

Appendix B Proposal Cover Page

1. **Date Submitted:** May 1, 2009

2. **Project Title:** Facilitating scholarship of teaching through development of electronic course portfolios

3. **Project Theme:** Increase emphasis on the scholarship of teaching and faculty engagement in
educational research

4. Applicant/Project Director Name:

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7. **Requested dollar amount** (up to \$5,000 is available): \$3401.00

Appendix C Proposal Narrative Outline

| Proposal Elements |
|---|
| <p>1. Project Title (5 points)</p> <p>Facilitating scholarship of teaching through development of electronic course portfolios</p> <p>The purpose of this project is to create a web-hosted portfolio tool that will support the development of individual faculty member's course portfolios. The tool will be used by a trans-disciplinary faculty learning community (FLC) to develop individual electronic course portfolios over a 12-month period. Based on the experiences and knowledge of the FLC, a UTHSCSA Electronic Portfolio Development Guide will be created as part of this project to serve as a resource tool for other faculty members or groups interested in developing electronic course portfolios using this specific tool. At the conclusion of the project, examples of completed course portfolios will be presented to the UTHSCSA community in a symposium on the use of electronic course portfolios to support the scholarship of teaching.</p> |
| <p>2. Description of the problem or Statement of need (15 points)</p> <p>As discourse regarding the evaluation of teaching has evolved in recent years, an established definition of the scholarship of teaching has emerged (Glassick, Huber, & Maeroff, 1997). The standards of the scholarship of teaching compel faculty to document their teaching, examine and reflect on their teaching practices, and invite peer review of their teaching practices (Hutchings & Schulman, 1999). Whereas the concept of scholarship of teaching has been defined, less information has been available on specific tools and processes to support the scholarship of teaching. Thus, it becomes critical to investigate methods that support the examination of teaching practices in light of the definition of scholarship of teaching (Fincher et al., 2000).</p> <p>It has been suggested that teaching portfolios can be effective tools in documenting teaching practices to support reflective technique and peer review (Seldin, 2003). However, creating a portfolio for a single course may be more valuable than a broad teaching portfolio that attempts to capture all of a faculty member's teaching activities (Bernstein, Burnett, Goodburn, & Savory, 2006). A course portfolio is more concise yet requires the examination and reflection on teaching practices that is inherent in the scholarship of teaching. Essential aspects of a course portfolio include:</p> <ul style="list-style-type: none">▪ A reflective discussion of the conceptual foundations, content, and goals of the course▪ A description of plans to accomplish course learning objectives▪ Evidence of evaluation of student learning and student feedback▪ Reflection on the course outcomes and plans for modifications <p>It is recognized that the process of developing a course portfolio may be a difficult and time consuming task for individual faculty members in the absence of support. A solution to this problem is to establish and utilize a topic-based faculty learning community structure to support faculty's development of a course portfolio. A faculty learning community (FLC) is a trans-disciplinary group of faculty (8 -12 voluntary participants is the recommended group size) who engage in a collaborative, topic-specific, 12-month program. The group utilizes a curriculum designed to enhance teaching and learning with frequent seminars and learning activities to support faculty learning, development, and scholarship of teaching (Cox, 2007).</p> |

This project could serve as a model for other faculty or departments interested in developing electronic course portfolios as a means to demonstrate scholarship of teaching. As part of the project, a guide for developing of an electronic course portfolio will be created based on the experiences and lessons learned by the FLC (Section 4, Objective 3). This will be made available to the UTHSCSA community for those interested in using the portfolio tool created for this project. At the conclusion of the FLC project, a symposium will be offered to the UTHSCSA community in order to showcase FLC members' course portfolios and increase the awareness of the portfolio template and Development Guide generated as part of this project (Section 4, Objective 4).

