

# HEARTLAND COMMUNITY COLLEGE

## GUIDELINES FOR THE HCC FACULTY PROMOTION PORTFOLIO

### INTRODUCTORY COMMENTS

The definition of promotion, excerpted from the Collective Bargaining Agreement (p. 36-37): “A faculty member’s ability to advance from one range to another is contingent upon such faculty member’s demonstration of meritorious performance that provides the foundation for significant contributions to student learning and development.” The Promotion Portfolio is the means by which candidates for promotion provide evidence that they have engaged in thinking critically about their teaching and their students’ learning, and that they have acted on that thinking by maintaining, slightly refining, or drastically changing what goes on in the learning environment over which they have control. It is the candidates’ responsibility to bring this thought process—and the impact this process has on student learning—to life for the Promotion Review Team through thoughtful descriptions and careful selection of evidence that demonstrate an obvious connection between their teaching philosophy and teaching practices.

The promotion criteria, as excerpted from the Collective Bargaining Agreement (p. 37): “The promotion criteria by which the Promotion Review Team, the President, the Cabinet, and the Board shall measure meritorious performance must include the following:

- Demonstrated student learning via assessment
- Evidence of appreciation for diversity
- Demonstrated professional development
- Demonstrated service to students, the College, the faculty member’s division and professional area (discipline, field, program, etc.) and the community
- Demonstrated support for the institutional values. Other criteria must be considered by mutual agreement of the Promotion Review Team.”

Candidates may select the type of media most appropriate for the presentation of the portfolio. Those choosing to present their portfolios in a binder must submit two identical copies for review; those preparing electronic portfolios must submit six copies. Portfolios should focus on the time frame since the most recent promotion (including tenure); dates should be included for ongoing projects. Portfolios must include all seven sections outlined below, and faculty should organize their portfolios using the sections, headings, and subheadings that follow. Notebook dividers and other organizational tools will assist reviewers as they search for relevant material and documentation. A narrative/introduction statement giving an overview of what would be found in each of the above sections (and why) must be included at the beginning of each major section. In addition, candidates must point readers to specific evidential documents within the portfolio. Page limits have not been set so that faculty members might state their most compelling case, but cases must be made succinctly. Information included in portfolios that are too lengthy tends to “get lost,” so it is in faculty members’ best interest to remember that more is not necessarily better. Completed portfolios will be submitted to Human Resources, and portfolios will be returned to the faculty member after Board action is completed.

### THE PROMOTION PORTFOLIO

#### I. INTRODUCTORY MATERIAL

##### A. Table of Contents

##### B. Introductory Materials

The inclusion of each of the following is MANDATORY:

- Statement of teaching philosophy
- Reflective statement concerning professional growth and development

Other information the faculty members deem appropriate may be included.

## **II. THE FACULTY MEMBER'S CENTRAL ROLE IN TEACHING AND LEARNING**

### **A. Instructional Design and Preparation**

In this section the faculty members describe their instructional design strategies and the teaching methods used in their classes. In effect, they are documenting what goes on before they arrive in the classroom. In order to be most persuasive, faculty members must describe their approach to instructional design, including traditional or alternative delivery formats; they must describe the theoretical framework in which their practice is grounded, as well as show how course design, materials, and methodologies conform to current ideas of best practice in their disciplines. In addition, the faculty members must describe their understanding of their students and how their teaching was informed by that understanding. This section must describe how courses, curricula, or programs have been improved or developed. Aspects of this process that might be described may include, but are not limited to, the following:

- Describing what faculty members have learned through experience in the classroom and through assessment results and personal reflection
- Engaging in alternative delivery formats (when appropriate)
- Incorporating appropriate supplemental use of technology, print, media, or other resources
- Selecting appropriate textbooks and other course materials
- Implementing techniques that attempt to assure that students are actively engaged in their learning
- Implementing techniques that differentiate instruction for students having diverse learning styles and capacities
- How their classroom materials are updated to keep them current

SUPPORTING MATERIALS MUST BE INCLUDED. THESE MATERIALS MAY APPEAR IN THE SECTION OF THE DOCUMENT OR IN THE APPENDICES. THE FOLLOWING ARE POSSIBLE EXAMPLES:

- Details of any curricular revisions, including new course material, projects, or assignments
- Copies of relevant teaching materials, assignments, or tests
- Materials such as video tapes, CD-ROMS, photographs, manipulatives, transparencies, etc., developed by the teacher that were designed to increase student learning.

