

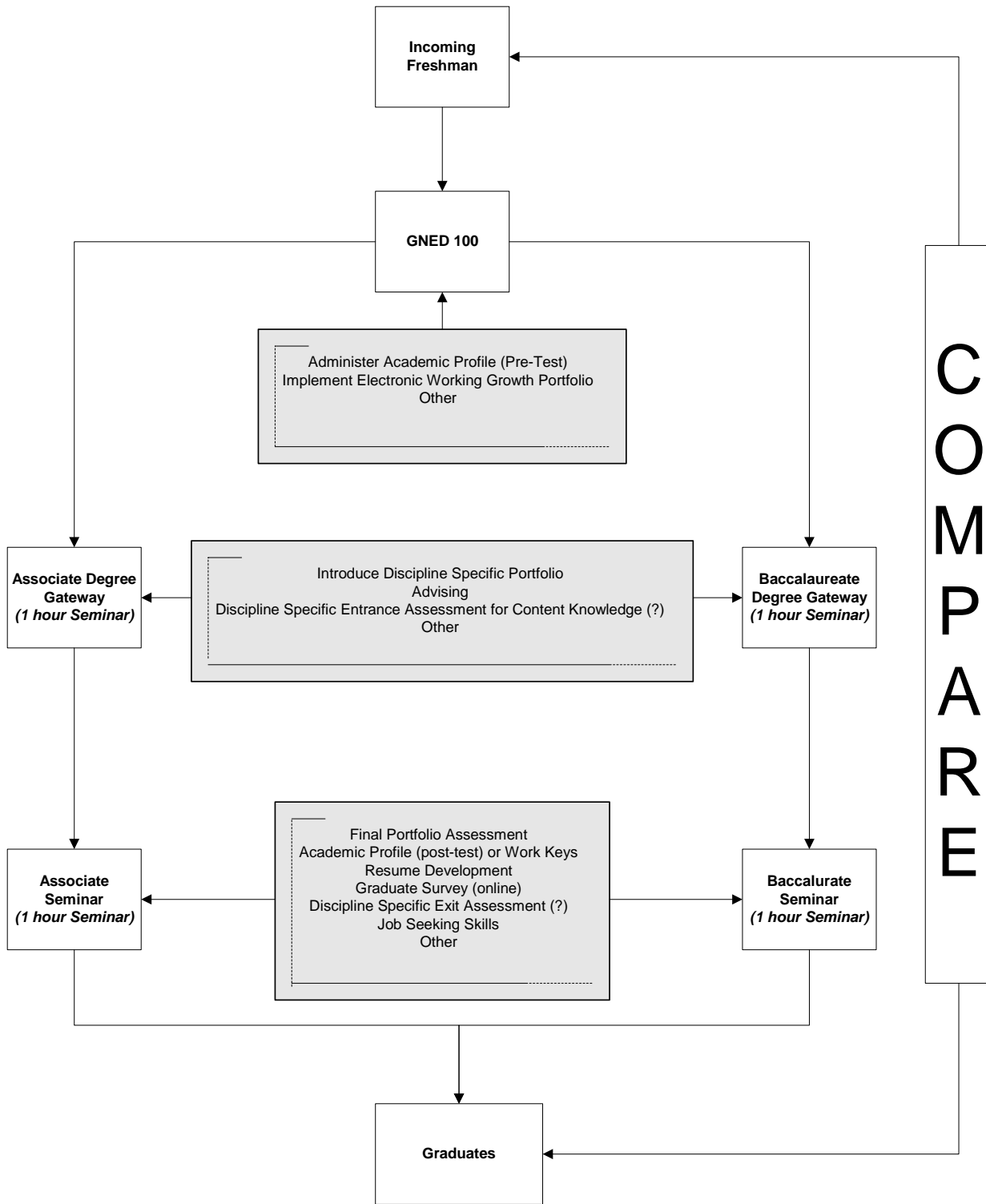
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