Modernizing the Faculty Tenure/Promotion Process and Implementing Campus-Wide E-Portfolios Simultaneously
## Our College

<table>
<thead>
<tr>
<th>Enrollment 2011-2012 Year-End</th>
<th>Faculty Full-time – 230</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,582</td>
<td>Male - 43%</td>
</tr>
<tr>
<td></td>
<td>Female - 57%</td>
</tr>
<tr>
<td></td>
<td>Faculty Part-time – 439</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Full-time/ Part-time</th>
<th>Class Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>First-Time Freshman - 15.7%</td>
</tr>
<tr>
<td>F/T 51%</td>
<td>Other Freshman - 30.3%</td>
</tr>
<tr>
<td>P/T 49%</td>
<td>Sophomores - 36.2%</td>
</tr>
<tr>
<td>Female</td>
<td>Special 19%</td>
</tr>
<tr>
<td>F/T 43%</td>
<td></td>
</tr>
<tr>
<td>P/T 57%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 or less</td>
<td>Alaskan - &lt;0.1</td>
</tr>
<tr>
<td>18-20</td>
<td>American Indian - 0.4%</td>
</tr>
<tr>
<td>21-24</td>
<td>Asian - 1.1%</td>
</tr>
<tr>
<td>25-34</td>
<td>Black - 16.1%</td>
</tr>
<tr>
<td>35-64</td>
<td>Hawaiian - 0.1%</td>
</tr>
<tr>
<td>Over 64</td>
<td>White not Hispanic - 75.5%</td>
</tr>
<tr>
<td>• Average Age 26</td>
<td>Unknown - 4.8%</td>
</tr>
<tr>
<td>• Median Age 22</td>
<td>More than 1 race - 2.0%</td>
</tr>
</tbody>
</table>
Our ePortfolio History

- Began with our QEP: W.E. Succeed – Work Ethic First
- Search for product/pilot with volunteer faculty/staff
- Academic Year (2013-2014): All Faculty Evaluation is converted to ePortfolio.
- As part of Roadmap Project, New Student Orientation is redesigned, and all new students adopt internally designed “Roadmap” template.
The Humanities and Fine Arts Pilot

Faculty Evaluation
Process

Faculty Evaluation Process
Evaluation Calendar
Statement of Purpose
Directory of Terminology
Guidelines for the Evaluation Portfolio
The Peer Committee
Assessment of Professional Development, Student Support, and College and Community Service
Overall Assessment of Faculty Portfolio
Appendix A
Appendix B
Appendix C
Appendix D: HFA Strategies

Faculty Evaluation e-Portfolio
for
William L. (Bill) Stifler, Jr.
Associate Professor
English & Humanities
Humanities & Fine Arts Division

Each year, Chattanooga State faculty undergo an evaluation process that involves supervisory and self-evaluation. The purpose of this process is to ensure quality of instruction and continued self-improvement.

The mission of the Chattanooga State Humanities and Fine Arts Division is to guide students in expanding their knowledge and understanding of the world around them and in developing the verbal, written, and performance skills necessary to articulate that expanded world view, thereby equipping them to function as better students in an academic community and as better citizens in the global community.

As a faculty member of the division, I strive to meet the mission of the division in all of my activities and with all of my efforts.

While not a part of my formal faculty evaluation, I have a personal e-Portfolio that summarizes many of my contributions and accomplishments during my time at Chattanooga State.
Sample Faculty Goal (part of)

AY 2012-2013

Faculty Portfolio Goals

Faculty Member Name: Michael Holsombeck
Division: Humanities and Fine Arts
Faculty Goal#: Goal #1
Strategic Plan Priority: Student Success
AY: 1213
Strategic Plan Goal: 2.2.1 College Completion

Description of Faculty Goal: Faculty members Michael Holsombeck and Mark Wood will increase student success, program completion and graduation rates, and program/course transferability by offering additional applied learning opportunities to students within the visual arts area of the Fine Arts Department. Faculty members will initiate an exploratory investigation into the creation of a required, systemic Student Portfolio Review for art majors at Chattanooga State Community College. Furthermore, faculty members will promote student art exhibitions on campus and in the community, in order to build student exhibition records and résumés.