### **B. Pedagogical Skills and Teaching Methods**

In this section, faculty members describe what goes on in front of the classroom. Faculty members demonstrate their ability to apply knowledge of subject matter and instructional design to facilitate effective student learning. This section must include:

- How their classroom performance (e.g., demeanor, group work, visuals, etc.) engages students in the learning process
- How their classroom materials are organized to make them relevant to the course and meaningful to students
- How their classes are structured to address various learning styles

SUPPORTING MATERIALS MUST BE INCLUDED. THESE MATERIALS MAY APPEAR IN THE SECTION OF THE DOCUMENT OR IN THE APPENDICES. THE FOLLOWING ARE POSSIBLE EXAMPLES:

- Summaries of student ratings and/or selected student comments
- Peer or department chair observations
- Information about special activities such as field trips, student cooperative learning projects, simulated experiences, etc.

### **III. DEMONSTRATED STUDENT LEARNING VIA ASSESSMENT**

In this section faculty members document their success in effecting student learning. In essence, the faculty describes here what is happening in the rest of the classroom. A compelling case includes descriptions of assessment methods used in each course as well as descriptions of the instructional strategies and course materials adopted in response to assessment data. This section must include:

- How assessment is aligned with appropriate professional standards, which may be externally derived
- How measures have been adopted to ensure learning outcomes are understood by students
- How assessment is indicative of student progress toward mastery of course learning outcomes and is linked to meaningful student demonstration of knowledge, growth, and improved skills acquired in the class
- How assessment is used to improve assignments, course materials, and instructional methods

SUPPORTING MATERIALS MUST BE INCLUDED. THESE MATERIALS MAY APPEAR IN THE SECTION OF THE DOCUMENT OR IN THE APPENDICES. THE FOLLOWING ARE POSSIBLE EXAMPLES:

- Sample tests
- Descriptions of classroom assessment techniques employed
- Details of curricular revisions, including new course materials, projects, or assignments in response to assessment
- Copies of relevant teaching materials, assignments, or tests
- Pre-test and post-test performance improvement
- Grading rubrics

### **IV. PROFESSIONAL DEVELOPMENT**

Faculty members should briefly describe the specific benefits of activities relating to their professional growth and improved classroom performance. Faculty must take care to demonstrate how their participation in each of the activities has contributed to more effective teaching and kept them current professionally.

Professional development activities include, but are not limited to, conferences, workshops and seminars, continuing education, professional memberships, internships, independent study, travel, extracurricular employment, consulting, publications, presentations, exhibits and performances.

### **V. SERVICE**

Faculty must identify and briefly describe specific activities and associated benefits that fall outside basic classroom activities and have served students, the College, their professional area (discipline, field, program, etc.) and/or the community.

Service activities include, for example, committee and team participation, curriculum development, student club advisement, adjunct mentoring, developing and/or conducting workshops or seminars, providing informative websites or research tools, participating in College functions, relevant community activities, offices in or activities related to professional associations.

### **VI. EVIDENCE OF APPRECIATION FOR DIVERSITY**

In this section, faculty members describe their efforts to create inclusive, non-biased learning environments as appropriate to their discipline. Faculty members may wish to identify those aspects of diversity to which they have given particular priority in their work with students and colleagues. Faculty members could address such aspects of diversity as, for example, cultural backgrounds; learning styles; varying levels of technological literacy; religious and sexual orientation; language; aesthetics; age and gender; socio-economic status; rural, suburban, and urban issues; and anything protected by law.

## **VII. APPENDICES**

This section must include materials, media, and other information used to document a faculty members' case for promotion. The following are MANDATORY supporting documents:

- A. Curriculum Vita
- B. Representative Course Syllabuses

NOTE: SUPPORTING MATERIALS MUST BE INCLUDED. THESE MATERIALS MAY APPEAR IN THE SECTION OF THE DOCUMENT OR IN THE APPENDICES.

(11/28/05)