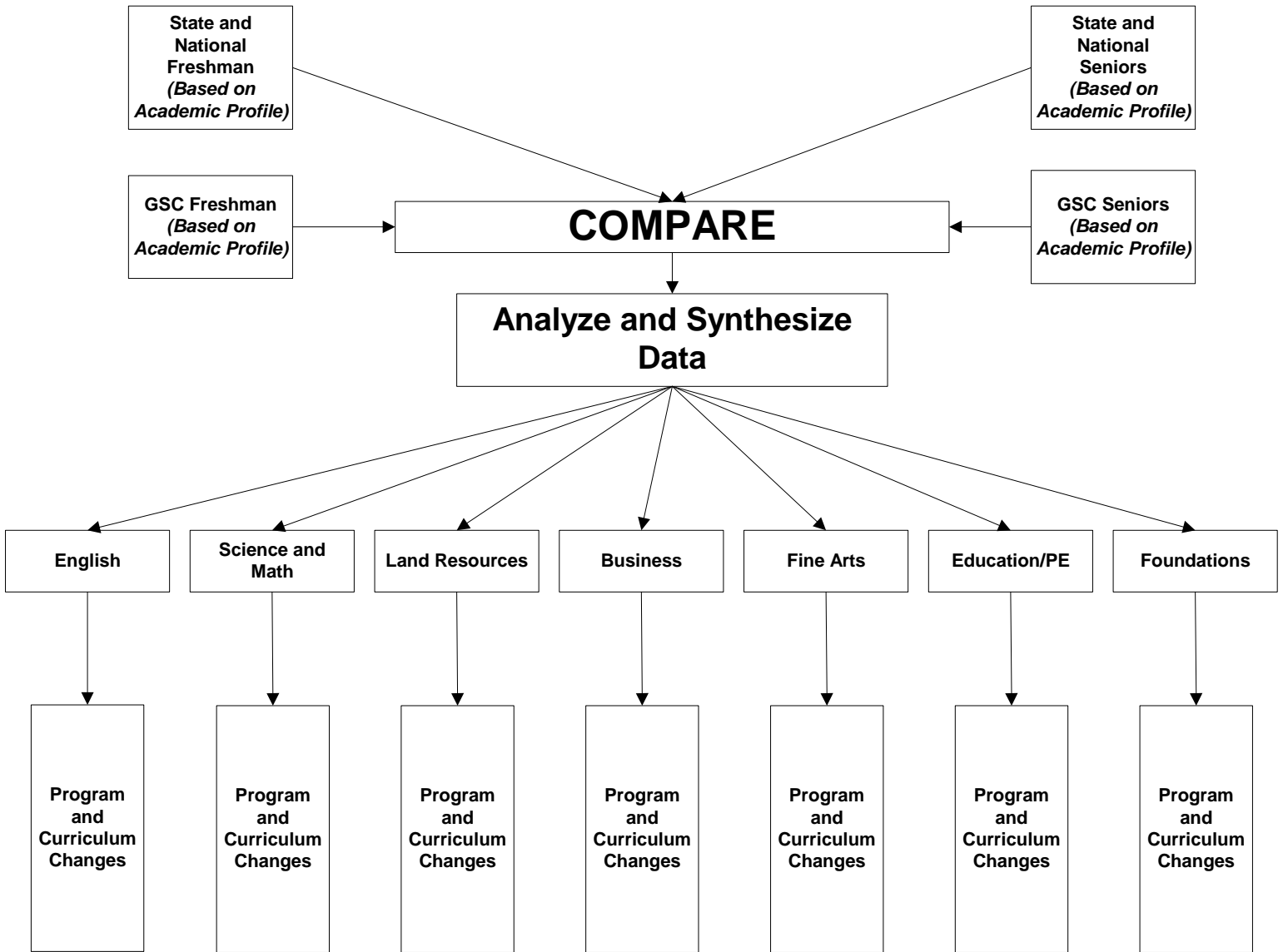
2006 Annual Meeting

