Index

A
Academic Commons Web site, 69
Acronyms, 27
Active learning, 40, 161, 200, 203, 249–250, 310, 315, 317, 340
Appendix: cross-referencing to narrative, 12, 13, 15, 17, 36, 77; list of items in, 36; materials for, 57–58. See also individual portfolios
Armstrong, P., 90
Audience, 26–27
Awards/honors, 26. See also individual portfolios

B
Barrett, H., 62, 63
Batson, T., 63
Binder, with tabs for appendices, 20, 30, 35, 55
Biological sciences portfolio (Rosenthal): appendices, 133; awards and recognition, 130–131; contents, 121; course material, 126–127; evidence of student learning, 131; goals, 132–133; mentoring of peers, 129–130; methods and strategies, 124–126; outreach, 131–132; philosophy, 122–124; responsibilities, 121–122; student assessment tools, 128; student feedback, 129; teaching evaluation score, 128–129; technology, 125–126
Boyer, E. L., 103

C
Certificate of attendance, 13
Charts, 27, 38
Chemistry and biochemistry portfolio (Smith): appendices, 148; awards and nominations, 146; contents, 134; evidence of student learning, 146–147; goals, 147–148; grant writing and service, 143; materials for teaching, 139–142 [content delivery, 140–141; handouts and worksheets, 138, 139–140; interactive lecture videos, 142; study tools, 141; virtual laboratories, 142; writing assignments, 142]; objectives/strategies/methodologies, 138–139; peer assessment, 144, 146; philosophy, 136–137; professional development, 142–143; responsibilities, 134–136, 135t; student
assessments, 143–144, 145t–146t; 147; technology, 138, 139, 140, 141, 142, 144, 146, 147
Chemistry and mathematics portfolio (Schnackenberg): appendices, 158; contents, 149; evidence for student learning, 154; goals, 158; group work, 153, 156; objectives and methodology, 151–153; peer assessment, 156–157; philosophy, 151; professional development, 157–158; responsibilities, 149–150; student assessment, 154–155; syllabi, 153; teaching improvement activities, 155–156
Chief academic officer (CAO), 109
Clarity, 116–117
Classroom observations, 29, 30
Clinical education portfolios: accomplishments and awards, 76; appendices, 77–78; audience for, 71–72; evaluations, 77; evidence for student learning, 78; evidence of accomplishments, 77–78; evidence of successful innovations, 75; lecture list, 77; narrative, 73–77; overview of, 71–72; philosophy, 73–74; professional goals, 76–77; publications, 77–78; responsibilities, 74
Coherence, of teaching portfolio, 40
Collaboration. See Mentors/mentoring
Colleague comments, limiting number of, 39
Commercial programs, for e-portfolio, 68
Commercial study tools, 141
Communication. See Communication and philosophy portfolio (Walch); English and communication portfolio (Loring)
Communication and philosophy portfolio (Walch): appendices, 170; conferences/workshops, 169; contents, 159; courses, 166–167; experiential learning, 165, 167; goals, 170; innovations, 167–169; objectives, 161–162; philosophy, 161; responsibilities, 159–160; strategies, 163–166; student assessment, 169; teaching improvement activities, 167–169; teaching philosophy, 161
Communication skills, 199, 208–209, 357
Conference presentations, 30. See also individual portfolios
Confidentiality issues, e-portfolio, 69
Conservation ecology portfolio. See Fish/wildlife/conservation ecology portfolio (Boeing)
Copyright issues, e-portfolio, 69
Critical thinking skills, 152, 173, 199, 208, 261–262, 339, 358, 359, 360, 362
Curapersonalis, 85
Curricular revision, 29
Curriculum vita, vs. teaching portfolio, 4, 11

D
Database construction, for e-portfolio, 68–69
Data triangulation, 7
Date of portfolio, 36
Developmental biology portfolio. See Physiology and developmental biology portfolio
Disappointments, including in portfolio, 37–38

