Kapi‘olani Community College – Engaged in Education ePortfolio

Susan Banner Inouye January 24, 2011

The Engaged in Education Program (EE) at Kapi‘olani Community College is an approach to professional development that involves participants designing individual professional development plans. The participants include teaching faculty and non-teaching faculty, such as counselors, learning support and coordinators. The professional development process is supported by an electronic portfolio.

In this document, we will summarize the structure of the Engaged in Education program as it is relevant to the electronic portfolio. We will discuss the design of the ePortfolio, especially with respect to the impact of the Inter/National Coalition for Electronic Portfolio Research on our development process. We will also discuss the development of the research questions and methodology, and whatever results are available at this point. We will wrap up with our plan for continued development and dissemination of our results.

In the context of Cohort V of the Inter/National Coalition for Electronic Portfolio Research, assessment of the effectiveness of the Engaged in Education program set out to address at least these factors: 1) What is the impact of the Engaged in Education program and its ePortfolio on the engagement of faculty? and 2) What is the impact on participants’ students (or equivalent)? The Kapi‘olani Community College Engaged in Education team is grateful for the opportunity to hone our research questions and research methodologies in the supportive community of practice of the Coalition, especially its directors and the members of Cohort V.

The Engaged in Education program is based on successful “master teacher” program models from other colleges – such as St. Philip’s College, Baylor College, Colorado State University, and El Paso Community College – and on state-wide “master teacher” initiatives – such as those in Massachusetts, Texas, Georgia, and Florida. The objectives of Kapi‘olani’s Engaged in Education program are:

- to improve teaching and learning for KapCC students
- to maximize use of CELTT programs through customized recommendations
- to make CELTT responsive to changes in faculty needs for professional development
- to maintain or improve faculty retention, morale, and the collegiate environment of the campus
- to encourage institutionalization of ePortfolio use at KapCC by asking faculty members to create their own ePortfolios

(*CELTT = Center for Excellent in Learning, Teaching & Technology)

According to CCSSE.org, “student learning and student retention are correlated strongly with student engagement.” Additionally, we agree with Nicholls State University that “increased faculty engagement facilitates student engagement in the learning process” (Hulbert & Rachal, 2006). Hence, our assumption is that the Engaged in Education program and its ePortfolio will positively impact student success, among other things.

The inclusion of the electronic portfolio as a facet of the Engaged in Education professional development program at Kapi'olani Community College is driven by two strands of research: professional development research and learning theory associated with portfolios.

It is first necessary to describe the Engaged in Education program in more detail. Participants in the Engaged in Education program are self-selected, but are often faculty who are newer to campus. This is partly because direct recruiting for the program is done during the New Faculty Orientation, but the announcement for each year's intake does go out to the whole campus. Once the faculty member signs up, he or she goes through the intake process, which is an interview with a member of the CELTT team, a senior member of the faculty's department and a buddy. In the course of the intake process, the Engaged in Education Participants (EEPs) identify activities and goals in many professional development categories. A unique aspect of the Engaged in Education program is the way the program encourages and guides faculty in crafting a plan than strikes a balance across different areas of professional activity. EEPs are encouraged to specify activities that address about seven out of twelve of the following categories, ranging from Student Success to Personal Wellness.

The EEP identifies the length of time to be in the program (1-5 years). This time span often coincides with the EEP's contract renewal or promotion cycle. The Engaged in Education coordinator meets individually with each EEP periodically throughout the time span of their plan to connect her with resources, troubleshoot and encourage implementation of the plan, and once the ePortfolio is operational, the coordinator will also monitor and assess the EEP's use of the ePortfolio.

Professional Development Research

According to Murray (2005), "the overarching goal for all professional development activities is to improve teaching and learning", but it also includes the goal of creating enthusiasm in newer faculty and preventing complacency and burnout in more experienced faculty. Murray outlines seven important keys to a successful professional development program. Three of these keys, in particular, point to the incorporation of an ePortfolio in our customized professional development program. These keys include:

> 1. *Fostering a climate that encourages faculty development*: Each faculty member in the EE program will have her/his own personal electronic space for gathering artifacts and reflecting on them. In addition, every participant will be given training on the use of the ePortfolio, once the final version is in place. The individual attention that the EEPs get from the EE coordinator, the ePortfolio training, and from the interaction within the ePortfolio with other EEPs, fosters a nurturing climate.
>
> 4. *Connecting faculty development to the reward structure*: The EE program has its own reward structure in that the "graduates" of the program will bear the Engaged Educator title for the next n years (after completing an n-year plan). Other public displays are in the planning process like a webpage featuring Engaged Educators' Showcase ePortfolios. A more tangible reward is the eventual capability of using the ePortfolio to create a contract renewal or promotion dossier. Learning a pedagogy and a technology that can be transferred to the one's educational practices is another reward. Perhaps the most important reward is intrinsic in establishing one's reflective professional practice.

