contained in a single three-ring binder, no more than 3½”) consists of the following (1-5 are required; 6 is optional):

1. A brief essay/cover letter presenting the portfolio, describing significant accomplishments and information about the faculty member’s performance, and setting forth goals and plans for the coming year.
2. The [Summary of Professional Activity Form](#) providing factual information about the candidate.
3. An up-to-date professional resume (curriculum vita).
4. A statistical summary of the responses to the objective questions from the student evaluations of courses. (This summary will be provided to each faculty member by the department head responsible for evaluation.)
5. A statistical summary of the grade distributions of the courses taught by the faculty member during the evaluation period. (This summary will be provided to each faculty member by the department head responsible for evaluation.)
6. Mentor and/or peer comments (optional).

Part 2 of the portfolio is optional. If submitted, it contains only copies of all student evaluations of courses or a separate listing of written comments from all student evaluations. (This item may be in a separate notebook other than the 3½” binder referred to above.)

Promotion and Tenure Portfolio Guidelines

The portfolio for promotion and tenure (and pre-tenure review) consists of two parts, which may be submitted electronically. Part 1 consists of no more than 3-1/2" of contents in a single binder, of the following:

1. A brief essay/cover letter presenting the portfolio, describing significant accomplishments and information about performance or other information that would promote the candidate, and setting forth goals and plans for the coming year.
2. The Summary of Professional Activity Form providing factual information about the candidate covering the entire promotion/tenure evaluation period. To complete this section of the portfolio, faculty members should follow the Instructions for Completing the Summary of Professional Activity Form.
3. A copy of the faculty member's Annual Faculty Evaluation Summary Form for each year during the promotion/tenure evaluation period. Whenever possible, a candidate with previous academic employment during the promotion/tenure evaluation period will provide similar documentation from the previous employer.
4. An up-to-date curriculum vitae in the required Clayton State format.
5. Statistical summaries of the responses to objective questions from the Student Evaluation of Instructor during the evaluation period. Summer semester statistical summaries may be included at the candidate's discretion. (These summaries will be provided to each faculty member by the department head/associate dean responsible for evaluation; any missing data will be explained.)
6. Statistical summaries of the grade distributions of the courses taught by the faculty member during the evaluation period. (These summaries will be provided to each faculty member by the department head/associate dean responsible for evaluation; any missing data will be explained.)
7. Mentor and/or peer comments (optional).
8. Documentation for each evidentiary category for which, in the faculty member's opinion, the criteria have been met. This section will be clearly organized in the order in which the evidentiary categories appear on the Promotion and Tenure evaluation form.

Part 2 of the portfolio will contain a separate listing of all written comments from all Student Evaluations of Instructor (Summer optional) and may be contained in a separate binder from the binder referred to in Part 1 of the portfolio.

The Summary of Professional Activity Form

1. General information. The Summary of Professional Activity form is one component of the portfolio to be submitted annually for faculty performance reviews. The form also is submitted as part of the application for promotion and/or tenure. The form provides information to evaluators, and promotion and tenure committees to assist them in performing their duties.

The portfolio (contained in a single three-ring binder, limited to 3½") submitted by each candidate for annual evaluation, promotion and/or tenure will consist of the following elements:

- A brief essay/cover letter presenting the portfolio, and describing significant accomplishments and information about performance or other information that would promote the candidate, and goals and plans for the coming year.
- A form (the subject of these instructions, Summary of Professional Activity) providing factual information about the candidate.
- Copies of the faculty member's Annual Faculty Evaluation Summary forms from the first two year's of the promotion/tenure evaluation period.
- A curriculum vita.
- Other significant evidentiary sources relevant to promotion and/or tenure.

The following information will be provided to each faculty member and the department head or associate dean responsible for evaluating the faculty member:

- A statistical summary of the responses to the objective questions from the student evaluations of courses (must be included in portfolio).
- The copies of all student evaluations of courses or a separate listing of written comments from the evaluations (optional in portfolio).
- A statistical summary of the grade distributions of the courses taught by the faculty member during the evaluation period (must be included in portfolio).
- Mentor and/or peer comments (optional in portfolio).

The role of Summary of Professional Activity form is to provide factual information, not a detailed description of professional activity. The purpose of the essay/cover letter is to provide faculty the opportunity to highlight significant accomplishments. The purpose of the evidentiary sources portion of the portfolio is to provide appropriate detail concerning professional activity. Details concerning entries in the form should be provided in either the essay/cover letter or in the evidentiary sources.

2. Introduction to the form. The form is provided as a Microsoft Word™ document to be completed by the faculty member. The form consists of a heading section (on the top of the first page) and three sections corresponding to three areas of evaluation required by the Board of Regents of the University System of Georgia: teaching, service to the institution and professional development. Not all categories will apply to every faculty member.

It is expected that many of the categories will be blank.

Much of the information required by the form is (hopefully) self-explanatory from the titles appearing in the tables. Nevertheless, brief comments about each of the tables of the form are provided below. Suggestions for improvements to the form are always solicited.