E
Electronic Portfolio Consortium, 69
Elgin Community College, 96–101; Center for Enhancement of Teaching and Learning (CETL), 96; funding and support for initiative, 98; interdisciplinary collaboration, 99; mentors-in-training, 98–99, 100; self-assessment/portfolio overlap, 99–100; Teaching Portfolio Initiative, 97–101; workshops, 98–99, 100; workshops, introductory, 97–98, 100
English and communication portfolio (Loring): appendices, 182; conferences, 181; contents, 171; courses, 172; evidence of student learning, 177; Gaining Retention and Achievement for Students Program (GRASP), 180; goals, 182; objectives/strategies/methodologies, 174–176; peer assessment, 179–180; peer editors, 175; peer review of teaching materials, 180–181; philosophy, 172–174; responsibilities, 171–172; student assessment, 177–179, 178t; syllabi, 176, 180; teaching improvement activities, 181; teaching recognition, 180–181; workshops, 181
Environment, safe, 199
E-portfolio: autobiographical approach to, 66f; commercial programs for, 68; confidentiality issues, 69; copyright issues, 69; creating, 67–70; database construction, 68–69; data collection/retrieval, 66; evaluation rubrics for, 67–68; goals, 67–68; inclusion of personal photograph, 64f; item selection, 65; mobile portfolio, 70; overview of, 63–67; self-assessment, 70; self-reflection, 70; standards statements, 68; technical issues, 69; text-only approach to, 65f
Ethics, 209–210, 258–259
Ethnic and cultural awareness, 285–286, 287
Evidence: explaining in teaching portfolio, 37, 57. See also individual portfolios
Experiential learning: in communication and philosophy, 165, 167; in fish/wildlife/conservation
ecology, 204–205; in government, 210; in nursing, 260–261; in pathology, 272; in physical therapy, 285, 286; in social and behavioral sciences, 340, 346; in social work, 358–359, 361

Extrinsic-physical process, 223

F
Faculty annual report, vs. teaching portfolio, 52

Family and consumer sciences portfolio (Devall):
accomplishments, significant, 194; advising, 191;
appendices, 195; committee memberships, 192; contents, 183; course assignments, 187–188; evidence of student learning, 192–194; honors, 190; methodology, 186–187; motivational techniques, 188; peer assessment, 190; philosophy, 185–186; professional development, 191; responsibilities, 183–184; student assessment, 189; technology, 187

Field trips, 187, 201, 205

Fish/wildlife/conservation ecology portfolio (Boeing):
advising philosophy, 200; advising strategies, 201–202; appendices, 205; classroom observations by peers, 203; conferences and presentations, 204; contents, 196; experiential learning, 204–205; goals, 205; key elements of, 197;

professional development, 203; publications, 202; recognitions/awards/grants, 204–205; responsibilities, 197–198; student assessment, 202–203; student internships, 204; teaching philosophy, 198–199; teaching responsibilities, 197–198; teaching strategies, 200–201

Florida Gulf Coast University (FGCU): lessons learned, 106–107; mentors, 104, 105, 106, 107; performance/promotion at, 102–103; professional development plan, 103–104; Teaching Portfolio Institute, 104–105, 106

Folio thinking, 64–65

Force Concept Inventory (FCI), 300–301

G
Gary, P. J.
Glassick, C. E., 103

Government portfolio (Baker):
alumni feedback, 214; appendices, 247; awards and honors, 212–214; campus and community outreach, 211–212; contents, 206; course rotation, 210–211; curriculum development, 215–216; effectiveness of teaching, 212; evidence of student learning, 215; experiential learning, 210; instructional materials, 215; lessons learned, 216–217; philosophy and strategies,
207–210; preface, 206–207; publications/presentations, 213; research supervision, 211; responsibilities, 210–212; student assessment, 213–214
Graduate students, University of Massachusetts Amherst: e-portfolios, 91–92 [pilot program, 92; pilot program, lessons learned, 94–95; pilot program assessment, 92–94]; Teaching Documentation Program (TDP), 89–91; workshops, 89
Graduate teaching assistants, value of portfolio to, 56
Graphs, 38

H
Helen Barrett’s blog, 69
Huber, M. T., 103
Humor, 123, 130, 139, 141, 144, 203, 210, 250