5. *Instilling a sense of faculty ownership in the process*: The EE participants have designed their own professional development plan (with guidance), and therefore have ownership of the goals. Many of the EEPs have given and will continue to give input on the utility of the ePortfolio. The select and reflect process is self-motivated, over which faculty have complete control, including the tagging of artifacts. Also, their design of the Showcase portions of the ePortfolio will be personalized, furthering their ownership.

Further, research shows that sustained faculty learning opportunities result in increases in student achievement (Yoon, Duncan, Lee, Scarloss, and Shapley 2007 cited in Darling-Hammond and Richardson, 2009). The EE program allows the participant to construct a professional development plan that spans one to five years, during which the participant is undertaking various professional development activities, uploading related artifacts and reflecting on these artifacts. A long-term program such as this could result in flagging enthusiasm and lost focus (and lost artifacts). The ePortfolio gives the EEP a centralized locus for recording and thinking about the professional development process. When the time comes to write a promotion dossier, not only is the evidence in the form of tangible artifacts easily accessible, as compared to digging in a file drawer or in the corner of one's office, but the growth process that the faculty has undergone is documented and congeals in the faculty's reflections and blog entries. The structure of the ePortfolio, including blogs and social tagging, will encourage faculty to engage with the ePortfolio and their EE cohorts, further sustain the professional development experience.

Assumptions about Learning: The Role of Reflection:

The EE participants are asked to reflect on artifacts that they upload into the ePortfolio repository. The reflection prompt is one that is used in many Service-Learning programs to encourage the writer to see the activity as an ongoing process. The prompt is the What? So What? Now What? Format, adapted from various Service learning sites (Tidewater Community College, 2009). This prompt encourages the EEP to fill in the details, make connections to her goals, and look toward next steps in her plan.

This is not unlike the reflection strategy employed by Young (as cited in Yancey, 2008a) where students are asked to reflect on their portfolio artifacts in three steps: "1) name and describe the artifact; 2) provide a description of the explicit context associated with the artifact; and 3) provide a critical and insightful *reflection* which demonstrates clearly how this particular artifact (and, if applicable, all of its parts) meets the particular standard for which you have assigned it. "

The role of reflection to facilitate learning is well established, especially in, but definitely not limited to, writing classrooms. Yancey (1998) identifies different types of reflection (as summarized in Cambridge, 2009):

Reflection in Action	"reviewing, projecting, revising"
Reflection as Conversation	"with artifacts, with self, with others"
Constructive Reflection	"developing a cumulative, multi-selved, multi-vocal identity"
Reflection in Presentation	"articulating the relationships between and among" creation, creator, and context of creation.

Differentiating these different types of reflection is helping the KapCC EE Team to understand the potential multiple purposes of the Engaged in Education ePortfolio. This ePortfolio can serve as a teaching portfolio, where educators can reflect on curricular innovation via "reflection in action". Other types of professional development activities, such as technology workshops, community engagement, etc., can result in artifacts that the educator might want to reflect on in order to place them in context of his EE plan goals. This "reflective conversation" with artifacts could also be extended to the EE community through the blog and through social tagging of artifacts. The combination of these two types of reflection could morph into "constructive reflection", as the educator evolves her teaching (or non-teaching) philosophy. Thus far, the ePortfolio has taken on the characteristics of a learning or process portfolio (Reynolds and Rice, 2006), where the emphasis is on the process.

These levels of reflection occur in the context of "matrix thinking" (Hamilton and Kahn, 2009, Chen, 2009), where the educator is situating an artifact with respect to at least two dimensions. The matrix comprises the twelve categories down the y-axis and three degrees of fruition of the goals across the x-axis. A third dimension is the tagging feature for artifacts and reflections, which will be described below.

