

## **2008 EXCEPTIONAL ANNUAL PERFORMANCE**

**The following outline is to be used as a guide for the development of the annual report if you are submitting for the competitive rating of Exceptional Annual Performance. In addition, documentation must be submitted to substantiate accomplishment.**

### **I. TEACHING**

#### **1. Workload**

(Such factors as course assignments, credit hour production, heavy advisement load, course overload, independent studies, theses directed, office hours, etc. Also report performing teaching-related duties, e.g., directing the Writing Center, directing a play, etc., in exchange for release from teaching one or more classes, and other information you consider related to workload.)

#### **2. Advising/Recruiting Activities**

(The emphasis is upon *quality* of advising and recruiting activities rather than *quantity*, which is considered under Workload.)

#### **3. Course Ratings**

(Summarized, norm referenced SPTE and E-SPTE results and student comments. Results from other instruments used to solicit student input may be included but are not required.)

#### **4. Student Involvement and Success**

(Other evidence, besides course ratings, that the faculty member chooses in order to document effectiveness in teaching. Could include success of students in competitions, or in publishing or presenting when the faculty member can claim credit for mentoring or preparing the student. Other information you consider related to student involvement and success.)

#### **5. Course revisions, curriculum development, course content, grants that focus on curriculum or that provide opportunities for student learning**

(The emphasis here is upon contributions to the curriculum and its content that enhance quality or facilitate learning.)

#### **6. Professional development activities, presentations having impact on pedagogy, teaching or content beyond the boundaries of P.S.U.**

(Most professional development activities and presentations should be reported under Scholarly Activity. However, those that have an immediate or direct impact on pedagogy, teaching or content beyond the boundaries of P.S.U. may be considered here. Examples: a new approach to teaching language that is adopted by a significant number of schools across the state; a text that is widely adopted and successfully tested by other institutions; etc.)

**7. Other**

(Include here any other evidence of teaching effectiveness that does not fit in any of the above six categories.)

**II. SCHOLARLY/CREATIVE ACTIVITY**

**1. Papers Submitted/ Published/ Presented**

**2. Performances, Exhibits, Creative Endeavors**

(Recitals, art exhibits, drama productions, etc.)

**3. Scholarly/ Professional Development**

(Work in progress, self study, completed workshops or course work, progress toward degrees, etc.)

**4. Conferences Attended**

**5. Grants (writing, reviewing)**

(Grants that primarily support teaching rather than the development of new knowledge usually belong under Teaching, Item 5. Including review of grant proposals if not listed under professional service)

**6. Other**

**III. SERVICE**

**1. University & College**

**2. Department**

**3. Professional**

(Service to professional organizations and other information you consider related to professional service.)

**4. Community**