Developing a Teaching Portfolio

Jason Schreiner, Faculty Consultant
Teaching Effectiveness Program
University of Oregon
6-3484 * jschrein@uoregon.edu
www.tep.uoregon.edu
Teaching Portfolio – What It Is

• Concise, yet comprehensive factual description & evidence of teaching activities & accomplishments

• Tool that highlights one’s teaching for hiring, promotion, and tenure review

• Opportunity to reflect on one’s teaching and to document changes
Two Key Features

**Evidence**
- Courses & responsibilities
- Sample materials (syllabi, assignments, etc.)

**Reflective Commentary**
- Context & Meaning
Remember...

The purpose of a teaching portfolio is not simply to outline what one teaches but to explain how one teaches and why one teaches that way.

Three key questions:

– Why do you teach?
– How do you teach?
– Why do you teach the way you do?
Sample Outline #1  
(Political Science)

1) Teaching Philosophy  
2) Teaching Responsibilities  
3) Advising / Supervision Responsibilities  
4) Teaching Methods  
5) Syllabi and Course Materials  
6) Student Evaluations  
7) Administrative and Peer Review  
8) Related Activities  
   a) For Students  
   b) For the University  
   c) For the Community  
9) Professional Improvement Activities  
10) Goals  
11) Appendices

Sample Outline #1
(Political Science)

Appendix A: List of Courses Taught
Appendix B: Samples of Student Work
Appendix C: Course Syllabi and Materials
Appendix D: Student Learning Aids
Appendix E: Student, Admin., & Peer Evaluations
Appendix F: Student-Related Activities
Appendix G: University-Related Activities
Appendix H: Community-Related Activities
Appendix I: Professional Improvement Activities

Sample Outline #2
(Biology)

1) Teaching Responsibilities
2) Teaching Philosophy
3) General Classroom Strategies
4) Course Syllabi
5) Student Research
6) Additional Teaching Activities
7) Teaching Assessment
8) Teaching Improvement
9) Future Teaching Goals
10) Appendices

Sample Outline #2
(Biology)

Appendix A: Sample Lecture Outline
Appendix B: Course Syllabi
Appendix C: “Way Cool” Biology Databases
Appendix D: Biology Instructor’s Grading Criteria
Appendix E: Samples of Student Papers
Appendix F: Science in Action Day Handouts
Appendix G: Letters from Local High Schools
Appendix H: Anecdotal Student Comments
Appendix I: Interactive Genetics Database Grant
Appendix J: Anecdotal Student Evaluation Form

Sample Outline #3
(English)

1) Teaching Responsibilities
2) Teaching and Learning Philosophy
3) Teaching Methods and Strategies
4) Connecting Learning to Students’ Lives
5) Developing Critical Thinking Habits
6) Motivating Students to Improve
7) Integrating Computers in the Classroom
8) Evaluating My Teaching
9) Improving My Teaching
10) The Teaching Cell
11) Sharing Teaching Ideas With Others
12) Staying Current as a Teacher
13) Teaching Goals

Sample Outline #3

(English)

Appendix A: Class discussion handouts
Appendix B: Handouts for group activities and projects
Appendix C: Peer response sheets
Appendix D: Guidelines for library searches
Appendix E: Student reflective essays from Literature and Culture and Environmental Issues classes
Appendix F: Current supplemental articles
Appendix G: Sequenced journal questions
Appendix H: Final portfolio guidelines
Appendix I: Sample student Papers
Appendix J: Daedalus discussion transcripts
Appendix K: Student evaluations
Appendix L: Student narrative evaluations
Appendix M: Sample syllabi

Sample Outline #4
(Music)

1) Statement of Teaching Responsibilities
2) Statement of Teaching Philosophy and Goals
3) Description of Methods Used in Specific Courses
4) Description of Curricular Revisions and Steps Take to Improve My Teaching
5) Peer Evaluation of My Teaching
6) Student Evaluation of My Teaching
7) Audio and Video Tapes of My Instruction and of Student Performances
8) Samples of Student Work
9) Successful Students
10) Other Evidence of Good Teaching
11) Future Teaching Goals
12) Appendices

Sample Outline #4
(Music)

Appendix A: List of my teaching responsibilities in 1994-95 and 1995-96
Appendix B: Course descriptions, syllabi, handouts, tests, and other related materials
Appendix C: Peer Evaluations of my teaching
Appendix D: Student evaluations of my teaching
Appendix E: Audio and video tapes of my instruction and of student performances
Appendix F: Samples of student work
Appendix G: Information about successful students
Appendix H: Other evidence of good teaching

Process

1. Write a statement of teaching philosophy
2. Gather evidence
3. Organize evidence
4. Prepare statements about the evidence
5. Get feedback and revise
6. Include reference in Curriculum Vitae and Cover Letters
Process

1. Write a statement of teaching philosophy

But...what is a statement of teaching philosophy?
Statement of Teaching Philosophy

A narrative description of one’s conception of teaching, including the rationale for one’s teaching methods.


Teachers open the door.
You enter by yourself.
- Chinese Proverb
Philosophy

“Anyone setting out to teach has a philosophy of teaching. Philosophy does not imply anything esoteric or grand. Philosophy means only those things we hold to be true about students, about the process of teaching, and about what we should be doing to teach well. Nothing so complex and unpredictable as teaching should be done without thinking about it. And it is from thinking about it, and seeing what others have thought and said about it, as well as actually doing it, that a philosophy of teaching develops.”

Philosophy

Most fundamentally:

What is your conception of a great teacher, and what are you doing to become one?
1. Write a statement of teaching philosophy

Key Questions to Answer

– Why do I teach?
– What does good teaching mean to me?
– What does effective learning mean to me?
– Do I have a particular teaching style or approach? If so, how would I describe it?
– What makes me unique as a teacher?
– What do I expect from students?
– What can my students expect from me?
– What do I do to continue to improve?

(discipline-specific questions)
– Why am I so passionate about my discipline?
– What strategies make teaching and learning in my discipline come to life?
– How do effective teaching and learning in my discipline contribute to society?
Teaching Inventories

The following online questionnaires may be helpful in stimulating thinking about your teaching philosophy and methods:

Teaching Goals Inventory
http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data-&lay=Layout01-&view

Teaching Perspectives Inventory
http://teachingperspectives.com/

Teaching Style Inventory
http://longleaf.net/teachingstyle.html
Statement

• Subject/discipline-specific vs. generalized

• Personalized style vs. formal style

• Personal version vs. official version
  – also: “syllabus version”

• Concise: 500-750 words (1-2 pages)

• Specificity – use concrete examples from the classroom (esp. when discussing methods)
Research Shows...

• Successful statements have these qualities:
  – Specificity
  – Evidence of dedication to teaching
  – Indicate writing and communication skills
  – Demonstrate thoughtful reflection on one’s teaching
  – Evidence of student-centered methods
  – Convey a match between applicant and hiring institution

Source: Bruff (2007).
Remember...

The **statement** is a *narrative description*

• As you write, you might think in terms of this question:

  – “If someone walked into my classroom, what would they see?”
Statement Elements

- **Learning Goals**: discipline-specific knowledge, skills, and attitudes that are important for students’ academic, personal, and professional success

- **Teaching Methods**: specific teaching methods & how they contribute to students’ accomplishment of learning goals & how they align with student expectations & needs

- **Learning Assessment**: specific tools used to assess student learning and description of how these tools facilitate student achievement of learning goals

- **Teaching Assessment**: strengths and areas for improvement based on evidence, along with plans for continuing development

- **Learning Environment**: specific ways diverse identities, experiences, learning styles, etc. are accounted for and integrated into teaching methods
Statement Formats

• Five-Paragraph Essay
• Great Moments
• Great and Not-So-Great Moments
• The Story
• The Metaphor
<table>
<thead>
<tr>
<th>Possible Components</th>
<th>Excellent</th>
<th>Needs work</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals for student learning:</td>
<td>Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the instructor’s discipline. They are concise but not exhaustive.</td>
<td>Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change.</td>
<td>Articulation of goals is unfocused, incomplete, or missing.</td>
</tr>
<tr>
<td>Enactment of goals (teaching methods):</td>
<td>Enactment of goals is specific and thoughtful. Includes details and rationale about teaching methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the method in use within the disciplinary context are given.</td>
<td>Description of teaching methods not clearly connected to goals or if connected, not well developed (seems like a list of what is done in the classroom). Methods are described but generically, no example of the instructor’s use of the methods within the discipline is communicated.</td>
<td>Enactment of goals is not articulated. If there is an attempt at articulating teaching methods, it is basic and unreflective.</td>
</tr>
<tr>
<td>Assessment of goals (measuring student learning):</td>
<td>Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type.</td>
<td>Assessments are described, but not in connection to goals and teaching methods. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline.</td>
<td>Assessment of goals is not articulated or mentioned only in passing.</td>
</tr>
<tr>
<td>Creating an inclusive learning environment, addressing one or more of the following questions:</td>
<td>Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline.</td>
<td>Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching.</td>
<td>Issues of inclusion are not addressed or addressed in an awkward manner. There is no connection to teaching practices.</td>
</tr>
<tr>
<td>Structure, rhetoric and language:</td>
<td>The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms (e.g., critical thinking) are given specific definitions that apply to the instructor’s disciplinary context. Specific, rich examples are used to bolster statements of goals, methods, and assessments. Grammar and spelling are correct.</td>
<td>The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement, or, organizing structure is weak and does not resonate within the disciplinary context. Examples are used but seem generic. May contain some jargon.</td>
<td>No overall structure present. Statement is a collection of disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision.</td>
</tr>
</tbody>
</table>

**Rubric for Statements of Teaching Philosophy** developed by Matt Kaplan, Chris O’Neal, Debbie Meizlish, Rosario Carillo, and Diana Kardia
Tips: Consider Your Audience

• Will this candidate be able to handle the teaching responsibilities of the job?

• Does her approach to teaching suggest that she would be a good “fit” for our department and our students?

• Does this candidate want to teach? If so, why?

• If I were to step into a classroom and observe this candidate teaching, what would I see?

Source: Writing a Teaching Philosophy Statement, Washington University in St. Louis
**Tips:** Consider Your Audience

- How do this candidate’s research interests shape her teaching?

- What will this candidate add to our department? What will our students gain from his classes? What will our department gain in terms of specific courses, new opportunities for students to develop their skills and knowledge, and interesting pedagogical approaches?