Division/Department Goal: 2.2.1 College Completion
Type of Goal: Student Learning Outcome
ISLO: Competence in a Specialty

Program Student Learning Outcomes addressed in this goal (when applicable)
Teaching and Learning E-5 E. Provide professional development opportunities and promote the use of technology to enhance the teaching and learning process in order to respond to the educational needs of students and the community. 5. Offer additional applied learning opportunities in the Humanities and Fine Arts programs where relevant and feasible. What resources are needed for successful completion? Cooperation and support from the College, the Humanities and Fine Arts Division and all visual art faculty members.
Evidence for Goal #1

Portfolio Preparation.docx
Visits from transfer Institutions Spring Semester 2012.pdf
Visits from transfer Institutions Spring Semester 2013.pdf
Chattanooga TBR Gallery Displays Artwork By Chattanooga State Students.docx
ChSxCC student exhibitions.pdf
Jenny Allen scholarship 150000.pdf
e-portfolios students painting.pdf

Chattanooga State Community College
Fine Arts Department / Visual Arts

The following and the attached files are evidence of the visual arts faculty’s efforts to initiate ChSxCC student art portfolio preparation, to initiate or improve an atmosphere of professionalism among ChSxCC art students, and to expand the opportunity for ChSxCC art students to exhibit their work and build a exhibition record. All of these initiatives presented to students with the intent of increasing transferability and opening up scholarship opportunities at four year institutions.
What Is a Portfolio? (student presentation given in higher level ARTP courses)
A portfolio is a collection of your best artwork that highlights your art experience. No matter how long you have been creating work, if you have a collection of your own art, then you have enough for a portfolio. A portfolio is a visual archive of your artistic accomplishments that demonstrates your ability and potential as an artist. Students are encouraged to present a series of images that represents current interests. Also, the portfolio should document additional work that demonstrates an awareness of formal visual organizational principles and experience with a variety of tools, media, styles, and approaches. Generally speaking, students should create both a "digital portfolio" of high quality photographs of your artwork and a "physical portfolio" of actual artworks.

How to develop your portfolio:
Document every artwork you create with a high quality digital photograph. It is good to have many images to choose from when preparing your portfolio. As you edit your portfolio remember that ultimately, quality of the artworks is more important than quantity

Explore ideas in your work:
Strong portfolios typically include work that demonstrates solid technical skills and reflects thoughts and concepts. Consider including work that speaks to your personal experiences, your culture, and so on. Consider inclusion of works that speak of thematic development.
### Mentoring Comments

<table>
<thead>
<tr>
<th>Comments (9)</th>
</tr>
</thead>
</table>
| **9. Amanda Hyberger**  
Thanks, I published the page and am submitting the rest of my portfolio to move through the assessment group.  
02/06/13, 03:10 pm |
| **8. Alan Nichols**  
The instructional materials form is now complete.  
02/06/13, 02:16 pm |
| **7. Amanda Hyberger**  
Alan, the instructional materials form needs to be filled out before I submit. I guess peer chairs should complete and save the form, then I will publish and submit.  
02/06/13, 09:38 am |
| **6. Amanda Hyberger**  
I have moved the documentation as requested. I agree with you, and I should also change that in future templates for everyone.  
02/04/13, 09:53 am |
| **5. Bill Stifler**  
I think the documentation should follow the summary sheet.  
01/15/13, 09:07 am |
| **4. Amanda Hyberger**  
I have included an explanation slide in the DVC.pptx. I also selected another lesson, as I didn’t want to include the same one twice. Let me know your thoughts.  
12/21/12, 11:20 am |

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**Leave Feedback**

*Leave A Comment:*

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**Post Comment As:**

Signed In As: **shyberger**  
Your comment must be approved by the portfolio owner before it will show up on the site.  

*Leave your comment*
Assignment Workflow and Review

Assignment Workflow

Completed.