3. Design of the project (20 points)

A. Background on development of project idea

When I joined the UTHSCSA as a full-time faculty member, I became interested in the idea of course portfolios as a way to document and reflect on my teaching practices using the standards of scholarship of teaching. Whereas many portfolios are a collection of hard copy of documents, I became interested in using an electronic format to develop a course portfolio. An electronic format seemed to offer several advantages in that it could be readily modified and updated; would accept digital media including photos and video; and, perhaps most important with regard to scholarship of teaching, could be readily shared with colleagues in order to invite feedback. This has been an iterative process and several open-source tools and desktop applications have been used for the portfolio tool. Knowledge gained from this experience has shaped the requirements of the portfolio tool that will be developed for this project, as well as the process to support the FLC in developing their course portfolios. To review a current version of an electronic course portfolio, please view this link: http://web.me.com/bpiernik/Site_2/Purpose.html (Please note that my name does appear in this course portfolio.)

C. Brief project overview

This project will support a topic-based, trans-disciplinary faculty learning community (FLC) for the purpose of developing individual electronic course portfolios based on the standards of scholarship of teaching over a 12-month time frame. The tool used for the portfolio will be developed specifically for this project for use by the FLC. A UTHSCSA Electronic Portfolio Development Guide will be created as part of this project to serve as a resource tool for other faculty members or groups interested in developing electronic course portfolios using this specific tool. As a culminating project event, a UTHSCSA symposium will be held to present on the topic of scholarship of teaching and to demonstrate FLC participants' electronic course portfolios. Quantitative and qualitative data will be collected from FLC participants throughout the project in order to gain insight into their experiences and perceptions of developing an electronic course portfolio to support the scholarship of teaching.

C. Conceptual foundation of this project

The conceptual foundation for this project is derived from the continuum of growth toward scholarship of teaching proposed by Weston and McAlpine (2001). They assert that development of faculty in scholarship of teaching occurs in three phases. Phase one addresses growth in one's own teaching, where faculty learn to reflect on their teaching practices, learn about teaching, and engage in teaching development activities. Phase two emphasizes dialogue with colleagues about teaching, including faculty's engagement in multidisciplinary teaching development activities. Phase three comprises growth in scholarship of teaching by faculty presenting on teaching development activities to others, both in and out of their university community (Weston & McAlpine, 2001).

In developing this project, substantial consideration was given to these three conceptual phases related to development of scholarship of teaching to ensure that project activities support each phase. Phase one is supported by the FLC participants' development of their electronic course portfolios. Phase two is supported by the utilization of a topic-based FLC in the context of the project. Phase three is supported by the FLC participants' contribution to a UTHSCSA Electronic Portfolio Development Guide and participation in UTHSCSA symposium to present on aspects of scholarship of teaching and showcase their portfolio projects.

D. The Faculty Learning Community (FLC)

Participants in the FLC will be recruited from the UTHSCSA community using printed materials and email communication. The goal will be to create a trans-disciplinary faculty cohort of ten members with varying levels of teaching experience willing to participate in the 12-month project. It will be suggested to those interested in participating in the FLC be planning to teach a new course or substantially revise an existing during the 2009 – 2010 academic year. Responsibilities and benefits of participating in the project will be fully addressed in the first information session.

E. The course portfolio tool

Academic Technology Services (ATS) has proposed a development plan for an electronic portfolio tool that will be utilized by the FLC participants. This will be an innovative electronic tool as it will be UTHSCSA branded and will be user-friendly to minimize technological effort required by the FLC participants. ATS has identified an open-source tool for webhosting that will support the project; however, the web-hosting tool will support only 10 individual portfolios. FLC participants will be provided with an administrative view where they can create and modify their portfolios. The completed portfolios will be deployed on a UTHSCSA server where they will be able to be viewed by the UTHSCSA community.

F. Project tasks

| Project Task | Anticipated timeframe | Person/Group Responsible |
|--|------------------------------|---------------------------------|
| Submission of Exempt IRB Protocol | August 1, 2009 * | PI |
| Recruitment of FLC participants | September 30, 2009 | PI |
| Creation of the web-hosted portfolio tool | October 15, 2009 | ATS with input from PI |
| Initiation of FLC meetings – see Appendix F for Topical outline | October 2009 | Facilitated by PI |
| Development of electronic course portfolios by FLC | October 2009 – August 2009 | FLC with facilitation from PI |
| Completion of UTHSCSA Electronic Portfolio Development Guide | August 2009 | PI |
| Symposium for UTHSCSA community to showcase FLC participants' course portfolios | September 2009 | PI and FLC |
| Data collection | October 2009 – August 2009 | PI |

* Exempt IRB Protocol will need to be submitted in advance of notification of award the STG in order to begin recruiting FLC participants in September 2009 if STG funding is received for this project.