- How does this candidate respond to the perennial challenges of teaching, such as motivating students to learn, evaluating student work, maintaining high standards in the classroom, and juggling teaching with other responsibilities we expect faculty to fulfill?

Source: Writing a Teaching Philosophy Statement, Washington University in St. Louis
Tips: Stand Out from the Crowd!

• Begin with the End
  – In what way is a student leaving my class different than from the one who entered on the first day?

• Make Distinctions *(if they exist...)*
  – Note differences in types of classes taught: different objectives, methods, etc.

Source: Lang (2010).
Tips: Stand Out from the Crowd!

• Be Specific
  – Tell a story or two about how your objectives or methods have played out in the classroom

• Cite Your Sources
  – Where did your philosophy or ideas about teaching come from?

Source: Lang (2010).
Process

2. Gather your evidence

Two Caveats:

1. Keep anything and everything related to your teaching!

2. Keep an archive – a designated folder or box where you keep everything and can find it!
Process

2. Gather your evidence

A. Personal Material
   - List of teaching responsibilities and way courses were taught
   - Teaching philosophy statement
   - Teaching goals for next 5 years
   - Representative course syllabi (and why done this way)
   - Description of steps taken to evaluate and improve one’s teaching
   - Curricular revisions (new projects, materials, etc.)
   - Self-evaluation (esp. if contradictory documents in the portfolio)
   - Publications on teaching
   - Supervision roles (advising, theses/dissertations, group projects, etc.)
Process

2. Gather your evidence

B. Material from Others
- Statements from colleagues who have observed your teaching
- Statements from colleagues who have witnessed out-of-class activities
- Student and course evaluations (esp. those that indicate improvements)
- Department statements about your teaching
- Performance reviews as a faculty advisor
- Honors, awards, grants and other recognition of your teaching
- Invitations for papers or presentations on teaching
- Participation in teaching development within your discipline, department, or college
- Documentation of teaching development activities
- Teaching research (Scholarship on Teaching and Learning)
- Videotape of your teaching
- Student scores on standardized tests
- Student comments, such as in emails
Process

2. Gather your evidence

C. Products of Good Teaching

– Student essays, creative work, lab books, publications, etc.

– Information about student career choices or opportunities that are effects of your courses or help

– Record of students that move to and succeed in advanced courses in your discipline

– Statements from alumni

– Examples of graded student showing range of scores and explanations of why they were so graded
Process

3. Organize your evidence

A. Identify the goal to emphasize in your portfolio, for example:
   - Improvement in teaching skills
   - Evolution of teaching responsibilities over time
   - Breadth of teaching responsibilities
   - Particular theme(s) in your teaching

B. Refine evidence and prioritize according to your goal
   - Focus on the most pertinent evidence
   - Lump less pertinent items together, e.g. “Related Responsibilities”
Process

4. Write reflective & summary statements about the evidence

A. Be concise and to the point

B. Clarify context of evidence as needed

C. Refer to the appendices for details, but include most relevant evidence in the summary
Process

4. Write reflective & summary statements about the evidence

Things to consider:

• questions of **student motivation** and how to influence it
• the **goals of instruction**, both for individual courses and in general
• the development of **rapport with students** as a group and individually
• the **assessment** of various teaching strategies as they related to the instructional goals
• the **role of disciplinary knowledge** in teaching and how students learn the discipline
• **recent innovations in the content of the field** and their effects on teaching
5. Get feedback and revise accordingly

A. Share with others for feedback

B. Offer to review others’ portfolios and give feedback
Process

6. Rewrite Curriculum Vitae and refer readers to your teaching portfolio

A. Indicate teaching portfolio in CV

B. Refer to teaching portfolio in cover letters
Final Reminders

- **Brevity**: 5-8 pages, plus appendices
- **Context**: align with particular university or department mission, goals, etc.
- **Criteria**: customize according to particular audience – give it what it needs to know
- **Accountability**: be prepared to provide and explain your...
  - Your philosophy of teaching and teaching goals
  - Your ability to design courses, materials, assignments, etc.
  - Your style of teaching and how it facilitates student learning
  - Your student learning outcomes (what they will know and be able to do because of you)
  - Your evaluation and reflection on your own teaching (what changes you’ve made & why)
Final Reminders

- **Documentation**: keep everything
- **Input**: seek evaluations and feedback from others
- **Reflection**: update regularly
- **Assistance**: get help from TEP
- **Action**: start now

J. Schreiner, Bees and Flower, 2006
Teaching Portfolios – Selected Websites

Teaching Portfolios
http://tep.uoregon.edu/services/portfolio/portfolio.html
Contains information and links

The Teaching Portfolio by Hannelore B. Rodriguez-Farrar (Brown University)
http://www.brown.edu/Administration/Sheridan_Center/docs/teach_port.pdf

Guidelines for Teaching Portfolios (Carnegie Mellon University)
http://www.cmu.edu/teaching/resources/DocumentingYourTeaching/TeachingPortfolios/TeachingPortfolios.pdf
Short how-to guide along with over 150 pages of real examples of teaching statements and teaching materials.

Assemble Your Teaching Portfolio (University of Texas)
http://ctl.utexas.edu/teaching-resources/advance-your-career/assemble-your-teaching-portfolio/
Very pragmatic approach to creating a teaching portfolio.

The Teaching Portfolio at Washington State University (Washington State University)
http://www.wsu.edu/provost/teaching.htm
Instructions on how to create a portfolio along with samples.

The Teaching Portfolio: Definition, Purposes, and Form (Rutgers University)
http://TeachX.rutgers.edu/faculty/portfolios.html
Succinct summary of important information.

Creating a Teaching Portfolio A Guide for Graduate Students Office of Instructional Development, UCLA
http://www.oid.ucla.edu/units/tatp/resources/tp
Workbook for creating your portfolio. Downloads as a PDF file.

The Teaching Portfolio by Matthew Kaplan (University of Michigan)
http://www.crlt.umich.edu/publinks/CRLT_no11.pdf
Downloads as a PDF file.

PhDs - Teaching Portfolio (University of California—Berkeley)
http://career.berkeley.edu/PhDs/PhDportfolio.stm
Teaching Philosophy Statements

Helpful Articles


Helpful Websites

Teaching Strategies: The Teaching Philosophy/Teaching Statement (University of Michigan) [http://www.crlt.umich.edu/tstrategies/tstpts.php](http://www.crlt.umich.edu/tstrategies/tstpts.php)

Writing a Teaching Philosophy Statement (Washington University in St. Louis) [http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement](http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement)

Writing a Philosophy of Teaching Statement (Ohio State University) [http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html](http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html)

Developing a Philosophy of Teaching Statement (Nancy Van Note Chism, Ohio State University) [http://spinner.cofc.edu/~cetl/Essays/DevelopingaPhilosophyofTeaching.html](http://spinner.cofc.edu/~cetl/Essays/DevelopingaPhilosophyofTeaching.html)


Writing a Teaching Philosophy Statement (Iowa State University) [http://www.celt.iastate.edu/teaching/philosophy.html](http://www.celt.iastate.edu/teaching/philosophy.html)
THE TEACHING PORTFOLIO

A Practical Guide to Improved Performance and Promotion/Tenure Decisions

SECOND EDITION

Peter Seldin
Lubin School of Business
Pace University
Pleasantville, NY

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Anker Publishing Company, Inc.
176 Ballville Road
P.O. Box 249
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ABOUT THE AUTHOR

Peter Seldin is Distinguished Professor of Management at Pace University, Pleasantville, New York. A specialist in the evaluation and development of faculty performance, he has been a consultant to more than two hundred and fifty colleges and universities throughout the United States and in twenty-five countries around the world.

Peter is a frequent speaker at national and international conferences and regularly serves as a faculty leader in programs offered by the American Council on Education and the American Assembly of Collegiate Schools of Business.


He has contributed numerous articles on the teaching profession, student ratings, and academic culture to such publications as The New York Times, The Chronicle of Higher Education, and Change magazine.

Peter has won awards both as an educator and as a grower of cherry tomatoes.
TEACHING PORTFOLIO
Clyde E. Willis
Department of Political Science
Valdosta State University
Fall 1996

Table of Contents
1) Teaching Philosophy
2) Teaching Responsibilities
3) Advising
4) Teaching Methods
5) Syllabi and Materials
6) Student Evaluations
7) Administrative and Peer Review
8) Related Activities
   For Students
   For the University
   For the Community
9) Professional Improvement Activities
10) Goals
11) Appendices

Teaching Philosophy
My philosophy of teaching revolves around the conviction that the task of edu-
cation in general and teachers in particular is to encourage and enable students
to escape self-tutelage and be able to critique themselves and society in a healthy
way. I subscribe to Immanuel Kant's definition: "Tutelage is our inability to
make use of our understanding without direction from another. And this tut-
elage is self-tutelage when its cause lies not in lack of reason but in lack of resolu-
tion and courage without direction from another." Kant went on to admonish
us to "Know ourselves! To have courage to use our own reason!"

This philosophy informs my observation that by the time students reach the
university curriculum, they have created a form of self-tutelage by believing that
they must not appear to others as if they are "learning" anything. Which is
another way of saying they cannot appear ignorant or stupid. It is like the feeling
one gets when in a large city for the first time. One cannot, by any means, stare
at the tall buildings, else the natives will know right away that you are a tourist, a
stupid tourist, of course. The reluctance to appear ignorant, or touristy if you
will, is the most glaring obstacle to an otherwise excellent educational opportu-
nity. The ultimate consequence is that students want a system that allows them to
"succeed" without exposing their shortcomings (particularly writing require-
ments), on the heels of which often follows a teaching strategy calculated to teach
without offense: Students are afraid to confess ignorance, teachers are afraid to expose ignorance—even in the name of eradicating ignorance.

My main teaching goal is to disabuse students of the notion that they should somehow know everything, and that learning must be an embarrassing experience. Students can and must experience the fact that confessing ignorance is the first step in gaining knowledge. If college is a new experience, it by definition must be strange, even unknown to a degree. Indeed, an educational experience—something experienced anew or for the first time—must by definition be somewhat uncomfortable. If it is not, then it is a redundancy, a waste of time. However, it does not have to be a distasteful occasion.

