

Transition From The BIG Book to the Digital Peer Faculty Evaluation Portfolio at an HBCU: Resistance Is Futile

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Abstract: In this roundtable presentation, participants will share issues evolving from the departure of the traditional practice of creating the Big Book to the Faculty Evaluation Electronic Portfolio. They will share an analysis of the resistance to change of format and fear of the unknown technology software. Data gathered from the initial sessions and workshops provide the basis for the analyses. A step by step demonstration of how to create and organize a Faculty Evaluation Electronic Portfolio, along with how to capture digital video from a Camcorder and DVD player to be used in the Faculty Evaluation Electronic Portfolio using Dazzle Digital Video.

Introduction

In 2004, the Department of Secondary Education and School Leadership faculty at Norfolk State University initiated a change in practice to determine the feasibility and possible implementation of creating an electronic faculty evaluation portfolio for annual evaluation, promotion, and tenure submission to the Department of Academic Affairs at Norfolk State University.

Historically, at Norfolk State University, a Historically Black College, faculty evaluation portfolios were created using 3 ring binders to show evidence of a faculty member's Teaching Responsibilities, Teaching Philosophy & Goals, Research, Grantsmanship, Departmental Service, University Service, and Community Service.

Initial Planning

The initial planning and development stages identified several issues to be considered.

1. Faculty technology experience
2. Training
3. Cost
4. Software familiarity and utilization
5. Equipment availability
6. Time

The seven members of the Department Of Secondary Education and School Leadership had limited basic technology skills, but no experience with using web editing software such as Dreamweaver or FrontPage. The software selected for utilization in this project was Microsoft Word.

Training and Implementation

In 2006, Larry Ferguson conducted 2 General Sessions and 3 Workshops to train faculty on the procedures of how to create the e-portfolio. The sessions included a brief dialogue on Learned Helplessness and Attribution Retraining Theory, What is an E-Portfolio, Why create an Electronic Faculty Evaluation document, Scanning Documents, Digitizing Video, and Hyperlinking, and Organizing Artifacts.

In 2007, the Department of Secondary Education and School Leadership implemented a voluntary program for all departmental faculty members to submit their annual faculty portfolios in an electronic format. The success of the Secondary Education and School Leadership Faculty Evaluation Electronic Portfolios Project lead to the exploration of implementation throughout the five Schools at Norfolk State University.

Results

The expected and unexpected results of the implementation of the project proved successful from both personal and technological perspectives. Participants became confident in there technological skills and are more receptive to implementing more technology in their own pedagogical practice.

Hand outs and completed Faculty Evaluation Electronic Portfolios will be provided on CD to participants.