AY24-11-F

Title of Issue (short descriptive title by which the issue may be referenced)
Elimination or Modification of Teaching Portfolio

Description of Issue
Satisfactory teaching is necessary for all ODU faculty and is an important consideration in tenure and promotion review processes. Teaching portfolios are a current practice across the university to provide faculty a space to reflect in an in-depth manner on multiple aspects of university teaching, including, but not limited to: (a) selection and/or development of content and assessments, (b) best practices for feedback and grading, and (c) students' progress and development over the span of a semester. These portfolios are thorough and entail extensive reflection and artifacts from teaching and are evaluated by a committee of peers in the faculty member's department. The faculty and administrators in the DCEPS agree that they are an important practice and method to both evaluate faculty's teaching and encourage faculty to reflect on their teaching. However, we propose a reconsideration of the current teaching portfolio requirements for the University. These reconsiderations were prompted by ODU's recent designation as R1 and extensive reflection on ODU's annual evaluation process using Monarch Workflow. We organize this proposal by the populations of faculty represented in the DCEPS: (a) Non-Tenured, Tenure-Track Faculty; (b) Lecturers and Clinical Faculty; and (c) Tenured Faculty.

Non-Tenured, Tenure-Track Faculty

Proposed Modification for Non-Tenured, Tenure-Track Faculty: Currently, tenure-track faculty submit a teaching portfolio every year, one month prior to submitting their annual evaluation materials in Workflow until they receive tenure. We propose enhanced requirements for verification of teaching effectiveness in the annual evaluation process including consideration of the University Student Opinion Survey, and that tenure-track faculty submit a teaching portfolio only in their pre-tenure review year.

Rationale: The pre-tenure review is a formal, in-depth examination of tenure-track faculty's research, teaching, and service to ensure that they are on track to meet the expectations required for tenure and promotion at ODU. Pre-tenure review is typically conducted in a faculty member's third year on the tenure track and entails feedback from multiple committees/administrators in the college and university. Peer feedback on a teaching portfolio would fall seamlessly into this process and be most useful at this check point in the faculty's tenure track. As such, the teaching portfolio, as a more in-depth review of teaching, would be well situated as a pre-tenure, third-year review process and check point for faculty on the tenure track.

Justification for Modification of the Teaching Portfolio Requirement for Non-Tenured, Tenure-Track Faculty: The current requirement of yearly teaching portfolios for tenure-track faculty is redundant and focuses research faculty's time and efforts more centrally on

teaching as a part of the annual evaluation process. The annual evaluation process through Workflow requires faculty to provide multiple pieces of evidence to support that they are meeting expectations in teaching. Workflow requirements also ensure that faculty are reflecting on their teaching and students' opinions of their teaching. With enhanced requirements added to the annual review process regarding teaching effectiveness, this evidence should suffice for a tenure-track faculty whose primary focus is research.

Additionally, many tenure-track faculty across the institution are on a 2:2 teach load. It is customary for tenure-track faculty to receive a course release in their first year of employment, and some also receive a course release for grant- or research-related research in subsequent years of their tenure-track. Chairs typically prioritize tenure-track faculty course assignments so that these faculty do not teach multiple new preps each year. This prioritization allows tenure-track faculty to focus more heavily on research. As a result, these faculty often reflect on the same courses each year in their teaching portfolios, creating redundancy in their teaching portfolio content. A tenure-track faculty that is found deficient in teaching in an annual review could be asked to submit a teaching portfolio to guide remediation.

Lecturer and Clinical Faculty

Proposed Elimination of Teaching Portfolio for Lecturers: Currently, lecturers submit a teaching portfolio every year a month before submitting their annual evaluation materials until promoted to Senior Lecturer. After promotion, lecturers submit a portfolio every three years. We propose enhanced requirements for verification of teaching effectiveness in the annual evaluation process including consideration of the University Student Opinion Survey, and that annual teaching portfolios be eliminated for lecturers at all ranks.

Rationale: The evidence submitted in lecturers' annual Workflow primarily evaluates teaching and service effectiveness, and lecturers focus most of their annual materials and reflection on justifying and supporting their effective teaching. This would particularly be the case if the requirements regarding teaching are enhanced in the annual evaluation policy. As such, the current requirement of yearly teaching portfolios in addition to annual evaluations for lecturers is redundant. A lecturer that is found deficient in teaching in an annual review could be asked to submit a teaching portfolio to guide remediation.

Justification for Elimination of Annual Teaching Portfolios for Lecturers, and Tri-Annual Teaching Portfolio following promotion in rank: Lecturers are on a 4:4 teach load, and the central focus of their job is teaching. They are not required to conduct research. As such, they only report on teaching and service in their annual evaluation, with teaching being the most important aspect of their annual performance and that guides their reappointment. We believe that this annual review of lecturer's teaching in Workflow, particularly if the requirements regarding teaching are enhanced, is sufficient.