I firmly believe that most students are full of ideas and opinions that are suppressed—many for years—out of a simple fear of being wrong. The student's fear of inadequacy, coupled with the corollary impression that others do not feel likewise, becomes the single most debilitating aspect of a student's university career. The teaching methods and strategies I have developed and employ are calculated to counter this pervasive difference. In order to learn, students must get past the anxiety of becoming vulnerable to the learning experience. My primary concern as a teacher is to coax, nudge, and support students in this effort. There are two principal ways in which I attempt to achieve this strategy: writing and active learning, discussed in the section on Teaching Methods.

Teaching Responsibilities
I teach, along with all members of the political science faculty, a survey course in American government which is required of all university students in Georgia. I also teach public law courses, such as U.S. Constitutional Law, to political science majors who are in large measure planning to attend law school. I also teach public law courses to students with a major in Legal Assistant studies who are planning legal careers with law firms or governmental agencies upon graduation. I teach public law courses in the graduate MPA program and a college level American government course via satellite to selected high school students who will receive college credit. A complete list of courses taught during the past three years is found in Appendix A.

Recently I directed six students in directed study courses (POS 485) and two internships (POS 486). Directed study and internship activities are voluntarily assumed by faculty members in addition to a regular teaching load.

I developed a new course (POS 328) in trial advocacy. This course grew out of the mock trial program developed during the past year which has become and will continue to serve as an adjunct to the course in trial advocacy. (See Appendix A for a copy of the New Course Proposal and syllabus.)

I was selected to teach in a pilot in long distance learning during fall term 1994. The Georgia Board of Regents began offering on a trial basis American government to qualified high school students as part of the post secondary option that makes college courses available to students who have not only qualified for college work while still in secondary school, but who could travel to and from the university campus during regular hours. The course I am teaching utilizes both telephonic and satellite technology to take the courses directly to the high schools in Georgia.

Student Advising
Student advising is considered very important at VSU. I currently have approximately fifteen formal advisees who are either political science/pre-law or legal assistant majors. I receive many of the inquiries from prospective students about the various public law programs at VSU. Moreover, my legal experience as a practicing trial lawyer for over two decades has attracted many students from all over the university for advice and consultation on law and law-related careers.

Teaching Methods
My teaching method is composed of four major components: writing exercises; active learning exercises; reader-response approach to analysis; and one-on-one sessions.

I emphasize the value of writing by having the students write in nontraditional ways. For example, I stress the personal involvement in writing instead of having students simply essay about what the author "actually" said or meant or what some commentator thinks. I have students answer questions typical of the following: 1) What did you expect that the author had to say about anything? 2) Were your anticipations fulfilled? 3) If so how? 4) If not, what would you suggest the author say? An example instruction guide that I use to assist students in writing an essay on Madison's Federalist Number Ten can be found in Appendix D.

The hermeneutical technique of using various reader-response approaches to reading and understanding texts is another specific strategy I use to help students gain self-confidence as they learn substantive material. For instance, I insist that students read primary works rather than secondary works regardless of whether the author is James Madison or Plato, Richard Nixon or John Locke, and focus on their response rather than that of some commentator. When students realize that they do not have to relate to everything through a medium—parent, teacher, or other so-called experts—they not only gain an empowering self-confidence, they also become highly vested in their education.

The active learning activities involve simulation of the processes contained in the subject matter. This is most apparent in courses like judicial process and trial advocacy. But students also emulate other processes of government that implicate the Congress, the Presidency, and the public. For example, in the American government class, students in pairs or groups will emulate a congressional committee hearing or a presidential staff meeting.
A particular strategy that I employ to achieve my philosophical concern that students lack self-confidence is to conduct as many one-on-one sessions with students as possible. This relationship with students allows us to focus on their individual strengths and weaknesses. For instance, I do not simply assign several written exercises, grade them, and turn them back to the student. I work individually with students on one written exercise as they do multiple revisions to make points that build on each other at different levels. An example of this which consists of a progressive work by a legal assistant student—in this case successive drafts of a legal memorandum—in POS 316 is found in Appendix B.

Course Syllabi and Materials
Appendix C contains course syllabi and course descriptions for each course I currently teach or have taught during the period covered by this portfolio. My syllabi seek to explain to students not only what is objectively expected for completion of the course, but my teaching philosophy and strategies for accomplishing goals for the term as well. In constructing my syllabi I have consulted with colleagues at VSU and elsewhere. I have also used model suggestions contained in the pattern syllabi for political science courses published by the American Political Science Association.

Appendix D contains a letter to my students entitled the *How, Why, and What of Writing*. This piece seeks to help students understand the personal aspect of writing and how it is essential to internalizing the objective world in such a way that the students become of the world as well as in the world. This exercise implements my teaching philosophy by helping students overcome the self-consciousness that invariably attends "putting oneself on the line." In other words, realizing that new experiences—especially writing about them—necessarily causes discomfort, students become comfortable with feelings of discomfort, thus receiving much more benefits from each new experience.

Student Evaluations
During the academic years at Union College in Barbourville, Kentucky, I consistently received student evaluation objective scores above the average for the Social Science Division. During my first year at VSU, I was also well-received by the students. For the Fall Quarter, I received the highest student ratings for the undergraduate survey course and for the upper-level courses offered political science majors. The scores received for fall and winter terms, which show that I have continued to receive student evaluations well above average, are summarized as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Rating</th>
<th>Dept. Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>POS 200-B American Government</td>
<td>4.75¹</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>POS 200-I American Government</td>
<td>4.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POS 315 US Constitutional Law</td>
<td>4.80³</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>POS 200-G American Government</td>
<td>4.68</td>
<td>4.29</td>
</tr>
<tr>
<td></td>
<td>POS 200-I American Government</td>
<td>4.78</td>
<td>4.29</td>
</tr>
<tr>
<td></td>
<td>POS 316 US Constitutional law</td>
<td>4.69</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>POS 200-F American Government</td>
<td>4.81</td>
<td>3.97</td>
</tr>
<tr>
<td></td>
<td>POS 200-H American Government</td>
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<tr>
<td></td>
<td>POS 322 Judicial Process</td>
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<td>Summer</td>
<td>POS 776 Labor Law</td>
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<tr>
<td></td>
<td>POS 485 Sem: Law &amp; Literature-Trial Advocacy</td>
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</tr>
</tbody>
</table>

Responses are: 5 = highest score, 1 = lowest score. Copies of the survey questionnaires follow the survey data for each term in Appendix E.

¹Highest in the department for survey courses.
²Department data not available for this period.
³Highest in the department for an upper-level course.

A summary of the subjective comments made by students as part of the evaluation process are set forth in Appendix E along with copies of the complete student evaluation forms. Some student comments that reveal success in implementing my teaching philosophy are:

- Dr. Willis is very profound when it comes to explaining the material of this course. He does an excellent job giving the reasons why behind the facts stated in the textbook. He takes teaching this course a step further by being very communicative with the class and going into detail. He also shows how the material studied in this class relates to the society and what we live in today.
- Dr. Willis was very helpful during the quarter and was always available if we needed him.
- Most enthusiastic professor I've had at VSU. He really tried to relate the material to real situations. Encouraged critical thinking based on sound logical arguments. Excellent instructor.
- Dr. Willis genuinely cares if a student is learning in his class. I have had only one other instructor during my college career that I feel I learned as much from.
Excellent, but a little scattered. I benefited a lot because constitutional law is very important in my profession. Dr. Willis provided a foundation-building format and built strongly on it. I feel prepared to handle complex issues.

Dr. Willis is a patient, caring, and knowledgeable instructor. It was a joy to be in this class.

Dr. Willis is a very good instructor. Dr. Willis took up a lot of time with us as a class and individually.

I feel that Dr. Willis is an excellent instructor. He shows and is concerned about the students.

Very enthusiastic. Encourages participation and is extremely helpful outside of class.

Administrative and Peer Review
My teaching performance has been reviewed by my immediate administrative supervisors for the past three years. Most recently, my department head stated that Dr. Willis made an outstanding beginning to his academic career at VSU. He was extremely well-received by the undergraduate students, and this is reflected in the fact that his student ratings for one section of POS 200 and his ratings for the upper-division course were the highest in the department for those categories. He is intelligent, dynamic, and energetic in the classroom. Students are constantly in the office seeking his advice, and he frequently gives of his time.

An earlier comment by one of my supervisors states: "Clyde has made a very positive contribution to social sciences and Union College in his first year. I don't think we could have found a better person for the position." Appendix M contains copies of these reviews and a letter from a colleague that states: "Clyde's Intro to Criminal Justice stirred one student to change to that major, and the honesty of the issues discussed in Administrative Security was appreciated. Also Clyde's integrity and abilities in the classroom were mentioned more than once."

Regarding my performance in teaching via the long distance network, the Director of the Long Distance Program at VSU made the following comment to the university president regarding my performance: "Site facilitators at all of the distance sites have told me how much the students love Dr. Clyde Willis. He is doing an excellent job teaching the pre-secondary option political science class. From what I have seen and heard, you could not have picked a better professor for this class." (See Appendix A for copy of this memorandum.)

Related Activities: For Students
I advise VSU's local chapter of Phi Alpha Delta, the international pre-professional legal society. In that role I have assisted the program in a variety of ways: discussion of topics and issues of interest to the members, advising, scheduling, recruitment, etc. A major undertaking associated with Phi Alpha Delta was the organization of a mock trial team at VSU. In the mock trial program students learn how to analyze and organize a random set of facts into a presentable, persuasive argument. They also learn trial and advocacy procedure as they perfect communication and analytical skills presenting cases in simulated courtroom trials.

The mock trial program is part of the national program sponsored by the American Mock Trial Association headquartered in Des Moines, Iowa, that conducts an annual national competition. The team competed in the Annual Capital Classic Mock Trial Tournament at the University of Maryland at College Park, and the American Mock Trial Association Regional Tournament in Atlanta, where it received a bid to compete in the national AMTA tournament in Milwaukee. The team, which received an Outstanding First Team Award at Milwaukee, was proud to have three of its members receive individual honors at all three competitions. I organized and directed a Southeastern American Mock Trial Invitational Tournament. The mock trial program is extracurricular for both students and teacher. See Appendix F for news articles and memoranda relating to this activity.

I am the faculty advisor to the Spectator, the university's student-newspaper. In that role I advise the faculty and student staff on legal advice involving a wide range of activities from advertising contracts to freedom of the press issues.