I
Improvement portfolio, 8–9, 26; audience for, 27; including disappointments in, 37–38
Independent research, by student, 201–202
Information, specific vs. general, 38
Interactive learning, 326
Intrinsic-thought process, 223
Italics, 38
Items, for teaching portfolio, 10–19; appendix, 17–19; bulky, 40; consistent items, 54; good teaching/student learning products, 16–17 [advanced study, 16; exam scores, 16–17; student paper drafts, 17; student publications/presentations, 17]; mandated, 6–7; material from oneself, 11–14 [curricular revisions, 12; goals, 13–14; improvement activities, 13; instructional innovations, 13; materials, 12; methodologies, 12; philosophy, 12; responsibilities statement, 11; syllabi, 13]; material from others, 14–16 [classroom observations, 15; colleague review of materials, 14–15; honors and recognition, 15–16; improvement activity documentation, 15; student course evaluations, 14]

J
Jargon, avoiding, 27, 105, 113
Journals, teaching, 168
Justice studies portfolios (Walsh-Haney): appendices, 232–233; contents, 218; curricular revisions, 227–228; evidence of student learning, 232; goals, 232; master’s students, 226, 232; mentoring, 226; objectives, 227; philosophy, 222–223; presentations, 230; presentations, student, 232; professional outreach, 230, 232; publications, student, 232; responsibilities and syllabi, 218–222; strategies, 223–226; student assessment, 228–230t, 229t, 231t; technology, 224, 225
K
Kilbane, C. R., 91
Kirk, D., 168–169

L
Lakoff, G., 164
Langer, E., 126
Law portfolio (Blitz): appendices, 243–244; community outreach, 242–243; contents, 234; honors, 240; philosophy, 235–238; responsibilities, 234–235; strategies and methodologies, 238–239 [audiovisual technologies, 238–239; exercise-based learning, 239; intensive questioning/rigorous discussion, 238]; student assessment, 240–242; syllabi, 239–240; teaching improvement activities, 242, 243; teaching skills development, 243; technology, 238–239, 243
Legacy, 6, 26, 282–283
Letters: from department chair, 30; of invitation, 58
Lifelong learning: biological sciences, 124, 128; in clinical education, 74, 76; in communication and philosophy, 161; in English and communication, 173; in government, 207, 210; in music, 255; in pathology, 272, 274; in physical therapy, 285, 286, 288; in physics, 302; teaching portfolio, 111
Loyola University, Center for Teaching Excellence, 81–82
Loyola University, Teaching Portfolio Workshop study: findings, 83–86 [benefits of portfolios, 85, 86–87; cross-discipline collaboration, 85–86; shortcomings of portfolios, 85; student assessment practices, 84; student course evaluations, 85; teaching effectiveness, 84; teaching philosophy, 84; tenure review, 84]; mentors, 82; method of analysis, 83; portfolio as development vs. evaluation tool, 86

M
Maeroff, G. I., 103
Mannheimer, K. L., 90
Mentors/mentoring: cross-disciplinary, 24, 53–54; importance to self-preparation, 53; mentors-in-training, 98–99, 100; recruiting, 31–32, 53; self-mentoring decision, 32–34. See also individual portfolios
Miller, J. E., 44, 86, 107, 169, 181
Milman, N. B., 91
Minority students, 200
Mobile portfolio (m-portfolio), 70
Music portfolio (Jensen-Moulton): advising, 247; appendices, 255–256; community outreach, 248; contents, 245; doctoral students, 254; effectiveness of teaching, 252–254; evidence of student learning, 251–252; goals, 255; graduate students, 247–248; methods and strategies,
250–251; peer assessment, 252–253; philosophy, 248–249; presentations, student, 249, 250–251; responsibilities, 245–248; student assessment of teaching, 253–254; syllabi, 251; teaching improvement activities, 254–255; technology, 250; time management skills, 249–250; writing skills, 249, 250, 251