Assessment Via Student and Faculty Portfolios

Daniel Reed, Academic Support Center Director, Glenville State College; Kathy Butler, Vice President for Academic Affairs, Glenville State College









Annual Faculty Review – Electronic Portfolios

Instead of completing a faculty accomplishment report or a faculty productivity report each year, all full-time faculty members at Glenville State College submit an electronic portfolio as a component of the annual review of faculty. The electronic portfolio is designed to elicit faculty input in the areas of teaching, service, and professional development. Utilizing a pre-formatted template, faculty may attach documentation or develop a narrative to provide evidence of meeting each identified criteria. A standard scoring rubric is utilized to facilitate consistent scoring of the portfolios by department chairs across all disciplines of the College.

Once scored by the department chair, the scoring rubric for each faculty member's portfolio is forwarded to the Vice President for Academic Affairs who randomly selects faculty portfolios to review in an effort to validate the consistent scoring of portfolios across various disciplines. Though these evaluations may be used to support faculty retention decisions, the scoring of the February 2005 portfolio reviews served as the basis for merit pay distribution in November 2005 at Glenville State College.

The following pages contain the web site where the electronic portfolio is accessed, a copy of the contents of the faculty electronic portfolio, and the faculty role model rubric that is used to evaluate the faculty portfolio.

Role I: Teaching (60% of Your Portfolio) - Microsoft Internet Explorer

Address: <http://college.livetext.com/doc/418942>

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Hi, Daniel Reed | Friday, February 10, 2006

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2005.1 Glenville State College Faculty Portfolio: Faculty Role Model

by Daniel Reed [show properties](#)

Role I: Teaching (60% of Your Portfolio)

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Description of Role I

Highly effective teaching is the highest priority in Glenville State College's institutional mission. Therefore, Glenville State College expects its faculty members to establish themselves as highly effective teachers, supervisors, and mentors. The essence of effective teaching is the facilitation of learning. Effective teaching engages students in learning activities, inside and outside the classroom, through individual and group instruction, student supervision, mentoring, advising, counseling, and curricular and pedagogical innovation. Furthermore, a rapidly changing world requires effective teaching to be dynamic, not static, and subject to continuous refinement and improvement. The achievement of highly effective teaching at GSC encompasses the development of a clearly stated philosophy of teaching and learning, educational goal setting, regular updates and revisions of course plans, experimentation and innovation, systematic assessment of teaching and learning, and the use of assessment results for professional growth and improvement.

For purposes of evaluation, the teaching role needs to include the following components.

Instructional Delivery

- Meeting classes and/or labs as assigned
- Explaining concepts and procedures in class and/or lab (as evidenced by student evaluation and portfolio artifacts)
- Conducting student help sessions in courses and or labs (as evidenced by student

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The GSC Faculty Portfolio: Faculty Role Model can be accessed at

<http://college.livetext.com/doc/418942>

2005.1 Glenville State College Faculty Portfolio: Faculty Role Model

Description:

The purpose of the faculty evaluation policy, within the context of the “Faculty Role Model,” is twofold. The primary purpose is to aid the faculty in improving and developing his/her performance as a member of the academic community and to ensure an understanding of the relationship between performance and the expectations of the college. Secondly, the faculty evaluation policy assists the college in its review of the faculty member’s performance for continued employment, promotion, tenure, and merit salary decisions.

Role I: Teaching (60% of Your Portfolio)

Description of Role I

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For purposes of evaluation, the teaching role needs to include the following components.

Instructional Delivery

- Meeting classes and/or labs as assigned
- Explaining concepts and procedures in class and/or lab (as evidenced by student evaluation and portfolio artifacts)
- Conducting student help sessions in courses and or labs (as evidenced by student evaluation AND portfolio artifacts)
- Supervising courses and or labs (as evidenced by student evaluation AND portfolio artifacts)
- Establishing positive academic interactions with students in courses and or labs (as evidenced by student evaluation AND/OR portfolio artifacts)
- Delivering instructional content to meet the stated objectives of the course and or labs
- Utilizing appropriate technologies/strategies in courses and or lab
- Conducting student help sessions in courses and or labs (as evidenced by student evaluation AND portfolio artifacts)
- Incorporating out of class/extra class activities such as field trips, seminars, etc.