I was the moderator for the spring Student Government Association elections held in Powell Hall. I advise the Student Government Association and the SGA Senate. The SGA conducted presidential impeachment proceedings and it has considered various issues impacting the right of expression and association. See Appendix F for news articles relating to this activity.

I conducted a two-day, twelve-hour Seminar-Workshop on Computer Assisted Legal Research (CALR) for students who had not been able to cover the topic in the Legal Research course (PO/432). Some faculty also attended the seminar-workshop. Evaluations rated the instructor 3.75 on a scale of 4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor for knowledge, preparation, communication, and overall effectiveness. See Appendix F for a letter of thanks from the Continuing Education Center and copies of participant evaluations.

I proposed and assisted the successful nomination of a student in my constitutional law class for the Annie Powell-Hopper Award. This is the university's most distinguished annual award. The winner must exemplify the tradition of VSU and those traits of character, dignity, and scholarship associated with the
best of university traditions. See Appendix F for news articles and my nominating petition relating to this activity.

While at Union College, I served as a judge at intercollegiate academic tournaments. Appendix F contains a letter of thanks for participating in that activity.

Many of the students who attend my classes participate in the trial advocacy program and seek advice from me on how to plan and attend graduate and professional schools. Consequently, I am frequently called upon to write letters of recommendation. Appendix F contains sample letters of recommendation that I have recently completed on behalf of these students.

Related Activities: For the University
I have served on a variety of committees for both the political science department and the university as a whole. I serve on: 1) the department's committee which has commenced to make the assessment of its undergraduate program in Legal Studies. I wrote the "Statement of Purpose" and "Outcomes" as a member of that committee; 2) the department's promotion and tenure committee; 3) the faculty search committee; 4) the department's committee to review and revise the questionnaire form used by students in the Survey of Student Opinion of Instructor; 5) the course's faculty committee to review the role of adjuncts and make policy recommendations to the chair; 6) the university's committee on the faculty handbook; 7) advisor to the faculty grievance committee; 8) distance learning policy subcommittee on training; and 9) the Pew Higher Education Roundtable, as one of three representatives from the College of Arts and Sciences at VSU. (See Appendix F for a sample of my participation in committee affairs.) At Union College during the 1992-93 academic year I served on the self-study committee that prepared the report (with documentation) for a SACS accreditation review, and also the committee on committees as chair.

I participated as a panelist in a public forum on "Politics, Privacy, and the Press," an explanation of media ethics through film and panel discussion at VSU. The event was supported in part by the Georgia Humanities Council and the National Endowment for the Humanities.

I conducted a half-day seminar-workshop for the VSU Odum Library staff on how to use Georgia Law on Disk, a CD-ROM electronic legal research service produced by the Miceli Company.

I presented four student-faculty lectures at Union College in Barbourville, Kentucky. The lectures were: "Limited Government: Who is Limited and Who is Not," part of the Union College Lecture Series and later published under the title of "The Paradox of Limited Government: A Topsy-Turvy World?" "The Hermeneutics of Literary Criticism," "Battleships, Pepsi-Cola and College Dictionaries: A Notion of Democratic-Capitalism," and "Mr. Civil Rights: An

Sample Portfolios From Across Disciplines

Essay/Lecture In Tribute to Justice Thurgood Marshall." Copies or summaries of these lectures are included in Appendix G.

Related Activities: For the Community
I presented a program to the Valdosta Bar Association on the various aspects of the Legal Assistant Studies program. The presentation covered three major aspects: the B.A. degree, the opportunity for selective education by law office personnel, and the opportunity for continuing legal education courses and programs offered jointly by the Political Science faculty and VSU's Continuing Education Department.

Service to the community-at-large is a major commitment of the University and of one I take very seriously as well. I presented a four-evening workshop-seminar on electronic legal research to the South Georgia Association of Legal Assistants; I presented a similar two-day workshop to attorneys from bar associations in South Georgia (see Appendix H); and also I directed a student-led mock trial before the South Georgia Association of Radiologists that dealt with medical malpractice. I also presented two half-day seminars at the South Georgia Medical Center entitled "The Medical Community Meets the Legal Community." Each of these programs has been approved for continuing education credits by the various agencies respectively in charge of legal assistants, lawyers, and radiologists.

Professional Improvement Activities
I was awarded a faculty development grant by the VSU Center for Faculty Development and Institutional Improvement. This grant allowed me to attend and participate in the faculty/coal workshops and seminars while attending the National Intercollegiate Mock Trial Tournament at the University of Milwaukee. These workshops and seminars covered various aspects of mock trial advocacy competition as well as administrative aspects of the American Mock Trial Association. Included in the activities were: discussion of appropriate course materials, types and manner of supporting lab experience, and consideration of problems encountered by existing programs. A copy of my grant proposal and final report along with a letter of congratulations—when I locate its whereabouts—from the Dean of the College of Liberal Arts are contained in Appendix I.

I attended three course-related legal seminars. One seminar was on ethics in the legal community, another on criminal law, and one on the legal rights of workers in the modern workplace. Most of my courses in public law, particularly the courses in trial advocacy and judicial procedure, have an ethical component which was facilitated by the ethics seminar. The seminar on workers' rights was very germane to my graduate course in labor law. Programs from these seminars can be found in Appendix I to the extent I have been able to locate them among my papers.
I do not draw my classroom lectures from textbooks alone. I engage in independent, original research for the specific purpose of delivering at least a few lectures each term that are not contained in the typical textbook treatment. Many of my lectures are taken directly from my research effort. During the past three years, I have engaged in different forms of research, writing, and professional presentation that were directly related to and helpful in my course preparation. Examples of these, which can be found in Appendix II.

- I participated in a conference that related to my American government class. This was a constitutional conference in Atlanta for South Africans sponsored by the U.S. Information Agency. The purpose of this conference was to present to a delegation of twelve South Africans from wide-ranging political and economic positions various aspects of the American constitutional system. I presented a paper on the constitutional evolution of the American presidency. This 3,200-word paper was entitled "The Genesis and Evolution of the U.S. Presidency: A Constitutional Perspective." This paper reviewed certain aspects of the process by which a very undemocratic government evolved into a very democratic government while emphasizing the continuing limitations on democratic processes with the conclusion that it is most critical to focus on where political society is going rather than where it has been, and relying on short constitutional documents that are written in very broad and general terms is the best way to get there.

- Also related to my American government course is a 4,100-word essay entitled "The Paradox of Limited Government: A Topsy-Turvy World" which was accepted for publication in the edition of American Review, a publication of the Institute for American Studies at Rand Afrikaans University in Johannesburg, South Africa. The essay argued that the general use of the term limited as applied to government suggests that the concept has today become the opposite of what it originally meant. If democracy is a self-regulating (i.e., self-governing) society in which all members participate and disagreements are settled by the democratic process (i.e., majority vote), limiting either the scope or authority of government obviously defeats the very rationale of democratic government.

- "Judicial Interpretation: Distinctions Without Differences" is an essay I wrote for inclusion in Perspectives in Politics: From Aristotle to Present, Peterson, Argie, and Allen, eds. (Dubuque: Kendall/Hunt Publishing Company, 1994). This essay has generated several lectures and written assignments for my American constitutional law course. The essay reviews the attempt to employ an objective method of textual interpretation employed by judges in deciding cases. The review reveals an attempt by some to construct a meaning of law that is external to the judge's subjectivity. The article uses the interpretative approaches offered by former Associate Justice William Brennan and former United States Attorney General Edwin Meese to make the argument that while each approach can be distinguished, there is no essential difference as far as avoiding judicial subjectivity is concerned. In other words, each interpretative method ultimately rests in part on judicial subjectivity, just different versions.

The article admonishes the reader to make subjectivity a manifest part of the interpretative process that will lead to a responsible accounting of its effect rather than a simple and hazardous denial of its existence. Since, as Justice Blackmun states, the verbal expressions are just the point of beginning, we must, following Plato as he stated in Republic, argue that the juror's oath "I will give my verdict according to my honest opinion," means that one will not simply follow the letter of the law. This means that we must pursue the analysis of judicial subjectivity.

The article, as well as the lectures it has generated, provokes students to see and understand a given set of facts from radically different perspectives. This leads to an analysis of the considerations and processes appropriate to presenting a constitutional or legal argument.

Goals

- During the next academic cycle, I want to improve and expand my syllabi and course materials to better reflect and strategically articulate my educational philosophy.

- By the end of the next academic year I want to have received some formal training in teaching via satellite technology and write an article that addresses a broad policy issue in that teaching technology. One possible issue concerns the extent we may be sacrificing authentic human communities at a time when they are most needed.

- I want to complete my research and writing on an article that critiques James Madison's Federalist Number Ten. This work is directly related to my American government class inasmuch as I routinely assign students the task of writing an interpretative essay on Madison's work.

- I want to introduce a course in legal philosophy into the public law curriculum.

- I want to complete work on my manuscript, Phenomenology of Judicial Decision-making, and use the work as a foundation in teaching a seminar on Theories of Legal-Literary Criticism.
Appendices
Appendix A: List of Courses Taught
Appendix B: Samples of Student Work
Appendix C: Course Syllabi and Materials
Appendix D: Student Learning Aids
Appendix E: Student, Admin., & Peer Evaluations
Appendix F: Student-Related Activities
Appendix G: University-Related Activities
Appendix H: Community-Related Activities
Appendix I: Professional Improvement Activities
TEACHING PORTFOLIO
Tammy Tobin-Janzen
Biology Department
Susquehanna University
Spring 1996

Table of Contents
1) Teaching Responsibilities
2) Teaching Philosophy
3) General Classroom Strategies
4) Course Syllabi
5) Student Research
6) Additional Teaching Activities
7) Teaching Assessment
8) Teaching Improvement
9) Future Teaching Goals
10) Appendices

Teaching Responsibilities
I am responsible for teaching five different upper-level undergraduate biology classes. Genetics (BI:201) enrolls roughly 50-60 biology sophomores every fall. This year it was taught as part of the introductory biology sequence for the first time. My other two lecture courses, Microbiology (BI:312) and Immunology (BI:400), are both biology electives with annual enrollments of 10-25 students. Microbiology Laboratory (313) and Immunology Laboratory (401) are elective laboratory courses that require past or current enrollment in the lecture courses and regularly enroll between 10 to 16 students.

I am also developing a new lecture course in virology (BI:500) that will be taught to 16 upper-class biology students next fall.