N
Narrative: cross-referencing to appendix, 12, 13, 15, 17, 36, 77; formatting, 38
Nongendered language, 182
Nontraditional students, 200
Nursing portfolio (Lachman): appendices, 268; awards and honors, 265–266; clinical cases, 260; contemporary content, 261; contents, 257; critical thinking, 261–262; doctoral students, 258, 259, 261, 262, 263, 267; evidence of teaching effectiveness, 263–265; experiential learning, 260–261; goals, 267; master’s students, 258, 262, 263, 265; methods and strategies, 260–262; peer assessment, 263–264; philosophy, 259–260; professional outreach, 266–267; publications, 266; responsibilities, 257–259; role playing, 261; self-assessments, 261; student assessment, 265; syllabi, 262–263

O
Ownership, of portfolio, 54

P
Pages, numbering, 36
Pathology portfolio (Anderson): appendices, 280–281; contents, 269; curriculum coordinator, 274–275; curriculum director, 275; experiential learning, 272; goals, 279–280; lecturer/content expert, 275; mentoring, 270, 280; methods and strategies, 273–274; philosophy, 271–273; responsibilities, 269–271; student ratings program, 279; teaching improvement activities, 275–278; technology, 271, 272–274, 280; workshops, 271
Pedagogy, discipline-based, 8
Peer observations, 5, 58. See also individual portfolios
Performance standards, 24
Personnel decision portfolio, 6–8; audience for, 27; table of contents (sample), 7
Physical therapy portfolio (Tarver): appendices, 293; conferences/workshops, 292–293; contents, 282; curricular revisions, 292; evidence of student learning, 287–289; experiential learning, 285, 286; goals, 293; improvements to teaching, 291–293; innovations in teaching, 291–292; methods, 286–287; peer
assessment, 289; philosophy, 284–286; purpose statement, 282–283; responsibilities, 283–284; student assessment of teaching, 289–290; technology, 291–292

Physiology and developmental biology portfolio (Brown): advising/mentoring, 307–308; appendices, 317; contents, 306; evaluation of student learning, 315; evidence of student learning, 310–311; goals, 316–317; meeting/conference participation, 316; motivating and inspiring students, 311; peer/administrator assessment, 314; responsibilities, 306–308; strategies and methods, 309–310; student assessment, 311–314; teaching improvement activities, 314–316; technology, 309

Pilot group, of early participants, 56


Privacy issues, e-portfolio, 69

Professional development plan (PDP), 90–91, 361

Promotion/tenure, 4, 6–8, 14, 26, 84, 102–103; in clinical education, 73; and e-portfolios, 66; in pathology, 274; in psychology, 334. See also Teaching portfolio, reviewing

Psychology portfolio (Kozbelt): appendices, 338; contents, 328; curriculum/course development, 332; doctoral students, 329; evidence of student learning, 334–335; goals, 337–338; master’s students, 329; mentoring, 329, 336; motivation of students, 331; peer assessment, 334; philosophy/
goals/strategies, 329–332; professional outreach, 336–337; responsibilities, 328–329; student accomplishments, 336; student assessment, 332–333
Publications, 30. See also individual portfolios

R
Remote response devices (clickers), 138, 139, 140, 141, 144, 146, 147, 298
Research, student, 201–202
Resistance to portfolio concept, 57
Role playing, 98, 186, 261, 287, 358, 370
Rolling contracts, 102–103