- Promoting use of library resources

Course Design

- Showing evidence of evaluating and revising course and or lab content by incorporating latest development and current information
- Revising programs and/or courses objectives (as evidenced by committee approval process)
- Integrating of writing skill development into course design
- Incorporating use of electronic portfolio into course design

Evaluation of and Feedback to Students

- Preparing and grading exams
- Evaluating class presentations, projects, labs, and/or research work
- Using a variety of evaluations strategies, i.e. essay, short answer, class presentations
- Holding office hours as required by campus policy
- Assigning grades for courses in a timely fashion according to policy

Advisement

- Documentation should include your total number of advisees
- Holding sufficient office hours to meet the needs of advisees **during pre-registration and registration**
- Assisting students in the development of their academic schedule
- Performing administrative work associated with advising
- Providing information on majors/minors to students

Role II. Professional Development and Achievement (20% of Your Portfolio)

Description of Role II

The professional development and achievement role encompasses original contributions to knowledge or understanding; creative work in the arts; efforts which advance scholarship and/or improve professional competence; and endeavors which contribute to the teaching/learning process.

For purposes of evaluation, the professional development and achievement role may include:

Further education and intellectual development

- Completion of terminal degree
- Additional course work (points awarded per class)
- Completion of Additional Degrees
- Completion of Professional Certifications

Publication of scholarship or research, including pedagogical research, appropriate to one's academic expertise

- Books by major scholarly press
- Books by secondary press
- Books by popular press
- Articles in peer-reviewed journals
- Review of articles in a peer-reviewed journal
- Publication of manuals and/or teaching materials
- Articles in popular magazines
- Reviews in popular magazines
- Reviews of materials in area specialization
- Other media (such as software design)
- Editorials in newspapers
- References of faculty work in professional journals and other professional scholarship

Presentations appropriate to one's academic/artistic expertise

- Papers at juried conferences
- Invited addresses/Keynote addresses
- Workshops, seminars, master classes, or other instructional formats
- Other media (posters, graphic designs, videos, electronic media, etc.)

Artistic production, performance, and composition

- *Performance*
 - Performance of Major Literary Work (Novel, Collection of Poems or Short Stories)
 - Performance of Minor Literary Work (Novella, Poem Sequence, Individual Poems or Short Stories)
 - Performance of Major Musical Work
 - Performance of Minor Musical Work
 - Major Visual Arts Exhibition
 - Minor Visual Arts Exhibition
 - Major Theatrical Production
 - Minor Theatrical Production
 - Major Performance in other media
 - Minor Performance in other media
- *Composition*
 - Published Composition of Major Literary Work (Novel, Collection of Poems or Short Stories)
 - Published Composition of Minor Literary Work (Novella, Poem Sequence)
 - Published Composition of Major Musical Work
 - Published Composition of Minor Musical Work
 - Major work or works accepted for juried exhibition
 - Minor work or works accepted for juried exhibition

- Publication of major theatrical work
- Publication of minor theatrical work
- Major work or works in other media either published or accepted for juried exhibition
- Minor work or works in other media either published or accepted for juried exhibition

Proposals, reports, and work in progress related to professional development

- Grant proposals funded
- Grant proposals submitted and pending
- Grant proposals submitted and rejected
- Technical reports Published
- Technical report submitted and pending for publication
- Technical report submitted and rejected
- Articles or publications submitted and not yet published

Conferences, seminars, workshops, exhibitions and competitions (Works submitted in another category cannot be submitted here as well)

- Organizing
- Chairing
- Presenting
- Judging
- Invited Participant
- Attending

Scholarly Development in Professional Organizations (Provide evidence of active participation in the work of the committee)

- Officer
- Committee member
- Member

Editor (Provide documentation for the scope of activity)

- Journal
- Newsletter
- Proceedings
- Other

You may either embed your documentation within this page, or attach supportive documentation in this section using the "Attachments" function.

Role III: Service (20% of your portfolio)

Description of Role III

The service role constitutes all faculty activities linked to academic specialty, faculty status, or professional/personal skills that promote the mission of the Glenville State College at the department, college, system or larger community levels. (In general, compensated activities will be considered service, if the department chair or other administrator determines that these activities do not interfere with the faculty member's primary duties or constitute second employment).