G. Data collection

Following IRB approval, data will be collected for the duration of this project in order to investigate the perceptions and experiences of the FLC participants in developing electronic course portfolios. Areas that will be examined include time spent by FLC members in collecting materials, time required to add content to the portfolio tool, perceived benefits of developing an electronic course portfolio, challenges of developing an electronic course portfolio, and perceived impact of developing an electronic course portfolio on teaching activities and reflection on teaching practices.

4. Potential impact (15 points)

Four project objectives have been established:

1. Support a trans-disciplinary Faculty Learning Community (FLC) of 10 members over a 12-month period to develop individual course portfolios.

Anticipated impact:

a. Peer support from the FLC will maximize success of project completion.

b. Project participants' experience of being part of the FLC to develop individual course portfolios will support their development in the scholarship of teaching.

c. Quantitative and qualitative data will be collected from program participants over the duration of the project. Anticipated findings include quantitative data regarding the portfolio development process (e.g., average time spent in development, size of portfolio), as well as experiential feedback (e.g., perceptions of development process, perceived impact on teaching practices, perception of completing project in a FLC format).

2. Create a web-based template to support development and dissemination of 10 electronic course portfolios.

Anticipated impact:

a. A template created specifically for the purpose of this project will enhance the experience of the FLC participants while enabling them to create a standardized product.

b. The template created for this project will be available for future use by UTHSCSA faculty.

c. A UTHSCSA- specific tool will support the branding of the project for dissemination of project findings and the continued use of the template.

3. Create a UTHSCSA Electronic Course Portfolio Development Guide informed by the experiences and insights of the FLC.

Anticipated impact:

a. The process of contributing to the development guide will encourage FLC participants to articulate their experience and knowledge gained in the process of developing their course portfolios.

b. The development guide will serve a resource to be used by other faculty or departments interested in developing their own course portfolios using the template created for this project.

4. Disseminate the findings of the project to the UTHSCSA community through a symposium to be held in Fall 2010.

Anticipated impact:

a. Provide FLC participants the opportunity to present their completed course portfolios to UTHSCSA colleagues.

b. Garner interest within the UTHSCSA community in creating electronic course portfolios to support the scholarship of teaching.

5. Evaluation Plan (10 points)

Evaluation of the success of this project will be based on the completion of the project objectives provided in Section 4.

In brief, project success will entail:

1. Establishment of a FLC who develop individual electronic course portfolios in a 12-month time period. (Objective 1)

2. Development of a user-friendly, UTHSCSA branded template that will support the development of 10 course portfolios. (Objective 2)

3. Creation of a UTHSCSA Electronic Course Portfolio Development Guide. (Objective 3)

4. Hosting of a UTHSCSA symposium in Fall 2010 to share information regarding the development of electronic course portfolios as a means to support scholarship of teaching. (Objective 4)

In addition to achievement of the project objectives, an evaluation will be conducted on the last session with the FLC participants to assess their experiences and perceptions of participating in the project, perceived impact on their teaching, benefits of participation in the project, challenges encountered during the project, and suggestions for process improvement.

Please see Appendix G for a project logic model.

6. Plan for Continuation/Budget Plan/Cost Sharing (15 points)

The projected cost of this project is \$3401.00. A detailed project budget is provided in Appendix D.

The template tool that will be created as part of this project will continue to exist after the conclusion of this phase of the project. Therefore, the tool will be available to any faculty member or group who is interested in creating electronic course portfolios.

After the initial funding period, it is anticipated that additional external funding will be sought to enhance the portfolio template tool and to expand the web-hosting requirements to support increased use of the portfolio tool.

References are provided in Appendix H.