	Growth	Realization	Mentor
Technology			
Innovations			
Collaborations			
Culture			
Student Success			
Pedagogy & Theory			
Practitioner Research			
Lifelong learning			
Assessment			
Personal Wellness			
Community Engagement			
Work in Field			

When they participate in activities or produce something in that category, they upload to the ePortfolio some evidence of these activities, into the appropriate cell of the ePortfolio matrix. For instance, if they attended a workshop on collaborative learning and develop a classroom assignment that applies this concept, they could upload a copy of the assignment description, or a video of the classroom in action, or even student work demonstrating the assignment. When an artifact is uploaded, the faculty is prompted to reflect on the activity and its artifact vis-à-vis her professional development goals. The

faculty member can also select an existing tag and create his own tag, as a sorting device or as a social act.

One important goal of the EE ePortfolio is allow its alter ego to emerge, the Showcase or Best-Works Portfolio, for the purposes of career advancement, i.e. the promotion dossier, or just to celebrate one's professional accomplishments. This process, where "Reflection as Presentation" occurs, does not mean the educator merely selects the best, most polished artifacts. A truly Engaged Educator will acknowledge the importance of the remixing (Yancey, 2008a, 2008b) process and show how his professional development activities tie together with his discipline, his students, his teaching philosophy, his campus identity.

Current Status of ePortfolio

When Kapi'olani joined Cohort V in Summer 2008, the campus was using a SAKAI based ePortfolio, version 2.0. There was a handful of programs actively using this ePortfolio, in isolated pockets on campus, including the Na Wa'a project, a Hawaiian Values ePortfolio (member of I/NCEPR 's Cohort II). The Engaged in Education participants were not immediately initiated to the ePortfolio because the ePortfolio was soon to be updated significantly, so the thought was to orient the EEPs to just one system all at once.

After several delays to the launch of the new version, a temporary solution was to create a Laulima site (our house name for the Sakai Course Management System) and provide a space for reflection, in the Blog Wow! Tool. EEPs could upload artifacts to their personal workspace in Laulima. We gave the EEPs the option of posting the reflections as private (to self and EE coordinator) or public (to EE cohort). We're using the *What? So What? Now What?* Format to help the EEPs flesh out their reflections. However, the faculty blog has not been utilized very much by the EEPs. Most EEPs are not posting reflections, even when we reduced the number of suggested reflections to just one at the end of the semester. A few EEPs have used the reflection opportunity well, but usage has fallen off without direct prodding from the EE coordinator.

A combination of events led to the termination of the contract with rSmart, the original ePortfolio vendor, in Spring 2010. Members of an on-campus Community of Practice on ePortfolios (C4ward= Collaborative Circles for Creative Change) contributed materially to the drafting of the proposal that was put out to bid for a new ePortfolio vendor. In July 2010, a new vendor was selected, Ikayzo, of Honolulu. This vendor has been working in conjunction with CELTT and several members of the ePortfolio C4ward to bring the ePortfolio system to fruition. The current launch date was to be January 17, 2011, but we just received word that the date has been pushed back to the end of March. The initial launch, which we are told is imminent, will be a partial launch, for a small number of programs and individuals to pilot and test the ePortfolio system. The full launch date has not been announced, but will probably occur before summer 2011.

Coalition Contributions to ePortfolio Design

Through the Cohort V meeting preparation assignments and at-meeting activities, the EE team leader was able to increase her understanding of the pedagogical and practical aspects of the ePortfolio as a learning tool. Many of these lessons were brought to bear in our contributions to the bid proposal for the new system. Two innovations that were not in the original SAKAI ePortfolio but that will be part of the

new system are the direct result of conversations and advice from our Cohort and the Coalition directors. One is the inclusion of a blog that will be embedded in the user's dashboard. Our experience with the Blog Wow! Tool buried in the Laulima course site was that it took too much effort for EEPs to visit the blog, and when they got there, the interface was bland and uninviting. This blog will be fore-grounded, and will include a newsfeed feature that will allow EEPs to follow their cohort mates.

The other new feature is the social tagging feature. The EEPs will be able to choose from a selection of existing tags or create their own to apply to their artifacts, reflections and blog entries. The tags will add a third dimension to the 'matrix thinking' that users will employ. They will not only be able to use the tags to search their ePortfolio when building their Showcases (e.g. for promotion or other purposes), but they will also participate in a 'reflective conversation' with their fellow EEPs about how to classify artifacts. Assigning tags to blog entries and reflections further elevates the status of reflections as artifacts themselves, which was the topic of my meeting preparation for Cohort V meeting in February 2010.