For purposes of evaluation, the service role may include:

Service to Students

- Advising student organizations
- Participation in student programs other than those in which you are directly involved, (i.e., sporting events, student performances, cultural programs, honor ceremonies, etc.)
- Nominating or Selecting students for awards
- Writing Letters of Recommendation
- Assisting students with academic problems or issues
- Referring students to counseling/testing services (where applicable)
- Providing information on career, professional or graduate school opportunities
- Referring students to career planning

Service to the Department

- Handling routine administrative tasks for department (e.g., scheduling classes, handling department paperwork)
- Handling other, non-routine activities for the department, such as active service on **department** committees, grant writing, directing/arranging other special projects for the department, etc.)
- Provide input and direction to Library staff related to discipline specific materials
- Revision of courses (documentation required for a score of 3 is an approved course outline)
- Development of new courses
- Revision of programs of study
- Development of new programs of study
- Communicating **non-departmental** committee activities to one's department. (Provide documentation i.e., emails, or departmental memos)

Service to Glenville State College

Documentation needs to include the percentage of meetings attended for each **college** committee.

- Work and service on **active** college committees, standing and ad hoc (including search committees) serving as:
 - Chair
 - Other Officer
 - Member
- Participation in special projects related GSC
- Participation/attendance at college functions including faculty meetings, honors ceremonies, library programs, faculty presentations, alumni events, cultural programs, special seminars and colloquia, etc.
- Recruitment of students

- Recruitment of faculty or staff
- Teaching/guest lecturing to classes of other faculty
- Preparing/directing workshops for GSC faculty
- Mentoring of new faculty
- Other Service to Faculty

Service to the West Virginia Higher Education Policy Commission

- Serving on HEPC Committees
- Participation in a HEPC workshop, program
- Other service to HEPC

Service as an Interface of Glenville State College and the Community

- Speeches and presentations to community organizations
- Consultation with community groups in areas of expertise
- Writing for local media in area of expertise
- Guest appearances on media (T.V., radio) in area of expertise
- Representing GSC in community planning
- Performing special duties for GSC in the community
- Responding to community inquiries in area of expertise
- Teaching Continuing Education courses
- Other service as interface of Glenville State College

Service to the Community

- Serving on boards or committees for community organizations
- On-going participation in community activities
- Consulting with community organizations
- Other Service to community

You may either embed your documentation within this page, or attach supportive documentation in this section using the "Attachments" function.

Resume/Vita

Resume/Vita

Please attach a **current** copy of your resume/vita in this section.

Self-Evaluation

Teaching

What do you feel are your top three accomplishments for the year?

What are your professional goals in this area for next year?

Professional Development

What do you feel are your top three accomplishments for the year?

What are your professional goals in this area for next year?

Service

What do you feel are your top three accomplishments for the year?

What are your professional goals in this area for next year?

Additional Artifacts

Additional Artifacts

In this section you may include any artifacts that you feel support your evaluation and professional development that do not readily "fit" anywhere else within the portfolio.

Other

Other

This section is designed for anything else you feel might be of benefit.

Faculty Role Model Rubric

Directions For Use: If the faculty member exhibits the noted behavior, he or she is assigned the corresponding point value for that behavior, or a value within the designated range of points.

TEACHING 60% (MAXIMUM OF 100 POINTS POSSIBLE)

Points

Instructional Delivery	
Meeting classes and/or labs as assigned	0-6
Explaining concepts and procedures in class and/or lab (as evidenced by student evaluation and portfolio artifacts)	0-5
Conducting student help sessions in courses and or labs (as evidenced by student evaluation AND portfolio artifacts)	0-5
Supervising courses and or labs (as evidenced by student evaluation AND portfolio artifacts)	0-5
Establishing positive academic interactions with students in courses and or labs (as evidenced by student evaluation AND/OR portfolio artifacts)	0-5
Delivering instructional content to meet the stated objectives of the course and or labs	0-5
Utilizing appropriate technologies/strategies in courses and or lab	0-5
Conducting student help sessions in courses and or labs (as evidenced by student evaluation AND portfolio artifacts)	0-4
Incorporating out of class/extra class activities such as field trips, seminars, etc.	0-4
Promoting use of library resources	0-4
TOTAL	