Appendix D Proposal Budget Worksheet

Name of Project: Facilitating scholarship of teaching through development of electronic course portfolios

Name of Applicant/Project Director: Bridgett Piernik-Yoder

Date Submitted: May 1, 2009

| Budget Category: Non- Personnel | Budget Justification | STG | Cost Sharing | Amount |
|------------------------------------|--|-----------|--------------|-----------|
| Project Supplies | Supplies a. 3-ring binders for FLC materials = \$50.00 b. Miscellaneous supplies to be used in group sessions (post-it notes, cards, adhesive papers, etc) = \$50.00 | \$100.00 | | \$100.00 |
| | Refreshments a. \$30/FLC meeting x 12 meetings = \$360.00 b. Symposium offered to UTHSCSA community in Fall 2010 = \$250.00 | \$610.00 | | \$610.00 |
| | FLC participant project completion award a. \$25 x 10 participants = \$250.00 | \$250.00 | | \$250.00 |
| Purchased Services | Academic Technology Services a. Cost required to create web-based template for course portfolios = \$1237.50 See Appendix F for detailed cost estimate from ATS | \$1237.50 | | \$1237.50 |
| | Statistical consulting services a. Consultation for analysis of data collected during duration of project | \$350.00 | | \$350.00 |
| Printing and Duplication | Recruitment materials a. Flyers for recruitment of program participants = \$45.00 100 – single side, color flyers b. Printed materials for FLC = \$100.00 Duplication of articles, work samples, etc. c. Promotional flyers for electronic portfolio symposium offered to UTHSCSA community in Fall 2010 = \$90.00 (200 single side, color flyers) | \$235.00 | | \$235.00 |

| Budget Category: Non- Personnel | Budget Justification | STG | Cost Sharing | Amount |
|---|--|----------|-----------------------|-----------|
| | | | | |
| Publications and Periodicals | Book purchase of <i>Making teaching and visible: Course portfolios and the peer review of teaching</i> (Bernstein, Burnett, Goodburnn, & Savory, 2006) \$40.00/book for 10 program participants (\$400.00) less 10% discount (\$40.00) by ordering from publisher through UTHSCSA Bookstore = \$360.00 | \$400.00 | \$40.00 (discount) | \$360.00 |
| Equipment | AV equipment Needed for symposium offered to UTHSCSA community in Fall 2010 a. AV support - \$14.00/hour x 2 hours = \$28.00 b. Microphone = \$4.50 c. Projector = \$28.00 | \$ 58.50 | | \$ 58.50 |
| Miscellaneous/Contingency | Unanticipated expenses/project supplies cost over-runs | \$200.00 | | \$200.00 |
| TOTAL BUDGET --- Project Request | | | | \$3401.00 |

Cost Sharing * ---- identify other cash or in-kind funding resources available to implement to the proposed project

Appendix E
Cost estimate from Academic Technology Services to develop
an electronic course portfolio tool

Initial Proposal for Faculty Portfolio

For the initial phase of this project we will create a web location where authorized faculty will be able to develop their portfolio. The application will be based on a product called BlogEngine.Net. This is a product designed for blogging but it can be modified for the portfolio project. Faculty will be able to create their portfolio and made it available for viewing to other faculty members. The number of users for this initial release will be limited to 10. The product will be deployed in one of our institutional servers.

The cost is estimated as follows:

Downloading and configuring the software for 10 users: 5 hours

Development of template: 1 hour.

Testing: 2 hours.

Deployment to an institutional server: 2 hours.

Regression Testing: 2 hours.

Training for new users: 10 hours.

