

## **TEACHING PORTFOLIO - INSTRUCTION DEPARTMENT UNIVERSITY LIBRARIES - VIRGINIA TECH**

### **What is it?**

- A factual description of the department's strengths and accomplishments
- It includes documents and materials that collectively suggest the scope and quality of the department's teaching performance

### **What is it for?**

- To stimulate reflection on the department's teaching and from that to improve the quality of teaching
- To document the quality of teaching by the department

### **What might be included?**

- Reflective statement describing teaching philosophy, strategies, objectives, methodologies
- A statement of the kinds of teaching responsibilities addressed by the department (draw from mission statement, description of different kinds of classes?)
- Representative instructional objectives, course outlines (start with objectives, FE stuff?)
- Description of steps taken to improve teaching, documentation of development activities (workshops, invited speakers)
- Instructional innovations (ISMs, information literacy, FYE/WING)
- Evaluations (from students, collaborating faculty, peers) - with or without names?
- A statement of teaching goals for the next five years
- Peer review of teaching materials (Within the department or invite others from around the university to review?)
- Student scores on pre- and post-instruction tests, quizzes
- Testimonials from collaborating faculty, students
- Documentation of involvement in curriculum development
- Papers written by us on our teaching
- Documentation of contribution to departmental or university efforts to improve teaching
- Description of the use of appropriate technology in the classroom

Seldin, Peter. *The Teaching Portfolio: A practical guide to improved performance and promotion/tenure decisions*. 2nd ed. Anker Publishing Co. 1997

**Reflective statement** (describing teaching philosophy, strategies, objectives, methodologies)

The ability to locate, evaluate and use information is a core skill for students at Virginia Tech. Though they are frequently oblivious to the amounts and kinds of information they are using or should be using, they are consumers of huge amounts of information that support not only their academic lives but their social and professional lives as well. It is our goal to make them intelligent consumers of information. We do this in a variety of ways:

- Teaching generic library instruction sessions focusing on how to use information resources;
- Teaching subject-specific library instruction sessions focusing on how to use resources and databases that are important in a given discipline;
- Meeting one-on-one with students and faculty to assist them individually with using information resources;
- Providing references services for the University Libraries and through that medium providing significant amounts of one-on-one instruction;
- Preparing and grading assignments to be used by us, and by faculty members who are teaching student how to use information resources.

Our departmental mission statement was adopted in September 1999:

The twin missions of the University Libraries' Instruction Initiative are to teach and to learn.

- We will collaborate with members of the University community in developing instructional programs that will help them to identify, locate, and evaluate information, and will support them in their lifelong learning and teaching endeavors.
- We will be continuously learning as we seek to serve the needs of our community of users, and will enhance our skills and our knowledge base through regular training and development opportunities.

These missions will help us and our users reach full potential as informed citizens in a technology-rich society.

**Teaching Goals**

As a department, we will:

- Identify competencies that should be acquired by students enrolled at each level of university studies and will design our instruction appropriately, so that students cumulatively acquire information skills;
- Incorporate information literacy concepts into all of our instruction;
- Identify new ways to use the Information Skills Modules, either singly or programmatically, in our instructional efforts;
- Recognize trends in teaching in higher education that could be incorporated into our instruction;
- Understand trends in information delivery that could affect who we should be teaching and how we should be teaching them;
- Assist the library in becoming a more integral part of all instruction taking place at the Virginia Tech;
- Serve as mentors for librarians learning to teach;

- Identify and demonstrate ways that library instruction improves University research;
- Improve our teaching;
- Increase our methods of evaluating our teaching;
- Collaborate with faculty members and assist them with incorporating the use of information resources into their instruction;
- Assist in developing the University Libraries at Virginia Tech as teaching and learning libraries;
- Assist in implementing the strategic plans for both Virginia Tech and the University Libraries.