Complete

STEP 1: EPortfolio Submission
Evidence:
Please submit your entire Faculty ePortfolio for review.
The student being assessed can see the results of this step.
This step will become locked upon completion.

-e-Portfolio Evidence

Dr. Sarah Amanda Hyberger View e-Portfolio
-e-Portfolio "Dr. Sarah Amanda Hyberger" submitted on Feb 6, 2013 at 3:13 am by Amanda Hyberger

Submit Evidence

Passed

STEP 2: Self Report of Student Evaluation Completion
No description:
The student being assessed can see the results of this step.
This step will become locked upon completion.

Rubric Assessment
Score: 2 / 2 (1 needed to pass) Submit Assessment
View full rubric

Submit Assessment

Comments:
I have included Fall 2012 as well as Spring 2012 student evaluation results, which were not yet available for submission in last year's portfolio.
Assignment Workflow and Review cont.

**STEP 10: Faculty Member’s Agreement of Assessment**
- **No description**
- The student being assessed can see the results of this step.
- This step will become locked upon completion.
- **Rubric Assessment**
  - Score: 1 / 1 (1 needed to pass) Submit Assessment
  - View full rubric

Submit Assessment

**STEP 11: Faculty Member Comments**
- **Assessment**
  - **No description**
  - The student being assessed can see the results of this step.
  - This step will become locked upon completion.
- **Text Assessment**
  - I want to formally thank my committee and supervisors for their continual support and encouragement. Through their guidance, I have learned and grown so much as a professional and an... View Assessment

Submit Assessment
Campus-Wide Faculty ePortfolios

21 Faculty have made their Tenure and Promotion ePortfolio Public within our College

AY 2013-2014

Faculty Evaluation Summary Sheet
Goal Setting and Achievement
Supervisor’s Evaluation
Evaluation of Instruction
Student evaluation
Classroom observation
Instructional materials
Professional Development Activities
Student Support Activities
College and Community Service Activities

Chris Willis
Assistant Professor
Digital Media Design and Production
Faculty Promotion Portfolio
2013-2014

Office: MTC107
Phone: 423 697-3151
Email: chris.willis@chattanoogastate.edu
Professional Development Hours

AY 2013-2014

- Faculty Evaluation Summary Sheet
- Goal Setting and Achievement
- Supervisor's Evaluation
- Evaluation of Instruction
- Student evaluation
- Classroom observation
- Instructional materials

Professional Development Activities
Student Support Activities
College and Community Service Activities

Criteria for Professional Development.pdf

Professional Development Activities

Peer Committee

Faculty member: Cheryl Turner AY: 2013-2014
Division: Nursing & Allied Health

<table>
<thead>
<tr>
<th>Description of Activity</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 712-Advanced Educational Statistics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 701-Theory &amp; Research in Educational Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDUC 703-Theories of Historical &amp; Social Foundations of Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ASTRO, September 2013</td>
<td>20 hrs</td>
</tr>
<tr>
<td>&quot;Did You Really Just Say That?-The Sensitive Art of Critical Thinking and Mindful Speaking&quot;-September, 2013</td>
<td>1 hr CE/60 hrs prep</td>
</tr>
<tr>
<td>&quot;T3-Teaching Through Technology&quot;-&quot;Radiation Therapist&quot;-Spring, 2014</td>
<td>6 hrs</td>
</tr>
<tr>
<td>ASRT Scanner Editorial Advisory Panel</td>
<td>12 hrs</td>
</tr>
<tr>
<td>Book Review (Spectrum): &quot;The Plutonium Files&quot;-&quot;Scanner&quot;-April/May, 2014</td>
<td>2 hrs</td>
</tr>
<tr>
<td>“Did You Really Just Say That?”-NMTT-March, 2014</td>
<td>1 hr</td>
</tr>
<tr>
<td>“Assessing What Matters” (Ashley Finley)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>iPad Cart Mobilization: Creating Assessments Using Educreations</td>
<td>1 hr</td>
</tr>
<tr>
<td>Title VI Training</td>
<td>1 hr</td>
</tr>
</tbody>
</table>
Growing Interest and Use of ePortfolio Technology

