Faculty development/SOTL TWEET #CUNYRE-PORTFOLIO

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PROMOTION AND TENURE

START UPS, SCALE UPS

IMPLEMENTATION

WHAT WORKS?

WHAT IS?

VISIONS OF THE POSSIBLE

THEORY BUILDING Q’S

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Recorder, Alyson Vogel, Lehman

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Howard: e-portfolio--Tool or concept?

BCC program in place 3 years but roadblocks in terms of ‘scaling up’ – how to break through the obstacles.

SOTL and the use of e-portfolio for faculty as a use for study. What does the professional portfolio look like? File cabinet or something else? Exploration. Compelling theory: threshold concepts (seminal article) – presented e-portfolio implementation and utilization… framework based in the notion that disciplines have ways of knowing that is transformative for students who cross that threshold. Changes mental framework. Opportunity cost in economics: e-portfolio can be a threshold for student and instructor- may be a frame

George Otte: using it bc its free- how people learn anthology. Chapter in expert vs novice- how history students respond as opposed to historians (chess master/chess novice) e-portfolio good for patterns and recognition. Confirms and extends that students see more of curriculum than faculty might- connections across – good opp for faculty dev’t.

Michelle prof portfolio: at LGCC tried but not without challenges. Ask to think through this. Boyer (national clearinghouse acceptances count toward promotion)

Does Course portfolio (teaching portfolio the format for a presentation, teaching philosophy question, evidence, intervention, lit review, questions for further study, images, interactive, etc.) constitute a scholarly act/ parallel to? Getting to that threshold and breaking through for faculty. (emphasis for faculty scholarship)

Juan: even though work used guidelines – faculty seems to have a hard time with threshold too.. just different electronically. Feedback to students through e-portfolio still a struggle, faculty rather use paper. Basic grading and response still a challenge with resistance.

Janey: seems like an article or is it scholarship. Questions faculty resistance and what makes something an act of scholarship that makes it count? Peer review for legitimacy but who consumes it? If SOTL an audience of others material to build with… is this a clearinghouse or is it a file cabinet? How can we consume as other scholars?

Laura; how does this fit into a vision? space so that e-portfolio can be utilized and consumed

George: CUNY- don’t’ want to play catch up want to leapfrog.. institutional repository. Faculty scholarship work in review, manage access for student access, public facing connected to CUNY commons. Use commons profile as access to this portal. Matter of money and ownership. 2 exec VC’s (Curtis Kendrick). Learning object fascination, ‘digital tumbleweeds’ because decontextualized… how they are used. Merlot project JOLT, SOTTL. Be a large project that would take scholarly lives to fulfillment.

One of the dangers of teaching and scholarly portfolios, visible knowledge.

Meg: Made a distinction course portfolio, teaching and professional- based on purpose and audience. Study abroad projects, teaching projects, document usually o USB. Focus on specific course as content of e-portfolio. Course related (showcase, document based on audience) material, student and faculty related material.

Be able to answer how a person teaches, readings, reflections, resources, methodologies. Student: graded papers, student presentations, add material.

Faculty related material: self reflection, (why they use a certain approach)- what was achieved, what was different as a narrative. Not just artifacts but evidence of faculty deliberation.

Michelle, confusion about SOTL is it scholarship in the traditional sense? A particular argument for the portfolio. Deposit artifact, narrative but no argument.

Howard: a question embedded in Michelle’s theory… notion of SOTL as research as scientist (empirical, grounded testing rigor) or SOTL interpretation as narrative. Not a settled deal? Perhaps an obstacle… lay on top of existing obstacles. Faculty with students accustomed to use enough to want to put together a presentation.

George: SOTL journals, new forms of publications- refereed? Collaborative network environment (not so Geeky!) Kathleen Fitzpatrick open peer review. JITP CUNY journal model. Faculty willing to share in this model.

Alyson: article in today’s times

Josephine: showcasing faculty work in hybrid conferences within the context of a seminar.. help to deal with technology issues. Help in colloquiums professional portfolios. Beginning to gravitate for the prof. portfolio. Sharing with chair brought to PnB as models. Providing faculty with support in CTLs. What is key for a course/prof portfolio (intellectual pieces) how to connect with others. How are they using them in different contexts. (sharing etc. with larger communities).

Karen: Q: What have attendees trying to scale up an e-portfolio program experienced? Inherited 17 members and want to open up to the college. Any experience in having faculty promote their work?

Jennifer: are they using them or is it paper?

Karen: Not on a large scale

Wenying : Use template for a portfolio is required but is more of a repository.

Janey: thanks for bringing it up again—files in the basement theory… e-portfolio as a concept rather than repository. SOTL work as empirical and ‘real’ and not a research design project but still publishable as pilot study etc. Not productive to distinguish SOTL work if not a scholarly work – instead start with formatting as in a research question. Treatment, theory etc. to make it more useful as a starting point for research.