Teaching Philosophy
Lectures should introduce concepts in a fashion that conveys excitement, while providing the training necessary to prepare students for their chosen fields. Students should not be intimidated by the presentation, as overwhelmed students will not learn. There is a great deal of material to be learned in the introductory levels of any course, but if the material is taught in such a manner that students are able to relate to it, they will not only more readily retain the information; they will also be more likely to interact in class, and to independently seek out related topics. Both lectures and assigned readings should include current articles that stress the daily relevance of the course material being presented, and historical readings that show just how far we’ve come.

Since students learn in many different ways, I am currently developing courses that use a variety of approaches, not only to teach biology, but to evaluate student learning as well. These approaches stress critical thinking and problem solving, rather than just memorizing facts, involve both group and individual assignments, and allow students to progress through a series of project drafts. I make frequent use of student-led peer evaluations, as I feel that students learn as much from teaching each other as I learn from teaching them.

Enthusiasm in a biology program should not only be found in lectures and demonstrations, but also in laboratories that are challenging while still teaching basic experimental skills. Laboratories should prepare students to solve problems of many different sorts. They provide an excellent opportunity to incorporate instruction on topics that often don’t fit into any particular niche in classroom instruction. These topics include, but are not limited to, items such as interpretation and presentation of experimental results in both oral and written forms, experimental design, the use of computers in data analysis, and laboratory safety.

Computer literacy is a requirement that cannot be excessively stressed in modern science. It is vital for students to be exposed to computers in scientific applications from the very beginning of their course work. The World Wide Web contains databases and resources that provide valuable ancillary course information.

The goal of a good science program should be to develop in students the intellectual and technical skills necessary to begin answering scientific questions for themselves. Undergraduate research is an invaluable tool to be used in this process. It allows students to apply all the knowledge and laboratory skills they learned in a structured classroom or laboratory setting to a particular scientific question. In an independent project, there is the added excitement of knowing that the research is novel, not just an exercise to learn a new technique. Through successfully solving an original research problem, a student tends to develop self-confidence and a desire to learn even more. In addition to being a great teaching tool, research keeps an educator current in the field. If an instructor is not current, it is difficult to maintain the high degree of enthusiasm necessary to be an effective teacher.

Finally, an isolated professor seldom teaches well. Competent teaching and research can only be accomplished through the contributions of a diverse, but cohesive group of peers, and through the use of student comments to constantly evaluate course outcomes. Student comments should be encouraged throughout the semester in informal conversations, as well as through formal evaluation forms at the end of a semester.

General Classroom Strategies
In order to convey information to students without overwhelming them, I have found it very useful to provide the students with typed outlines of my lectures.
Microbiology (BI:312)
Activities are incorporated that break down the barriers between lecture and lab whenever possible, as most science concepts rely on both. I often begin a lecture, then say “Oh, to heck with this; let’s go to the lab!” In lab, students actually look at living microorganisms while we discuss their biology. For example, it is much more effective to have students observe a bacterium while it is swimming, than to expect them to remember the statement “spirochetes swim with a corkscrew-like motion.” Likewise, students who have actually done a Gram stain are more likely to remember that Gram positive bacteria are purple.

Immunology (BI:400)
Group activities—rather than quizzes—are used to assess student performance between tests. One of my most successful events was “Immu-no-Jeopardy,” where students answered questions in groups and were graded based on the amount of money their group had won by the end of the class period. The final group activity for students was to present any area of immunology to any group of nonpeers, nonscientists. Some of the more creative products included a bedtime story about “Tommy T-cell” and a puppet show that showed how macrophages attack and eat invading bacteria (if you have never seen one sock puppet eat another, you have not truly lived!).

Laboratory courses
I am slowly adding to my repertoire laboratories that require students to devise their own experiments to answer scientific questions. This approach not only teaches students techniques, but also how to think critically about science. In Genetics Lab (BI:201), students use the Ames Test to determine if commonly used substances (like toothpaste, beer, and tobacco) are carcinogenic. In Microbiology Lab (BI:313), students learn a variety of techniques early in the semester; then use those techniques to identify unknown strains of bacteria.

Finally, peer evaluations of student work are an integral part of many lab assignments. In Immunology Lab (BI:400), the first class period is dedicated to describing how a good science paper should be written (see Appendix D for the biology department’s criteria for grading papers) and how to make helpful comments when reviewing papers. Following that session, students evaluate each other’s first drafts, and I evaluate only the second drafts, as well as the reviewer’s first-draft comments. Students have a much clearer understanding of how to write a good paper once they have gone through the process of grading a bad one.

Student Research
The importance of student research in an undergraduate science education cannot be underestimated. Independent research allows students to begin to ask scientific questions for themselves, rather than just performing "canned"
experiments with known answers during defined laboratory experiments. Over the past year and a half, I have collaborated with seven undergraduate researchers who are all attempting to determine genetic mechanisms that underlie the regulation of the mammalian immune response. Jennifer Wells and Ellie Knappenberger used their research experience with me to fulfill university honors thesis requirements, and Meredith Libby received departmental honors for her work. See Appendix F for copies of student papers.

Often, the outcomes of student research are not as tangible as papers or presentations. My first research student, Jennifer Wells ('95), is not only the first member of her family ever to go to college, but she is now pursuing her Ph.D. in biology at the University of Maryland, Baltimore. Her independent research experience was a critical factor in her decision to pursue graduate work. From this year's crop of five research students, two (Jason Guilford and Jennifer Wilhelm) are applying to graduate school, and two (Meredith Libby and Ellie Knappenberger) have been accepted to vet school.

Additional Teaching Activities
In order to serve the Selingsgrove community, I have participated in several high school science education programs. Every fall, Susquehanna University sponsors a Science In Action Day, during which several hundred high school teachers and students come to campus to learn science techniques that high schools do not normally teach. As part of the program, I have developed a "Solving Crime Using Biology" unit (see Appendix F) in which students determine which suspects have performed the heinous murder of the year. Last year, biology faculty members were accused of murdering Barney, and this year we had to determine if Wile E. Coyote had indeed managed to kill Roadrunner. The students are given sheets that tell the alibis and motives for each suspect. Then they test blood found at the crime scene for blood type and DNA type to determine "whodunit."

I have also served as judge for several high school science fairs and have supervised a high school research project. See Appendix G for letters pertaining to these activities.

Teaching Assessment
Student assessment: IDEA forms
The following table summarizes the 1994–95 student evaluations of my courses (my only year of teaching) based on the IDEA Short Form that Susquehanna University uses. I have chosen to summarize my scores for "factual knowledge," "principles and theories," "thinking and problem solving," and "overall, an excellent teacher." Gaining factual knowledge is critical to all science courses, while learning principles and theories is important because it indicates that I have been successful in conveying "the big picture." The analysis of my ability to stimulate thinking and problem solving indicates how successfully I am teaching critical thinking. The final scores give me an overview of how successful I am as an educator.

<table>
<thead>
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<th>Factual</th>
<th>Principles</th>
<th>Thinking</th>
<th>Excellent Teacher</th>
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</tr>
<tr>
<td>BI:500</td>
<td>New Course</td>
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</tr>
</tbody>
</table>

*The scores for each course show the average raw score (1 = low, 5 = high).

Student assessments: anecdotal comments
I always encourage students to comment on my teaching techniques on the back of their IDEA forms in order to get a more diagnostic picture of my teaching effectiveness. The comments are always very useful and have indicated that many of my teaching strategies are quite effective. See Appendix H for complete copies of student comments.

My course outlines have met with unanimous approval, and have helped to organize my lectures as well as encouraging my students to listen. Representative student comments include: "I liked the class very much. The handouts for the lecture were great—made class easier to follow—enabled me to learn more rather than always missing certain sections in my mad rush to take notes. Overall—two thumbs up!" "The handouts/outlines for each lecture are extremely helpful! It gives me the chance to look at what Dr. Tobin-Janzen is planning for the lecture—it helps keep me on track because I know what is important & what is not important."

Students also seemed to enjoy the varied class activities that I have employed. About in-lecture lab activities, one student wrote, "I think integrated lab/lecture were very helpful in reinforcement. Some concepts were easier for me to understand because of being in lab..." The microbiology poster sessions were a "super idea, since they get the students out into the 'real world' of microbiology," and Immuno-Jeopardy was "fun and a great way to remember info for the exams."

Microbes in the News was successful in getting students to make connections to their lives. Students wrote "I like Microbes in the News not just as extra credit but because it lets you see how micro is related to everyday stuff" and, "The best part of this class was Microbes in the News. It was good to take a break from straightforward lecture to discuss current issues."
Teaching Improvement

My attempts at improving my teaching have centered around three basic areas: response to student comments, participation in a small teaching cell, and participation in a teaching portfolio workshop.

Response to student comments

Student comments (both elicited and spontaneous) have given me tremendous insight into what works in my courses and what doesn't. After my first semester of teaching, most of my students commented that they would like more frequent tests in class, so I began to give four semester exams rather than three. I found that the increased number of smaller tests allowed students to learn the material at a much more reasonable pace.

I am also changing my immunology textbook since the nicest comment about last year's text was "the book had good figures." Most of my students read the text for the first week, then gave up in disgust. This year's text is written much more clearly and does a much better job of describing the big picture, rather than wallowing in facts. Also, it still has good figures.

Teaching cell activities

Since I came to Susquehanna University, I have been part of a small group that meets once a week to discuss teaching strategies. The other group members are Mary Cianni and Jerry Habecker from Business, Don Housely from History, and Karen Mura from English. The teaching cell has provided a place for me to fly some of my more radical teaching ideas past a forgiving, critical audience that frequently has very valuable suggestions to improve my courses. In particular, I have incorporated case studies into my genomics course, have developed an anecdotal student evaluation to complement the IDEA form, and have broken away from the strict lecture mode employed by all of my professors in the past.

In August 1995, our teaching cell organized and hosted a Teaching Fair that featured teaching strategies that work. As part of this workshop, I described my use of Immuno- Jeopardy to bring life to the classroom. Following that presentation, several faculty, including Jeannie Zeeck from English, indicated that they used Jeopardy to teach many different aspects of their courses and that it was successful in all cases.

Teaching portfolio workshop

I participated in a teaching portfolio workshop in order to clarify my teaching goals, and to determine whether my teaching methods are adequately fulfilling my goals. As a result of this workshop, I have developed a series of future goals to improve my teaching performance. These goals are outlined in the next section.
of my teaching cell will begin regular class visitations. These peer evaluations should prove very helpful to my course development.