Course Design	
Showing evidence of evaluating and revising course and or lab content by incorporating latest development and current information	0-6
Revising programs and/or courses objectives (as evidenced by committee approval process)	0-6
Integrating of writing skill development into course design	0-3
Incorporating use of electronic portfolio into course design	0-3
TOTAL	

Evaluation of and Feedback to Students	
Preparing and grading exams	0-5
Evaluating class presentations, projects, labs, and/or research work	0-5
Using a variety of evaluations strategies, i.e. essay, short answer, class presentations	0-4
Holding office hours as required by campus policy	0-2
Assigning grades for courses in a timely fashion according to policy	0-2
TOTAL	

Advisement	
Number of assigned advisees: _____	
Holding sufficient office hours to meet the needs of advisees during pre-registration and registration	0-5
Assisting students in the development of their academic schedule	0-5
Performing administrative work associated with advising	0-4
Providing information on majors/minors to students	0-2
TOTAL	

PROFESSIONAL DEVELOPMENT AND ACHIEVEMENT 20% (MAXIMUM OF 33 POINTS POSSIBLE)

Further education and intellectual development	
Completion of terminal degree	25
Additional course work (points awarded per class)	2
Completion of Additional Degrees	10
Completion of Professional Certifications	2
TOTAL	

Publication of scholarship or research, including pedagogical research, appropriate to one's academic expertise	
Books by major scholarly press	20
Books by secondary press	18
Books by popular press	15
Articles in peer-reviewed journals	10
Review of articles in a peer-reviewed journal	7
Publication of manuals and/or teaching materials	6
Articles in popular magazines	5
Reviews in popular magazines	3
Reviews of materials in area specialization	1
Other media (such as software design)	4
Editorials in newspapers	3
References of faculty work in professional journals and other professional scholarship	1
TOTAL	

Presentations appropriate to one's academic/artistic expertise	
Papers at juried conferences	5
Invited addresses/Keynote addresses	4
Workshops, seminars, master classes, or other instructional formats	3
Other media (posters, graphic designs, videos, electronic media, etc.)	2
TOTAL	

Artistic production, performance, and composition	
<i>Performance</i>	
Performance of Major Literary Work (Novel, Collection of Poems or Short Stories)	3-5
Performance of Minor Literary Work (Novella, Poem Sequence, Individual Poems or Short Stories)	1-2
Performance of Major Musical Work	3-5
Performance of Minor Musical Work	1-2
Major Visual Arts Exhibition	3-5
Minor Visual Arts Exhibition	1-2
Major Theatrical Production	3-5
Minor Theatrical Production	1-2
Major Performance in other media	3-5
Minor Performance in other media	1-2
<i>Composition</i>	
Published Composition of Major Literary Work (Novel, Collection of Poems or Short Stories)	11-20
Published Composition of Minor Literary Work (Novella, Poem Sequence)	1-10
Published Composition of Major Musical Work	11-20
Published Composition of Minor Musical Work	1-10
Major work or works accepted for juried exhibition	11-20
Minor work or works accepted for juried exhibition	1-10
Publication of major theatrical work	11-20
Publication of minor theatrical work	1-10
Major work or works in other media either published or accepted for juried exhibition	11-20
Minor work or works in other media either published or accepted for juried exhibition	1-10
TOTAL	

Proposals, reports, and work in progress related to professional development	
Grant proposals funded	10
Grant proposals submitted and pending	5
Grant proposals submitted and rejected	3
Technical reports Published	5
Technical report submitted and pending for publication	3
Technical report submitted and rejected	1
Articles or publications submitted and not yet published	1
TOTAL	

Conferences, seminars, workshops, exhibitions, and competitions (works submitted under category x cannot be submitted here as well)	
Organizing	10-15
Chairing	1-3
Presenting	2-5
Judging	1-3
Invited Participant	3
Attending	1
TOTAL	

