Appendix I: Evaluation of Teaching

Faculty on 4-4 teaching loads will be evaluated primarily on their teaching; evidence of professional development activities related to teaching may also be submitted for consideration. For these faculty, the evaluation will be weighted at 80% teaching and 20% service. Faculty who receive release time for research or extra service will be evaluated as well on those activities, according to percentages established in advance (e.g., 60% teaching, 20% research, 20% service) with the associate dean for academic affairs. Faculty who do not receive release time for teaching or service may also establish alternative percentages, agreed upon in advance, with the associate dean for academic affairs. These percentages may vary from the 80%/20% split, but should nonetheless reflect the significant amount of the faculty member’s effort assigned to instruction.

The remainder of this document focuses on the evaluation of teaching and service. Faculty who will also be evaluated on research and/or extra service should consult with the associate dean for academic affairs to discuss the materials to be provided for that part of the evaluation.

Portfolios for evaluation are due on July 15 of each calendar year, or the Monday after the 15th if the 15th falls on a Saturday or Sunday.

The teaching evaluation takes into consideration the quality of the faculty member’s classroom teaching and the quality and appropriateness of related classroom materials.

The faculty member’s teaching evaluation portfolio should include the following documents:

A. Framing letter (list of courses taught, and any key teaching achievements, new pedagogical initiatives, or unusual circumstances you would like to point out).
B. A current c.v.
C. Complete sets of student evaluations from the previous semester or the previous year’s classes (i.e., all available student evaluations that were not used in an earlier evaluation cycle). Qualitative comments can be included as well, but if any comments from a class are included, the whole set of comments from that class must also be included.
D. Include one syllabus for each different course you teach (if you are teaching two sections of the same class, only one syllabus is needed—unless the two sections differ substantially from each other).
E. Samples of assignments and exercises from your current semester’s classes. You may wish to include brief (two or three sentence) notes about why you included these particular items; however this is not a requirement.
F. Scanned or electronically graded copies of graded student work. Please include at least two or three examples selected to show how you respond to the work, and briefly explain your reasons for the selection.
G. Class visit reports, if applicable.
Appendix II: Criteria for Evaluating Portfolio Materials

1. Do syllabi for students clearly describe the course requirements, procedures, course grading policies and university policies (required: statement on disabilities; see others recommended at https://stearnscenter.gmu.edu/knowledge-center/designing-your-syllabus/)?

2. Do the portfolio materials demonstrate that courses taught are clearly organized and incorporate appropriate approaches to student learning?

3. Do assignment prompts clearly explain the parameters, goals, and evaluation criteria for the assignment?

4. Are assignments appropriate to the course level, course content, and course goals?

5. Do responses to student work address issues of substance in the work, rather than only technical points or mechanics?

6. Does the portfolio offer evidence that the faculty member is engaged in ongoing pedagogical self-development, e.g. by developing new kinds of assignments, trying out new approaches to teaching a subject, or participating in professional development related to his or her teaching? The portfolio can offer evidence for this self-development through the teaching statement and/or through inclusion of relevant materials with some description of how they are new and what they tried to achieve.

7. What levels of student satisfaction are indicated by recent evaluation forms?

8. Have all required materials been updated and included in the portfolio?