3. Heading information. The top of the first page of the form provides blanks for identification and status information.

- a. Name. Self-explanatory.
 - b. Department/school. Self-explanatory.
 - c. Dates. If the form is being submitted for the purpose of annual evaluation, the year entry associated with the months should be the same, that of the evaluation year. If the form is being submitted for the purpose of application for promotion and/or tenure, the dates should cover a three-year period. If the form is being submitted for the purpose of pretenure review, the dates should cover a three-year period. If the form is being submitted for the purpose of post-tenure review, the dates should cover a five-year period. After full conversion to the new promotion and tenure system, the individual forms from the past two year's annual evaluation submittals (past four year's for post-tenure review) plus the current annual evaluation year, may be used.
 - d. Faculty rank and effective date. Provide your current faculty rank and the date upon which it became effective.
 - e. Highest degree. Self-explanatory.
 - f. Years of service and tenure status. Enter the total number of years served at Clayton State through the end of the evaluation year, and enter one of the following: tenured, tenure-track, non-tenure-track.
4. Teaching. The first 3 pages of the form provide tables for recording teaching related activity.
- a. Individual courses. Provide the information for courses you alone taught (there is another table for team-taught courses). Obtain the number of students from Banner or the Duck. If there is no course Web site, leave the space blank.
 - b. Courses developed and/or major revisions of courses. Examples might include the development of new courses that have not been taught before at Clayton State and substantial modifications to existing courses. The description of effort should be brief. Development of new on-line courses or major modifications to on-line courses should be entered here (not under applications of technology to teaching).
 - c. Team-taught courses. Provide the information for courses you team-taught with another instructor(s). Place the percentage of the course for which you were responsible and the name of your co-instructor in the course title space. Obtain the number of students from Banner or the Duck. If there is no course Web site, enter "none."
 - d. Lectures delivered in other courses. Provide information concerning individual lectures you taught in another instructor's course. Place the name of the primary instructor of the course in the course title space.
 - e. Program or curriculum development. Examples might be design of the curriculum for a new major, a track in the Integrative Studies degree program or major revisions to the curriculum of an existing major. The description of effort should be brief.
 - f. Special recognition for teaching accomplishments. Recognitions for teaching, such as the Smith Award, are entered in this table.

- g. Applications of technology to teaching. Creations of original computer programs, simulations and/or technology techniques that are used in Clayton State courses are included in this table. Provide a short description of the application.
- h. Direction of individual student research or internships. Enter the student's name, the course and a brief description project in this table. Provide details on level of your involvement and results of the research or internship in the essay/cover letter or in the evidentiary sources.
- i. Other teaching activities. Other areas of evaluation of teaching activity must be preapproved. Unless pre-approval has been obtained, this table should not be used.

5. Service to the institution. Pages 4 through 7 of the form provide tables for recording activity related to service to the institution.

- a. Committee service. Provide the committee name, your role on the committee, any special contributions you made to the committee's work (place details in the essay cover letter or in the evidentiary sources), and frequency and length of meetings (average) in this table.
- b. Mentoring. Provide the names of full-time and part-time faculty for whom you served as a mentor. Include a brief description of your mentoring role.
- c. Advisement and Mentoring of Students. List the disciplines (include undeclared, if applicable) for which you have advising and mentoring responsibilities, the number of students (by discipline) assigned to you and the number of advisement and mentoring plans developed (associate or bachelors degree plans). This category does not apply in Schools having centralized advising by staff members.
- d. Support to student organizations and/or activities. Self-explanatory.
- e. Development of advisement materials. Examples of such materials are Web-based advisement guides for specific disciplines, or brochures and handouts used in the advisement process.
- f. Coordination of department, school or university-wide programs. List organizations or programs for which you have significant administrative duties. Examples include service as a coordinator for a program or special assigned administrative duties.
- g. Contribution to system or regional accreditation programs.
- h. Contributions to the improvement of campus life. List any other contributions to the institution.
- i. Contributions to the improvement of community life. List contributions related to one's discipline or that result from one's experience and education and made to the larger community. Service on local committees that are not directly related to disciplinary professional growth and development should be listed here. Briefly describe your role in the organization.
- j. Other service to the institution. Other areas of evaluation of service to the institution must be pre-approved. Unless pre-approval has been obtained, this table should not be used.

6. Scholarly Activities and Professional Development. Pages 8 through 13 of the form provide tables for recording activity related to professional growth and development.

- a. Membership and or service in professional societies. List professional societies for which you are a member and indicate offices held or significant contributions (in the evaluation year).
- b. Grants, fellowships or contracts. Provide the information indicated for currently active grants, fellowships or contacts.
- c. New proposals for grants, fellowship and contracts (not yet funded). Provide the information indicated for proposals submitted for grants, fellowships or contracts that have not yet funded.
- d. Publications. Provide the information requested for publications in the categories indicated in the table. If the item has been published, provide a citation; if not provided its status: submitted or accepted for publication.
- e. Artistic performances or creations. Provide the title and a brief description of artistic performances or creations (include the venue or audience).
- f. Research activities.
- g. Presentations before learned societies, professional organizations or public institutions. Self-explanatory.
- g. Consulting which involves scholarly application of professional expertise. Selfexplanatory.
- h. Professional licenses or certifications. Self-explanatory.
- i. Development of scholarly applications of technology. Do not include applications of technology to teaching in Clayton State courses (such applications should be entered in the table provided in the teaching section of the form).
- j. Participation in professional development training related to one's discipline, scholarship and/or creative activities. Clearly indicate whether you were the recipient of the training or the trainer.
- k. Special recognitions for professional growth and development accomplishments. Selfexplanatory.
- l. Other professional growth and development activities. Other areas of evaluation of professional growth and development must be pre-approved. Unless pre-approval has been obtained, this table should not be used.