Scholarly Development in Professional Organizations (Provide evidence of active participation in the work of the committee)	
Officer	2-5
Committee member	1-3
Member	1
TOTAL	

Editor (Provide documentation for the scope of activity)	
Journal	5-10
Newsletter	3-5
Proceedings	3-5
Other	1-10
TOTAL	

SERVICE 20% (MAXIMUM OF 33 POINTS POSSIBLE)

Service to Students	
Advising student organizations	3-5
Participation in student programs other than those for which you are directly involved, (i.e. sporting events, student performances, cultural programs, honors ceremonies, etc.)	1-(6 max)
Nominating or Selecting students for awards	1-(2 max)
Writing Letters of Recommendation	1-(2 max)
1 point for each of the following activities: (4 points maximum)	
Assisting students with academic problems or issues	
Referring students to counseling/testing services (where applicable)	
Providing information on career, professional or graduate school opportunities	
Referring students to career planning	
TOTAL	

Service to the Department	
Handling routine administrative tasks for department (e.g., scheduling classes, handling department paperwork)	1-3
Handling other, non-routine activities for the department, such as active service on department committees, grant writing, directing/arranging other special projects for the department, etc.)	3-5
Provide input and direction to Library staff related to discipline specific materials	1-(max 1)
Revision of courses (documentation required for a score of 3 is an approved course outline)	1-3
Development of new courses	5
Revision of programs of study	7
Development of new programs of study	10
Communicating non-departmental committee activities to one's department.(Provide documentation, i.e., emails, or departmental memos)	1-3 (3 max)
TOTAL	

Service to Glenville State College	
Work and service on active college committees, standing and ad hoc (including search committees)	
Serving as:	
Chair	3-10
Other Officer	2-5
Member	1-3
Percentage of meetings attended for each college committee (Provide Documentation in Portfolio) ____%	
Participation in special projects related GSC	1
Participation/attendance at college functions including faculty meetings, honors ceremonies, library programs, faculty presentations, alumni events, cultural programs, special seminars and colloquia, other.	1- (6 max)
Recruitment of students	1-10-(10 max)
Recruitment of faculty or staff	1-(1 max)
Teaching/guest lecturing to classes of other faculty	1
Preparing/directing workshops for GSC faculty	3
Mentoring of new faculty	3-5
Other Service to Faculty	1-3 (max 6)
TOTAL	

Service to the West Virginia Higher Education Policy Commission	
Serving on HEPC Committees	2-(Max 6)
Participation in a HEPC workshop, program	2-(Max 6)
Other service to HEPC	1-6-(Max 6)
TOTAL	

Service as an Interface of Glenville State College and the Community (Maximum of 10 points possible in this area)	
Speeches and presentations to community organizations	1
Consultation with community groups in areas of expertise	1
Writing for local media in area of expertise	1
Guest appearances on media (T.V., radio) in area of expertise	1
Representing GSC in community planning	1
Performing special duties for GSC in the community	1
Responding to community inquiries in area of expertise	1
Teaching Continuing Education courses	1-5 (5 max)
Other service as interface of Glenville State College	1
TOTAL	

Service to the Community (Maximum of 6 points for this area)	
Serving on boards or committees for community organizations	1-2
On-going participation in community activities	1-2
Consulting with community organizations	1-2
Other Service to community	1-2
TOTAL	

BONUS POINTS

In the event that a faculty member has exemplary performance in an area not previously identified, the evaluator may award a maximum of five (5) bonus points per category in any/all of the three main portfolio categories (Teaching, Professional Development and Achievement, Service). Total points per category may not exceed the maximum point value assigned to that category. Documentation to support the award of these bonus points must be provided by the evaluator.

Bonus Points:

Teaching	0-5
Professional Development and Achievement	0-5
Service	0-5

MAXIMUM POINTS POSSIBLE**166**

150-166 = DISTINGUISHED
133-149 = PROFICIENT
100-132 = BASIC
99-BELOW = UNSATISFACTORY