Appendices
Appendix A: Sample Lecture Outline
Appendix B: Course Syllabi
Appendix C: "Way Cool" Biology Databases
Appendix D: Biology Instructor's Grading Criteria
Appendix E: Samples of Student Papers
Appendix F: Science in Action Day Handouts
Appendix G: Letters From Local High Schools
Appendix H: Anecdotal Student Comments
Appendix I: Interactive Genetics Database Grant
Appendix J: Anecdotal Student Evaluation Form
Teaching and Learning Philosophy
I want students to become actively involved and responsible for their own learning and development. This is a crucial component to education because students will have these skills for life, and their personal and professional experiences will be forever enriched. The following six statements define more explicitly the ideas that I believe are fundamental to creating active and responsible learning in our classrooms.

- Learning must be relevant to our students' lives if it is to have a lasting impact.
- We learn and think in new ways when we put our ideas and impressions down in writing.
- Learning occurs most naturally when individual activities build upon and connect to one another, gradually increasing in complexity and subtlety.
- Students who feel positive about their learning efforts learn the most.
- Students gain insight into their own learning when they help their peers to learn.
- Group endeavors and collaborative projects are essential to fully enhance intellectual, social, and personal development.

Teaching Methods and Strategies
My core courses and specialized courses alike have always involved several essential components: class discussion (handouts used to facilitate class discussion are in Appendix A), small group work (see Appendix B for handouts describing group activities and projects), and peer review of student writing (Appendix C contains a variety of peer response sheets). The extent and complexity of these components vary depending upon the level and size of the class, but they remain the backbone of my teaching experience.

In more recent years, my teaching has evolved to include additional elements, most importantly, highly focused library searches (Appendix D contains guidelines for library searches), student portfolios, and student reflective essays (see Appendix E for sets of reflective essays from both my Literature and Culture and Environmental Issues classes). I have found that these new elements enhance the students' level of enthusiasm for and engagement in the course material as well as require students to evaluate their learning and set their own educational goals.

An example taken from my Literature and Culture class reveals how library searches and reading journals help students to engage in active learning and connect material from class to their lives in the world at large. We do a unit on political oppression in Guatemala, using I, Rigoberta Menchu as our primary...
text. The students work in teams to find articles corresponding to the time period covered by the book (1978–82), book reviews, articles about Menchu receiving the Nobel Peace Prize (1992), and current articles dealing with politics, economics, or culture in Guatemala today. We also view a documentary on the lives of the indigenous peoples of Guatemala which includes a narrative by Menchu herself. Finally, the students compose a reading journal describing how the outside materials enhanced their understanding of Menchu’s text and attempting to answer the larger question if language is sufficient for communicating human atrocities and suffering.

Connecting Learning to Students’ Lives
Since our Writing Seminars are thematically focused, I have experimented with numerous topics, trying in each case to develop a topic that will engage first-year students and relate to their outside experiences. I have taught Writing Seminars on Family Myths and Histories, the Immigrant Experience in America, Banned Books: Censorship vs. Free Speech, and most recently, Environmental Issues: Fact and Fiction.

The Environmental Issues course was most successful, in my estimation, at having students connect their classroom learning with their experiences in the world. Early in the semester, students contacted a local environmentalist, interviewed her or him, and turned this information into a short environmental paper. For the research project, students investigated a regional environmental issue, contacting local authorities as well as relying on books, articles, government documents, and the Internet for information. In the final, reflective essays, students made comments such as “Doing the research paper about wetlands made me concerned about what is happening to them,” and “There is a great need to educate and make people aware of the problems in the environment around us if we want to live fruitful lives,” demonstrating that their awareness of these larger issues had been heightened. (Appendix E contains the reflective essays for this course.)

In all my classes I strive to introduce current issues and articles from my own reading and research that relate to the material being studied. Some recent examples I have used include articles on the movement to award reparations to the descendants of former slaves after reading Frederick Douglass’s autobiography, pamphlets and articles about the Holocaust denial movement after reading *Maus* by Art Spiegelman, and articles about local Pennsylvania school boards and the banning of textbooks for the Censorship class. (Appendix F has examples of current articles.)

Developing Critical Thinking Habits
A primary goal for all of my classes is to encourage and develop critical thinking habits in my students. This was one of the motivating factors that led to my newly configured Literature and Culture class on the topic of slavery and oppression. While the readings for this course vary from semester to semester, they all focus on some historical or present-day experience of oppression.

In conjunction with this thematic focus, I have students write weekly journal entries in response to particular questions. As the semester progresses, these journal questions become more complex and require more advanced levels of analysis and synthesis from the students. For instance, one journal question for the second week of the semester was “Describe the personal characteristics of Frederick Douglass that you think MOST contribute to his strength of character and determination to flee slavery.” By week ten, the students are faced with a question such as “Based on your readings and class discussion, do you think the Holocaust was the only true genocide in history?” or “Can language adequately convey experiences of suffering and oppression?” In order to develop a well-supported argument, students at this point in the semester must draw from numerous sources, synthesize their ideas, and express them clearly. (For a semester’s worth of sequenced journal questions, see Appendix G.)

Motivating Students to Improve
One new method to motivate students to improve that I am developing and refining is having students design final portfolios which will represent their best work. The students select their best formal and informal writing from the semester, according to carefully determined guidelines, create a title page and table of contents for it, and compose an introduction highlighting what they have learned in the class and introducing the work in the pages to follow. (See Appendix H for portfolio guidelines.) This gives students a chance at the end of 14 weeks to look back over earlier work (something they rarely do) and assess it for themselves in order to make their selections.

In all classes, I allow students to reread any paper, providing them with me first to discuss rewriting strategies. I then collect the original final version along with the rewritten one in order to assess the changes that were made. Allowing students this second chance does more than just improve their grade; it encourages them to think again about their paper, usually after some time has passed, and to see it in a new light. (Appendix I has samples of first versions and rewritten papers.)

Finally, I have students work in teams on group presentations or lead class discussion, so that students have a way to demonstrate knowledge and skills that extend beyond classroom discussion and writing. Sometimes the groups choose material that is related to, but outside, the course content. For example, students in my History of the English Language class prepared a class “lesson” on any topic related to language study. They had to select an article to assign to the class to read, prepare an annotated bibliography on their topic for students to keep as a reference, present their information using some multimedia material,
engage their classmates in active participation, and end with questions to spark class discussion and evaluation.

**Integrating Computers in the Classroom**

My most extensive attempt to utilize computer technology in the classroom began in Spring 1994. I incorporated the Daedalus Integrated Writing Environment in my Literature and Culture classes. As with any new pedagogical attempt, I quickly learned what worked and what did not. The class discussions varied wildly from day to day, sometimes remaining focused on the reading and issues at hand and sometimes straying completely from the topic. The fact that students could post messages to the electronic discussion using a pseudonym seemed to me to be a license for rude or even vulgar comments. However, subsequent attempts to use Daedalus in my classes were much more successful. First, I removed the pseudonym option so that students wrote under their own names. Second, I initiated each class discussion by posting particular questions for that session. (Transcripts of several Daedalus discussions can be found in Appendix J.)

**Evaluating My Teaching**

Student evaluations are gathered each semester at Susquehanna by using the IDEA Short Form. While this form provides limited feedback due to its brevity and applicability to a wide range of courses, two of the students' self-ratings provide meaningful evidence of teaching effectiveness. (Complete IDEA Short Form summaries are in Appendix K.) The following summary provides median scores (on a 1–5 scale with 5 high) for two important core items:

| Overall, an excellent teacher. |
| Writing Seminars | 4.5 | 4.3 | 4.3 | 4.3 |
| Literature and Culture | 4.2 | 4.2 | 4.3 | 3.8 |

| Would like instructor again. |
| Writing Seminars | 4.2 | 4.1 | 3.9 | 4.0 |
| Literature and Culture | 4.0 | 3.8 | 3.8 | 3.4 |

The ratings for my medieval classes are slightly lower than for my core courses (ranging from 3.5–3.9 for the first question and 3.3–3.8 for the second). I believe this results from several factors: I usually teach only one medieval class per year, while I teach two or three core classes per year; the medieval classes vary greatly in terms of content and level of difficulty, ranging from works read in translation to fourteen weeks of readings in Middle English; many medieval classes have fewer than 15 students so I have no scores for them since the data are considered statistically unreliable.

When students were asked at the end of the semester “What did you like best about this [Literature and Culture] class?” typical comments included:

- “Dr. Mura was creative with her teaching methods . . . it made the course more memorable.”
- “Dr. Mura was always willing to try new things with the class if it seemed that what we had been doing was not working. When she/pwe found something that worked well, she would keep it.”

When students were asked “How have your feelings about literature changed?” some replies from recent Literature and Culture students were:

- “I learned that literature is not just reading and interpreting pieces of literature, but expressing them orally and by writing.”
- “I have even noticed I'm spending more time in bookstores.”

(Appendix L contains narrative end-of-semester evaluations.)

**Improving My Teaching**

Anonymous narrative evaluations solicited by me at both mid-semester and the end of the semester provide specific and relevant feedback for teaching improvement. At times, I find it possible to make significant mid-semester changes to facilitate student learning. Some recent instances of this include:

- Changing journal due dates from Mondays to Wednesdays.
- Letting students select their own group members for projects and peer reviews.
- Distributing journal questions before starting a text instead of part way through reading it.

In addition to feedback from students, I have always sought input from other professors about how to enhance my teaching. A Council of Independent Colleges-sponsored Teaching Portfolio Workshop has had a profound impact upon developing and improving my teaching. Immediately upon returning from the summer workshop, I began to redesign my Literature and Culture course, developing a thematic emphasis, adding weekly reading journals, having students do process papers, and introducing the final portfolio component.

Finally, I have found my syllabi to be not only effective teaching tools but also clear indicators of my evolving teaching efforts. I include past and current syllabi in Appendix M to illustrate this. Early syllabi were complete but rather
skeletal. They typically described the course, requirements, grading system, writing assignments, class discussions, important due dates, and weekly reading assignments. My recent syllabi are fleshed out, now explaining the process papers, rough draft workshops, small group projects, and voicing my commitment to an open classroom environment, free of intolerance.