George: in the 90s post tenure movement Univ admins said about the tenure issue we need constant evaluation of faculty.- centerpiece was teaching portfolio so portfolio became ‘tainted’ to faculty from post tenure review experiences.

“Teaching ought to count more”

Howard: Agrees Default way is reductive. Portfolio should no longer be contestible as it is of such positive benefit and use.

Catherine: Portfolios teaching or service sections – less emphasis as “counting as a section” best thing ‘as scholarship’ ‘as service’ ‘as teaching’ could do something with course work that is exciting use a committee counts as a holistic integrative experience.

Laura: Blurs the boundaries- connect all three and reflect.

Joe: if we see a teaching portfolio as an online version of what is already in a binder- not taking advantage of affordances of the media- conceptual vs. the tool. Resistance against a very narrow model of what is worthy. (Novel can have more truth than a sociological study and can be more meaningful) A chance for the concept to ‘open up’ what it means to a committee… we need to shape or have it shaped for us. “Categorizing; placed in a box”

Visible knowledge project. Vs. some things to be hidden – where’s the magic?

George: “anytime you get a curriculum project that works it dies when its categorized and formatted.” Digital has a life of its own.

Laura Connect to learn project: How to collect scholarship? Not confined to a shape but a grant from LGCC goals to create national resources site around e-portfolio practice. Integrative social pedagogy, as a scaling up practice etc. First envisioned as a pyramid, but shaped and morphed as its non conforming. See how all the different pieces fit together – evidence of e-portfolio on student learning – how to evaluate effectiveness. How to make more scholarly how it can make a difference. Action research inquiry approach. Examples and ways to demonstrate impact.

Howard: Shift just a bit to implementation issue:

Centering early in this discussion on utilization by faculty. Relationship to instruction- what about scale up?

Meg: inquiry based or theme so implementation can go deeper based on inquiry.

Karen: interested in student end and where its going. Placed in open lab visual to students. Faculty guidance is necessary but its now on an open platform.

SPS tried open format first but students didn’t do it on their own. Critical mass when students saw students now they are interested in doing on their own but needed tipping point first.

Lisa- @ McCauley e-portfolios or sites? There are so many Instructional fellows so students are able to learn. Twenty best students, roundtable. Open to participants and friends. Organic. Student centered not necessarily student work: student groups, personal

Laura: small pockets, first resistance from faculty. Students seeing other students building their own. They were the vehicle for scaling. Faculty then followed students who were the vehicle.

Juan: How do you deal with the public in terms of the quality… joe : it winds up being authentic- just no hate speech, no making money. Not perfect but its them.

How long to get to that point of engagement? Jennifer: 2 years. Laura: Longer

Chad: Letting students do their own thing and being ok with it, connecting professionalism with work… work in different contexts.. do you want to show this to a profession or transfer institution, for faculty is this what I’d use for tenure and promotion as a professional identity.

Joe: digital identity not on our list but is important: audience: different identities for different audiences…. So much the better. Internationally use is different though universally U of Cinnc. Mandatory check in mandatory year review for e-portfolio artifacts… what do you find.. filling in the blanks because you have to. Tyranny of scale.

Howard: a correlation between proportion of checking boxes and quality work and instruction and engagement with portfolio.

Juan: required assignments for each course instructor checks they are there. Make changes prior to uploading work. Changed template made more flexible less restrictive. Made a space for ‘their’ face. 2nd year, same result as first year. Not as motivated.

George : Generative hierarchy “Telos” goal or purpose. Tipping point is not the point but something word of mouth, “Gladwell like”- using to show what college was. SPS model was student doing curriculum mapping planning her experience. Helped with employer… need to sell.

Alyson: faculty and student motivation… art

Wenying: how to engage to direct their creativity…. Inspiring

Laura: Engaging student: built in not bolted on integrated into the pedagogy

Juan: integrated – make connections with standards, taping themselves teaching, creating audio. Use them in his own class. Bring laptops access portfolios, share the work.

Josephine: Vesting into doing it with your students, very important. To Karen: identify a group of faculty interested in integrating

Integrating crosses a serious threshold. What are your students are *going to do*; autonomy? Not for everyone, a serious challenge with rewards but not all going to take it on- so questions back to scalability. Do we let go of the ‘quality’ question? When there is limited engagement the quality shrinks.

With that – if scale up how can they be made to fit? (art department)

Alyson: the value to digital representation of student work: thinking about Art and lost material due to fire and hard drive damage- backing up your work- how the portfolios supports this with digital memory on the cloud

Josephine: Incorporate reflection and faculty development and the value to offset loss –

George: security in the cloud

Joe: (Mark Pepper Google JITP or CUNY.is/jitp jitp.commons.gc.CUNY.edu) How could you let that happen? Public blogging. Teaching fail column JITP