Additionally, lecturers teach more classes than research faculty, and they are often hired to

teach select classes based on their area of expertise and a department's specific needs in that area. This practice limits the number of course preps they teach each year. Like tenure-track faculty, lecturers often teach the same courses each year, creating redundancy in the content of their annual teaching portfolios.

Proposed Elimination of Teaching Portfolio for Clinical Faculty: Currently, Clinical Assistant Professors submit a teaching portfolio every year a month before submitting their annual evaluation materials until promoted to Clinical Associate Professor. After promotion, clinical faculty submit a portfolio every three years. We propose enhanced requirements for verification of teaching effectiveness in the annual evaluation process including consideration of the University Student Opinion Survey, and that annual teaching portfolios be eliminated for research and clinical faculty at all ranks.

Rationale: Clinical faculty devote most of their time to clinical teaching, supervision, and service. The evidence submitted in clinical faculty's annual Workflow primarily evaluates teaching and service effectiveness as well as promise in scholarly work for Clinical Assistant Professors, scholarly achievements for Clinical Associate Professors, and outstanding scholarly activity for Clinical Professors. The evidence submitted in clinical faculty's annual Workflow materials, particularly if the requirements regarding teaching are enhanced, is sufficient to appropriately evaluate teaching effectiveness. A clinical faculty that is found deficient in teaching in an annual review could be asked to submit a teaching portfolio to guide remediation.

Justification for Elimination of Annual Teaching Portfolios for Clinical Assistant Professors, and Tri-Annual Teaching Portfolio following promotion in rank: Clinical faculty primarily teach clinical courses in their affiliate degree programs. These are select classes based on their area of clinical expertise. This practice limits the number of course preps they teach each year. Like tenure-track faculty and lecturers, clinical faculty often teach the same courses each year, creating redundancy in the content of their annual teaching portfolios.

Tenured Faculty

Proposed Elimination of Teaching Portfolio for Tenured Faculty: Currently, tenured faculty submit a teaching portfolio every five years post-tenure. We propose enhanced requirements for verification of teaching effectiveness in the annual evaluation process including consideration of the University Student Opinion Survey, and that annual teaching portfolios be eliminated for tenured faculty members.

Rationale: The evidence submitted in tenured faculty's annual Workflow materials, particularly if the requirements regarding teaching are enhanced, is sufficient to appropriately evaluate teaching post-tenure.

Justification for Elimination of Five-Year Teaching Portfolios for Tenured Faculty: To receive tenure at ODU, faculty must meet or exceed expectations in research, teaching, and

service after a probationary period, which is typically five years. The ODU Teaching & Research Faculty Handbook states, "The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission." Once tenured, faculty no longer receive annual reappointment recommendations.

Tenured faculty submit evidence to Workflow annually that they are meeting expectations in research, teaching, and service. The chair and dean comment on the extent to which tenured faculty are meeting expectations in these areas in the tenured faculty member's annual review. The materials that faculty submit on an annual basis to their chair and dean provide evidence that they continue to be effective in their teaching. As faculty have already received tenure, any deficiencies in teaching would be addressed by the chair and dean in the annual review process. A tenured faculty that is found deficient in teaching in an annual review could be asked to submit a teaching portfolio to guide remediation. If necessary, sustained deficiencies in teaching would be addressed through a post-tenure review process.

Exceptions

We acknowledge that there may be exceptions that arise that necessitate a teaching portfolio review. The following examples would be considered exceptions for the proposed modifications or eliminations of the teaching portfolio:

• Per the Teaching & Research Faculty Handbook, a faculty member can request a teaching portfolio review in any review year, and a chair must grant that request.
• A teaching portfolio can provide additional evidence of satisfactory or exceptional teaching and may be recommended for a promotion in rank portfolio.
• A post-tenure review may be prompted due to teaching that does not meet expectations. A teaching portfolio may be required as a part of a remediation plan or the post-tenure review.

Rationale for Submission
Specific rationales are embedded in the descriptions above as they are linked to each faculty type. Overall, the faculty and administrators in the DCEPS agree that teaching portfolios are an important practice and method to both evaluate faculty's teaching and encourage faculty to reflect on their teaching. However, we propose a reconsideration of the current teaching portfolio requirements for the University based on ODU's recent designation as R1 and extensive reflection on ODU's annual evaluation process using Monarch Workflow.

NameTammi Dice
DepartmentDarden College of Educaton and Professional Studies
Emailtdice@odu.edu
DateNov 25, 2024