The Teaching Cell

Five of us at Susquehanna formed a "teaching cell" in order to meet weekly and talk about teaching. The cell members represent different disciplines: history, biology, accounting, management, and English. We have continued to meet every week for the past one-and-a-half years. We regularly discuss and share materials from all aspects of our classes, including syllabi, group work evaluation, grading essay exams, and much more. I cannot state strongly enough how this group of trusted colleagues has profoundly influenced my teaching; we can share openly with each other all of our teaching successes and failures.

One outgrowth of the teaching cell that has been extremely helpful is classroom visitation. For the past two semesters, we have visited each other's classes and then discussed our impressions and given suggestions for change. This visitation works most effectively when we have a clear idea of the instructor's goals for the class in general and for that particular class day. Therefore, we share syllabi and class assignments before visiting the class itself. One new awareness I gained after a Fall 1995 visit was my need to address more consciously within individual class periods the various learning styles of my students. Some discussion days suited best the aural learners in the class but did not address enough those with other learning styles.

Sharing Teaching Ideas With Others

After the CIC workshop, Peggy Holden, Instructor of Education at Susquehanna, and I began talking with faculty on campus about teaching portfolios, giving a presentation at a faculty meeting, planning a TGIF to discuss the concept in more detail, and planning additional teaching-related initiatives on campus throughout the year. We also wrote the AAL grant application to acquire funds for the Teaching Portfolio Workshop.

In addition, I have organized or helped plan two Faculty Workshops at Susquehanna on teaching-related topics, one on sexual harassment in the classroom and one on teaching innovations and initiatives at Susquehanna. I have also organized and helped to present two TGIFs, one on Teaching Portfolios and one on evaluating group work. I spoke about using reading journals to develop writing ideas for a Writing Intensive Courses Workshop. In addition, I have been co-organizer of the Teaching Portfolio Workshop.

This spring, I will present papers which address pedagogical issues at two national conferences. I will copresent with Linda McMillin, Assistant Professor of History at Susquehanna, a paper on "Medieval Studies as an Interdisciplinary Program for Undergraduates" and I will present a paper on "Teaching Piers Plowman to Undergraduates." Finally, for two years (1995-97) I am a member of the CIC Faculty Task Force, a selected group of professors from around the country. We have the unique pleasure of conversing with each other about teaching, helping to plan the national Faculty Workshops, and leading one of the discussion sessions.

Staying Current as a Teacher

I stay current in the field of medieval studies by reading journals, attending conferences, presenting papers at conferences (seven papers in the past five years), and connecting with other medievalists on listservs and via e-mail. The summer of 1995 I had a unique opportunity to spend five weeks with 28 medievalists at the NEH Chaucer/Langland Institute. This institute has had a profound impact on my scholarship and teaching, primarily because the focus of the summer was integrating these authors into the undergraduate curriculum. Much time was devoted to discussions of pedagogy, teaching medieval literature in general education courses, the differing challenges of teaching medieval literature in translation vs. in the original language, and many other topics. As a result of this institute, I taught Piers Plowman in my 200-level War and Worship course and am planning to teach a Chaucer/Langland course. The presentation that I made is an outgrowth of both my teaching experience this past fall and my participation in the summer institute.

Teaching Goals

My ever-present teaching goal is for my courses to continually evolve to reflect my personal learning and growth. Some immediate, concrete goals follow:

1. Observe written observations of classroom visits from colleagues.
2. Obtain feedback from colleagues about my teaching materials.
3. Include some letters from former students in my teaching portfolio.
4. Clarify my teaching objectives and criteria for assessment on all future syllabi.
5. Include some shared decision-making with students about class expectations and assessment.

Appendices

Appendix A: Class discussion handouts
Appendix B: Handouts for group activities and projects
Appendix C: Peer response sheets
Appendix D: Guidelines for library searches
Early in my teaching career this quotation struck me as apropos to what I was...
Letters of Recommendation for Students
I have written many letters for students to help them obtain scholarships, jobs, internships, etc. I believe these letters show my commitment to helping these students. Such letters helped one student go to Oxford University, England for graduate study on a full stipend, another to participate in a summer internship at Oakridge National Labs, and several students have received admission and stipends for graduate study at well-known universities, etc. A sampling of such letters is included in Appendix L.

Goals
My immediate goal is to work on updating the exercises devised using the Instructional Enhancement Grant so that a new version of the software can be used. New exercises will also be designed.

My long-term goal is to apply in a couple of years to the National Science Foundation for a grant to involve undergraduates in research.

Appendices
Appendix A: Course syllabi
Appendix B: EIT letters and student comments
Appendix C: Reprints
Appendix D: Science and Technology Day Program
Appendix E: Freshman Honors lecture and Early Outreach letters of support
Appendix F: Examples of term papers, special and computer assignments
Appendix G: Student evaluations
Appendix H: Letters of support from the Dean of Engineering and chair of the Teaching Awards Committee, Who’s Who Among America’s Teachers letters
Appendix I: CAEME Workshop Program and examples of student assignments using software
Appendix J: Report on Instructional Enhancement Grant
Appendix K: Abstract of the paper to be presented at the Frontiers in Education
Appendix L: Letters of recommendation for students

Sample Portfolios From Across Disciplines

TEACHING PORTFOLIO
Diane M. Clark
Department of Music
Rhodes College
Spring 1995

Table of Contents
1) Statement of Teaching Responsibilities
2) Statement of Teaching Philosophy and Goals
3) Description of Methods Used in Specific Courses
4) Description of Curricular Revisions and Steps Taken to Improve My Teaching
5) Peer Evaluation of My Teaching
6) Student Evaluation of My Teaching
7) Audio and Video Tapes of My Instruction and of Student Performances
8) Samples of Student Work
9) Successful Students
10) Other Evidence of Good Teaching
11) Future Teaching Goals
12) Appendices

Statement of Teaching Responsibilities
My primary teaching responsibility is in the area of applied voice, and this is the one subject I have taught in every semester of my twenty years at Rhodes College. Applied voice involves giving voice lessons to individual students, one on one. My students include music majors, music minors, and general students. Students may be in my voice studio from one to eight semesters. In addition to their individual 45-minute or one-hour lessons, I meet my students weekly in a one-hour class session entitled “Voice Performance Laboratory.” This is a voluntary time commitment on my part, and I receive no additional teaching credit or pay for it. However, I consider it an extremely valuable part of the teaching of applied voice. Students in applied voice earn one or two credit hours a semester. Approximately one-third of my teaching load (eight students) each semester is devoted to applied voice, and I usually carry a one- or two-student overload (compensated on a per-student basis).

My additional teaching responsibilities in 1994–1995 included courses in Music and Wellness, The Language of Music, Effective Public Speaking, the Silk Stockings women’s barbershop ensemble, and the multi-course Senior Experience. In 1995–96 my responsibilities included courses entitled Learning to Read Music, Developing the Speaking Voice, Beginning Voice Class, men’s and women’s barbershop ensembles, and the Senior Experience. (See Appendix A for more complete information about the courses I teach.)
Statement of Teaching Philosophy and Goals
I consider myself more fortunate than most college professors for two reasons. My first career was as a church educator, and my main job was to teach others to teach. I spent six years full-time and many years part-time in that work, and I feel that I gained a firm foundation in the principles and techniques of good teaching. Secondly, both my master’s and doctoral degrees are in the field of vocal pedagogy. That has certainly given me an advantage in that I specifically studied the process of teaching my principal subject area.

My lifelong study of vocal performing has led me to the pursuit of several personal goals, and I try to model for and share with my students the importance of these five challenges:

1) developing one’s creative capacity and particular talents
2) nurturing aesthetic sensitivity
3) acquiring skills for effective communication of ideas and feelings
4) achieving a sense of wholeness or balance in one’s life
5) taking risks in order to grow and stretch one’s boundaries

I believe that these five themes run throughout all my teaching, regardless of the subject area. For example, my course on Music and Wellness emphasizes the importance of music as a tool in promoting physical, emotional, mental, and spiritual balance or harmony in one’s life. This same balance is important in developing the ability to sing well or to speak well. Likewise, one must nurture one’s creative capacity, whether one is learning to interpret an art song sensitively, persuade an audience through a rousing speech, compose a piece of music, or discover ways that music can help people suffering from chronic pain or daily stress.

Description of Methods Used in Specific Courses

Applied voice
The purpose of applied vocal study is for the student to improve his/her skill in singing and to gain knowledge and appreciation of a selected portion of vocal music literature (art song, opera, music theatre, sacred music, etc.). As I assist the student in working on these tasks, I also have the important goal of helping him to become his own voice teacher; i.e., to become his own best critic and guide in vocal development. I encourage students to stretch their knowledge by exploring literature that is new to them, and I encourage risk taking by having them perform in public as frequently as possible. I stress that singing is both a musical and a dramatic art, and we work to develop creative abilities and communication skills in both these areas.

Sample Portfolios From Across Disciplines

The language of music
This course exposes students to the basic rudiments of music theory, covering vocabulary and concepts in rhythm, melody, and harmony at the beginning level. Students learn via lecture, discussion, music writing assignments, and computerized instruction.

Music and wellness
This course focuses on the use of music as a tool in achieving health and wellness. It covers three main areas: music therapy, music medicine, and music in general wellness. Instructional methods used are lecture, discussion, readings, written assignments, exercises with music, and an individual special project.

Effective public speaking
This course focuses on helping students develop skills in oral communication. Students make weekly speeches in a variety of formats and receive constructive criticism on each presentation.

Silk Stockings
This ensemble, established in 1994–95, provides an opportunity for women students to perform music in the barbershop style. Performances are given on campus and in the Memphis community.

(See Appendix B for a more complete description of courses; selected course syllabi, which include general information, course objectives, course requirements, and an explanation of the grading system used; and additional course materials.)

Description of Curricular Revisions and Steps Taken to Improve My Teaching

Applied voice
For the first time this year I was able to use the video camera in the voice performance lab to allow students to learn by seeing and hearing their own performances.