Chatt State’s Writers@Work

About
Message to Students
Steering Committee

The Chattanooga State Humanities Department presents
Chatt State's Writers@Work

Chattanooga State
Humanities & Fine Arts
Writers@Work

The Writers@Work series is a new initiative by the Chattanooga State Humanities Department to advance the practices of teaching English at Chattanooga State and to focus on quality instruction for students enrolled in the college’s Composition II course (ENGL 1020). Nearly 3,000 students enroll in ENGL1020 each year. Each academic year, ENGL1020 students will be engaged in activities focused around a specific work of a Southern writer. Discussions, literary analysis papers, and other activities are designed to assist students in practicing the principles of literary analysis, developing their skills in writing, research, critical thinking, and analysis.
Growing Interest and Use of ePortfolio Technology cont.

Welcome Music Appreciation Students:

Using the tabs above, this site will help you find approved concerts that are happening at Chattanooga State and throughout the area.

All concerts listed on this website are approved for MUS 1030 concert credit. Please double check the linked websites for cancellations, prices, and locations.

Good Luck and Happy Listening!
Are you curious about the Universe around us?

Are you fascinated by mathematics, the language of science?

Do you have an inquisitive mind and enjoy the fellowship of those who share your interests?

Then the faculty of the Math and Science Division would like you to take advantage of an opportunity to enjoy the company of such people.

We are looking for students who would like to establish a Math and Physics Club.

There are many opportunities such a club could pursue, from guest speakers to attending conferences to making contacts with local and regional employers.
### Microbiology Lab e-Portfolio Template

**WARNING:** This e-Portfolio is currently being used as a template. Published changes or deletions will affect new e-Portfolios created from this template.

#### Microbiology Lab

<table>
<thead>
<tr>
<th>Lab 1 - Ubiquity</th>
<th>Lab 2 - Streak Plate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 3 - Dilution</td>
<td>Lab 4 - Spore Plates</td>
</tr>
<tr>
<td>Lab 4 - UV Plates</td>
<td>Lab 5 - Cheek Cells</td>
</tr>
<tr>
<td>Lab 6 - Simple, Negative, Capsule Stains</td>
<td>Lab 9 - Gram, Acid-Fast, Endospore Stains</td>
</tr>
<tr>
<td>Lab 10 - Unknown Gram Stain</td>
<td>Lab 11 - Kirby-Bauer Test</td>
</tr>
<tr>
<td>Lab 11 - Gram - Unknown Cultures</td>
<td>Lab 12 - Catalase Test</td>
</tr>
<tr>
<td>Lab 12 - Capsule Test</td>
<td>Lab 12 - Coagulase Test</td>
</tr>
<tr>
<td>Lab 12 - Staphylococcal Agglutination Test</td>
<td>Lab 12 - Antibody-Based Quick Test</td>
</tr>
</tbody>
</table>

#### Microbial Ubiquity Activity [Your Plate]

[Insert Image Here]

#### Microbial Ubiquity Activity [Excellent Example]

[Insert Image Here]
Current moves forward in ePortfolio

• We have developed a “Roadmap Template” which is adopted by every new student during student orientation. We seek to be campus wide in 2014.

• We are building diverse ePortfolio Communities ranging from Allied Health programs, transfer degree programs, and student clubs and study abroad.

• In February, we will be utilizing our ePortfolio system to score student evidence as part of our annual institutional assessment of our learning outcomes.
Currently, our provost has pre-approved a cross-divisional goal for faculty interested in developing signature assignments for the 2014-2015 academic year. The goal will be provided. Faculty will supply the creativity, classroom implementation, and the personal results.
Future Goals

• To develop rich signature assignments which encourage student reflection of learning and work ethic.
• To encourage the most interested (volunteers) staff and faculty to work creatively with the ePortfolio tool.
• To develop ePortfolio as a hub of direct student evidence and reflection that empowers their learning and career choices, while at the same time supports the College’s culture of evidence, assessment, and empower decision making.