S
Scholarship of Teaching and Learning (SoTL), 351
Seldin, C., 169, 181
Seldin, P., 44, 64, 86, 88, 92, 103, 107, 169, 181, 352
Self-assessment, 70, 99–100
Self-criticism, 8
Self-evaluation, 96
Self-reflection, 8, 27, 58–59, 70
Service-learning, 340, 346–347, 350–351
Silo effect, 85
Social and behavioral sciences portfolio (De Weld): appendices, 354; awards and honors, 350–351; contents, 339; course design, 341, 345–347; critical thinking skills, student, 339; experiential learning, 340, 346; goals, 353; grant proposals, 351; peer assessment, 350; philosophy, 339–341; presentations, 351–352; publications, 352; responsibilities, 341, 342–345; scholarship of teaching and learning, 351; student assessment of teaching, 347–349; teaching improvement activities, 352–353; technology, 340, 345
Social work portfolio (Evans): appendices, 362; communication skills, student, 357; contents, 355; critical thinking, 358, 359, 360, 362; direct practice, 358, 359, 360; experiential learning, 358–359, 361; goals, 361–362; methods and strategies, 358–359; objectives, 357–358; philosophy, 356–357; responsibilities, 355–356; student assessment, 359–360; teaching improvement activities, 361; writing skills, student, 357
Stanton, K., 90
Stewart, J., 163–164
Student assessment. See individual portfolios
Student Assessment of Instruction (SAI), 359–360
Student-centered education, 81
Student comments, limiting number of, 39
Student evaluation data, 30. See also individual portfolios
Student evaluation section, enhancing, 38–39
Student ratings, 5, 6, 29; example of, 58
Student work samples, 30
Syllabus, 29, 57–58. See also individual portfolios

T
Table of contents, 36; for improvement (sample), 9; for personnel decisions (sample), 7. See also individual portfolios
Tables, 27
Teaching, defining, 5
Teaching dossier, 4
Teaching improvement activities. See individual portfolios
Teaching journals, 168
Teaching philosophy statement, 37. See also individual portfolios
Teaching portfolio: administrative backing of, 59; audience for, 26–27; benefits of, 60–61; breadth of use of, 51–52; chair, role in design, 52; concept acceptance, 23–25; current use of, 51; curriculum vita vs., 4; defining, 4–5; expectations discussion, 21–22; faculty annual report vs., 52; as faculty driven, 99, 100, 101; getting started guidelines, 22–23; housing, 20, 30, 35, 55; improvement tips, 36–40; improving performance use, 8–9, 26; as individualized, 54; introduction of concept, 60; length of, 55; mechanics, 19–20; model of, 53; ownership of, 99, 100; performance improvement use, 8–9; personnel decision use, 6–8, 26; preparation time, 20, 54–55; primary purpose of, 8, 24; purpose of, 26, 63–64; selectivity of documentation in, 4–5, 25; self-reflection and, 8, 27, 58–59, 70; senior faculty usefulness, 56; single-course focus of, 9; surprising results of, 60; time needed to prepare, 57; typical length, 19–20; updating, 40, 57; uses for, 5–9, 26; voluntary participation in, 22, 24, 55, 56, 100, 103; vs. usual end-of-year faculty report, 52; weak teaching and, 53. See also Teaching portfolio, evaluation of; Teaching portfolio, steps to creating
Teaching portfolio, evaluation of: acceptability, 42; form (sample), 46–50; general items, 44–45; mandated items, 42–43; pitfalls, 43; practicality, 41–42; relevance, 42; specific questions for, 45–50
Teaching portfolio, reviewing: evidence to include, 114; failures, 114–116; outcomes-based support, 112–113; philosophy statement, 111–112; professional humility, 116; reviewers, 113
Teaching portfolio, steps to creating: compile supporting data, 30; describe teaching approach, 28; incorporate
into curriculum vitae, 30; order items, 29; planning, 26–27; prepare statements on each item, 29; present portfolio, 30; select items, 28–29; summarize responsibilities, 26–27

Teamwork, 201

Technology. See individual portfolios

Tenure. See Promotion/tenure

Theater portfolios (Hughes): appendices, 371; contents, 363; evidence of student learning, 369; goals, 370; mentoring/advising, 366–367; methods and strategies, 364–366; pedagogical transparency, 367; peer assessment, 368; philosophy, 364; professional development, 369–370; publications, 369; responsibilities, 363–364; scholarship on teaching, 369; student assessment, 367–368

360-degree evaluations, 78

Triangulation, 7

U

Updating teaching portfolio, 40, 57

V

Vice president for academic affairs (VPAA), 109
Voluntary participation, 22, 24, 56, 100, 103

W

WebCT, 139
Wildlife portfolio. See Fish/wildlife/conservation ecology portfolio (Boeing)
Writing skills, 142

Z

Zubizarreta, J., 44