Music and wellness
This course was taught for the first time, and I learned from student evaluations (complaints!) that I was a bit overzealous in what I expected of students in this course. I asked for a biweekly report summarizing all assignments read and all activities conducted in class. This proved to be a tremendous amount of writing (and a lot to grade). I certainly hope to offer the course again in future years, and I will make numerous revisions based on the very helpful evaluative comments that students wrote as a part of their final examination. (See Appendix D.) I will ask for shorter summary reports that give the students a chance to choose the topics that intrigue them the most.
**The Language of Music**

Having conferred at length with the Dean of Academic Affairs in the spring of 1994 about ways to improve my teaching, I followed his advice in this course by redesigning the course syllabus to make the course objectives more detailed and clear. (See Appendix B, Syllabi, Music 103-1, S94 and S95.) For example, instead of this objective, "You will be able to demonstrate an elementary aural, visual, and kinesthetic facility with the fundamental elements of music," there are now nine specific objectives which specify work with scales, intervals, triads, seventh chords, etc. I also made a concerted attempt to make tests and homework assignments more reasonable by assigning fewer worksheets, allowing students to pledge a minimum time spent if they were unable to complete a section on the Practica Musica computerized instruction program, and asking fewer questions on tests.

**Silk Stockings**

There were eighteen women in this brand new group in the fall semester of 1994. At the end of the first semester, after receiving the students' comments and suggestions, I discussed these ideas with the eight women who made up the ensemble for the spring 1995 term. I allowed this smaller group to establish their own rules and policies and to have input into the selection of repertory, as they had requested. This seemed to keep things running more smoothly during the spring term. (See Appendix B, Syllabi, Music 197-3, F94 & S95.)

**Effective Public Speaking**

Again, attempting to follow the dean's suggestion about not expecting too much from students, I redesigned the course syllabus to allow for fewer new speeches, and I made one assignment optional. (See Appendix B, Syllabi, 1D100-1, S93 & S95.) I also took lessons from Lemuel Russell in the Media Center to learn how to operate the video equipment, so that I could more easily use that equipment in this class, as well as in other performance situations.

**General**

For several years I have participated enthusiastically in campus opportunities to improve my teaching. Two years ago I attended two workshops on Writing Across the Curriculum and incorporated a great many ideas from that experience into my various courses; e.g., the theory class assignment to explain a concept to a young child, the one-minute paper administered at the end of a class to check students' mastery of the concepts covered that day, and free-writing exercises to stimulate thinking on a particular subject. (See Appendix F for samples.) I have attended numerous sessions in our Rhodes Topics in Teaching Forum and several workshops sponsored by our Computer Center. I attended the Portfolio Workshop at Rhodes in May of 1995. (See Appendix H for documentation.)

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**Sample Portfolios From Across Disciplines**

Since September 1994, I have participated in the Vocalist, an Internet discussion list for persons interested in singing and related topics. I have learned a great deal from the 600 professional and amateur singers, speech therapists, medical doctors, and other knowledgeable vocalists who participate in this forum, and I have shared much of this information with my voice students. I participate regularly in the activities of the National Association of Teachers of Singing, including reading the NATS Journal and adjudicating in local and regional student auditions. In June 1995, I attended a seminar on music technology in Indianapolis, IN, sponsored by the College Music Society, and participated in workshops at the Institute for Music, Health, and Education in Boulder, CO, where I am a faculty member.

**Peer Evaluation of My Teaching**

In the Music Department, faculty members are constantly treated to the results of one another's teaching, as we listen to students perform regularly in recitals and in applied music examinations. (See Appendix C for applied examination adjudication forms of my students.) I was particularly gratified by recent comments from faculty following the senior presentation of one of my students who had struggled quite a bit during her four years of study. One professor wrote, "It was really an amazing performance in every way. She deserves an A+. . . You, my dear, are to be congratulated for shining up a diamond in the rough." Another wrote, "Congratulations to you for being so patient and supporting of her; in fact, we all had something to do with the progress, but the applied teacher is in a more critical role down the stretch." (See Appendix C for complete copies of these e-mail messages.)

Each spring I send singers to the student vocal auditions sponsored by the National Association of Teachers of Singing, where they are adjudicated by other voice teachers. My students generally receive high grades and comments such as "Thank you for a very well-prepared audition" "Very musical singing," "You seem to have a good understanding of your text and are showing that—good," "Nice work and feeling for the music," "Voice clear and supported, beautiful, focused," "I heard you last year—much improved! Bravo!" (See Appendix C for NATS adjudication sheets.)

Several years ago I presented a session in the Rhodes Topics in Teaching Forum on "Vocal Tips for Effective Lecturing." About two dozen faculty attended that session, and several expressed interest in learning more about good voice usage. The following year I offered a free one-hour coaching session to any interested faculty member and had seventeen takers representing all four divisions in the college. They had the following responses following their sessions with me: "I have been particularly aware of the need to be animated, to surprise the students, to do something to get their attention, and I believe I have made some progress in that direction" (English); "What a wonderful,
The Teaching Portfolio

encouraging teacher you are. I had a splendid time and gained so much useful knowledge (and know-how) during our session" (French); "Diane, many thanks for the best hour I've spent in at least three years here. I am certainly putting my best voice forward—or at least will keep trying" (Japanese); "Thanks, I notice a difference already. I had sunk to a low point in many ways before our meeting, and now I do feel rejuvenated, confident, and enthusiastic" (Biology). (See Appendix C for additional peer evaluations.)

Student Evaluation of My Teaching

I have always asked students for their comments on my courses, because I am interested in learning how to do a better job as a teacher. When I have erred as a teacher, it has always been on the side of expecting too much of students rather than too little, and this has occurred because I personally have most appreciated those teachers who have demanded. Recently I received a letter from a former student telling me how glad he was that I had treated him that way in college and how he wished someone was holding his feet to the fire in the same way now!

Students in my Music and Wellness class made these statements about their experiences in the course: a) "Music has always made me feel good, but now I know specific ways I can utilize it for my benefit. Through toning, guided imagery, chant, musical biofeedback, entrainment, and many others, I can relax, focus, express emotions, heal myself, and move towards a higher level of wellness. I can also recommend and defend music intelligently as an important addition to any activity or profession"; b) "The exercises with music as well as the freewriting activities have helped me to journey inwardly and return having made consequential discoveries about my mental, physical, and spiritual being, my relations with others, and my connection with the world around me"; c) "In five years, I believe I will notice music being incorporated into the medical field. Its healing qualities lead me to believe that it will become a main aspect in my life. I will sing to my children, and I will tell people about the effects of music on patients with diseases."

I am making a sincere effort to learn from those students who take the time to write thoughtful and candid remarks. Appendix D contains a variety of kinds of student evaluations of the various courses that I teach.

Audio and Video Tapes of My Instruction and of Student Performances

Appendix E contains a videotape of my instruction in The Language of Music class in the spring of 1994. Also included are videotapes of students in Effective Public Speaking for several semesters and the Silk Stockings concert in November of 1994. Audio tapes include my faculty recital of 1990 featuring the compositions of eight of my vocal students, the Voice Division's November 1994 presentation of Mozart's The Marriage of Figaro with my students singing the leading roles of Figaro and Susannah, and a junior voice recital (spring 1995) by bass-baritone James Har, music major.

Samples of Student Work

Appendix F includes graded tests and homework papers from The Language of Music course as well as samples of original art songs written by voice students.

Successful Students

One of the joys of teaching applied music is watching the later successes of one's students in their various fields of endeavor. I am particularly proud of my former Texas Tech student, soprano Mary Jane Johnson, who won the first Luciano Pavarotti competition and has for the past several years enjoyed an international career in opera, singing in such great houses as La Scala, the Paris Opera, and the Santa Fe Opera. She appeared in the Rhodes McCoy Visiting Artist Series in 1991. One of my former Rhodes students, Mario Ramos, heads the Honolulu Opera and formerly managed the Fort Worth Opera. Several of my students have gone on to earn degrees at prestigious graduate schools such as Indiana University, Northwestern University, and Cincinnati Conservatory. Others are successful in theatre, teaching, and church music. (See Appendix G for additional information about student accomplishments.)

Other Evidence of Good Teaching

I am often invited to teach in the Memphis community, particularly in the area of developing public speaking skills. I have presented seminars for Nationwide Insurance, Piggly Wiggly, and the Executive Women of Memphis, and have done extended courses for the Junior League of Memphis and Nationwide Insurance. (See Appendix H for additional information.)

Currently I am education chair for the Greater Memphis Chorus of Sweet Adelines International, where I instruct the ensemble in vocal techniques and music theory. (See Appendix H for sample materials.)

Future Teaching Goals

In the recent past I have been concerned about the perceptions that some students have had about my attitudes toward them and about my teaching approaches. I believe that students feel best about a learning experience when they believe that they have some control over how things go. Thus I am making a concerted effort, through such means as the periodic one-minute papers and both mid-course and end-of-term evaluations, to seek ways to solicit student input into course design and execution. I am trying to discover ways to give students more options or choices within the framework of my courses. I am attempting to view things more from their perspective and to adjust my expectations to a more reasonable level.
I am very concerned about learning more about the use of technology in teaching and am spending a great deal of time this summer in attending workshops to help with this. I hope to develop ways to use technology in all my courses, and this will be quite a challenge in certain areas.

I hope to increase the use of video equipment with my voice students so that they can have more frequent opportunities to learn by seeing themselves in action. I plan to implement the idea of having each voice student maintain his own videotape wherein he can record his progress throughout the various semesters of his vocal study. I want to offer video opportunities to students in my performing ensembles as well.

I am in the process of designing a new course entitled “Developing the Speaking Voice” to be offered in the spring of 1996. This course will be a 3-hour course designed to incorporate content from my previous 1-hour course in “Effective Public Speaking” and also from the Theatre Department’s 3-hour course entitled “Voice and Diction for the Actor.” The course will be designed to meet the needs of theatre students, voice students, and general students as they seek to develop their oral communication skills.

Whenever possible I read books on human behavior in an attempt to learn better people skills. I will continue to strive to find more positive ways of interacting with my students, for I know that people learn more effectively when they feel affirmed. One of my recent readings stated that the way to get people to do what you want them to is to find out what they want and help them get it. Then they are more than happy to do what you want. I believe this wisdom can be applied very well to the teacher-student relationship, and I plan to explore this concept as fully as possible.

Appendices
Appendix A: List of my teaching responsibilities in 1994–95 and 1995–96
Appendix B: Course descriptions, syllabi, handouts, tests, and other related materials
Appendix C: Peer evaluations of my teaching
Appendix D: Student evaluations of my teaching
Appendix E: Audio and video tapes of my instruction and of student performances
Appendix F: Samples of student work
Appendix G: Information about successful students
Appendix H: Other evidence of good teaching