Sub Total Cost (\$45.00/hour * 22 hours) = \$990.00

Add 25% for unexpected costs: = \$247.50

Total estimated cost: = \$1237.50

Appendix F

General topical outline for FLC meetings

| Session # (Date) | Anticipated topic |
|----------------------------|---|
| Session 1 (September 2009) | Information session – Scholarship of teaching and course portfolios FLC structure and participation requirements Benefits of participation Course identification |
| Session 2 (October 2009) | Demonstration of portfolio tool created by ATS Distribution of FLC materials – book, notebooks, etc. Strategies for collecting materials and student feedback |
| Session 3 (November 2009) | Reflection on conceptual foundation of course |
| Session 4 (January 2010) | Review of content posted to portfolios Course learning goals |
| Session 5 (February 2010) | Review of content posted to portfolios Linking course activities to conceptual foundation and learning goals |
| Session 6 (March 2010) | Review of content posted to portfolios Capturing course activities |
| Session 7 (April 2010) | Review of content posted to portfolios Student feedback |
| Session 8 (May 2010) | Review of content posted to portfolios Analysis of student learning |
| Session 9 (June 2010) | Review of content posted to portfolios Content of UTHSCSA Electronic Portfolio Development Guide Course enhancements |
| Session 10 (July 2010) | Completion of portfolios Reflection on teaching practices and portfolio development Content of UTHSCSA Electronic Portfolio Development Guide |
| Session 11 (July 2010) | Completion of portfolios Reflection on teaching practices and portfolio development Review of UTHSCSA Electronic Portfolio Development Guide |
| Session 12 (August 2010) | Peer review of course portfolios Evaluation of FLC experience Planning for symposium |

Appendix G Project Logic Model

Project goal: To create a web-hosted portfolio tool that will be used by a trans-disciplinary faculty learning community (FLC) to develop individual electronic course portfolios to support the scholarship of teaching.

| Target Population | Assumptions | Inputs | Activities | Outputs | Outcomes |
|--|---|---|---|---|--|
| <p>Initial population: Ten UTHSCSA faculty who volunteer to participate in a faculty learning community</p> <p>Secondary population: UTHSCSA faculty</p> | <ol style="list-style-type: none"> 1. Creating an electronic course portfolio has the potential to support the development of scholarship of teaching 2. Ten UTHSCSA faculty will be willing to commit to the 12-month project of developing an electronic course portfolio 3. The requirements for the portfolio tool have been effectively identified 4. A user-friendly template will be developed by ATS on-time and on-budget 5. Participation of the FLC members can be sustained over the 12-month period to achieve all project objectives | <ol style="list-style-type: none"> 1. Experience of PI in developing an electronic course portfolio 2. Existing research on scholarship of teaching 3. Existing research on portfolios 4. Technological development skills of ATS 5. Faculty time to devote to project 6. Faculty experience in project | <ol style="list-style-type: none"> 1. Submission of IRB Exempt Protocol 2. Recruitment of 10 FLC participants 3. Development of electronic portfolio tool 4. Initiation of FLC meetings 5. FLC participants' development of electronic course portfolios 6. Creation of UTHSCSA Electronic Course Portfolio Development Guide 7. Hosting of UTHSCSA Symposium to address scholarship of teaching and showcase FLC portfolios 8. Data collection for duration of project | <ol style="list-style-type: none"> 1. IRB approval for project 2. Establishment of FLC consisting of 10 members 3. Completed portfolio tool for use by FLC 4. Establishment of FLC meeting schedule 5. Completed electronic portfolios by FLC participants 6. Completed UTHSCSA Electronic Course Portfolio Development Guide 7. Completed UTHSCSA symposium 8. Quantitative and qualitative data regarding project | <p><u>Short term</u></p> <ol style="list-style-type: none"> 1. Establishment of FLC consisting of 10 active participants who volunteer to complete the 12-month project 2. Development of user-friendly portfolio template for use by FLC <p><u>Intermediate</u></p> <ol style="list-style-type: none"> 1. Development of electronic course portfolios by FLC participants 2. Creation of UTHSCSA Electronic Course Portfolio Development Guide 3. Hosting of UTHSCSA Symposium to address scholarship of teaching and showcase FLC portfolios <p><u>Long-term</u></p> <ol style="list-style-type: none"> 1. Enhancement of FLC participants' teaching practices 2. Increased interest in development of electronic course portfolios by other UTHSCSA faculty 3. Discipline-specific presentations/publications by FLC participants 4. Dissemination of findings from project by PI in presentations or publications |

Appendix H References

- Bernstein, D., Burnett, A., Goodburn, A., & Savory, P. (2006). *Making teaching and learning visible: Course portfolios and the peer review of teaching*. Boston, MA: Anker Publishing Company, Inc.
- Cox, M. (2007). *Faculty learning community: Program director's handbook and facilitator's handbook*. Oxford, Ohio: Miami University.
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