These innovations, which are both Web 2.0 concepts, might not have been included in Ikayzo's ePortfolio design if we had not been able to vet these ideas in the inspiring and nurturing environment of Cohort V.

Research Methodologies

Through the cyclical process of the semiannual Cohort V meetings, the Kapi'olani team has developed a multi-pronged approach to measuring the impact of the Engaged in Education program and its ePortfolio.

- To measure impact of EE program on Faculty: FaCES Survey in pretest and posttest

- To measure impact of EE program on students (or equiv): A survey like the CCSSE or SALG (Student Assessment of Learning Gains) with instructor-specific questions that address their EE goals with respect to student learning (parallel questionnaire for non-instructional EEPs)

- To measure impact of ePortfolio on faculty: formative questionnaire with interpretive analysis of reflection question and cataloging of ePortfolio usage

- To measure impact of ePortfolio dissemination: focus groups with EE instructors using ePortfolios in their classroom

FaCES

A subset of the Cohort V team has designed a survey, for which we got IRB exemption, which measures faculty confidence and engagement (FaCES: Faculty Confidence & Engagement Survey). We administered the survey in December 2009 to all faculty, but we had the EEPs identify themselves with a unique code, so that we can track their results over time. The survey is a pre- and post-test for the participants in the program. Since the initial design of the survey and its distribution, Kapi'olani's Cohort V team has acquired a new member, a newly hired institutional researcher, Dr. Yao Hill. She has analyzed our initial FaCES results, and we presented these results at the Hawaii Educational Research Conference in January, 2011 (Hill et al 2009). Dr. Hill has determined that the reliability of 21 out of 23 questions was α =.864. She has identified a few problem areas with the survey, which include two problematic questions. The results showed that the Engaged in Education participants

performed differently than the general group in two areas. They scored stronger on two questions concerning their own professional development strategies:

> *My assessment strategies lead to improvement in my professional work.*
> *I am able to develop strategies for my own professional advancement.*

Though these results are preliminary, this suggests that the professional development coaching that the EEPs receive helps them develop their own self-actualization strategies. It is tempting to predict that the ePortfolio will cause further improvement of scores on these questions.

The area where the EEPs scored lower than the general population seems related to managing the workload of a community college:

> *I am realizing my potential as a scholar in my discipline.*
> *I can balance my personal and professional life.*

These results might be related to the large number of EEPs who are relatively new to the campus and perhaps new to the demands of teaching at a community college. Some of them might be recently out of graduate school, and could be feeling separated from their discipline. We have not cross-analyzed these results with the demographic data, so these inferences are tenuous.

The professional development leadership team plans to revise the survey to improve several of the questions, and to fine-tune the delivery method. The campus will rely on this tool to collect data about the impact of all of Kapi‘olani’s professional development efforts, including the Engaged in Education program. Once the ePortfolio is operational, we’ll be able to do pre-tests and post-tests on faculty before they begin use of the ePortfolio and after (and during) use of the ePortfolio. The FaCES survey measures faculty perception. We also need to measure the impact of the program on students.

CCSSE or SALG

We will ask teaching faculty to employ a survey like the CCSSE or SALG (Student Assessment of Learning Gains) with instructor-specific questions that address their EE goals with respect to students. According to Bret Eynon, from LaGuardia Community College, in assessing the impact of their ePortfolio on students, their use of a mini-CCSSE, even without prior permission from CCSSE, is being touted as a best practice in the use of CCSSE. (http://www.ccsse.org/retention/bestpractices.cfm). This survey measures student engagement, and was partial inspiration for our FaCES survey.

Another option for measuring student learning is to employ the SALG instrument. The SALG instrument focuses on student assessment of how a course impacted their learning (SALGsite.org). This free online customizable survey tool (supported by NSF) is used widely by the STEM (Science Technology, Engineering and Math) community, but it is applicable to all disciplines. In October, 2010, Kapi‘olani hosted a workshop by Dr. Stephen Carroll of Santa Clara University, a member of the current SALG research team, to introduce SALG to the faculty. We will work with our EEPs to customize their survey tool around their professional development goals related to student learning.

Questionnaires and Focus Groups

With the addition of an institutional researcher to the Engaged in Education team, we will be better able to develop the qualitative assessment tools needed to determine the impact of the ePortfolio on the EE faculty. We plan formative questionnaires to help us understand how faculty are using the ePortfolio and how we can adjust the matrix design and the training modules. We are also considering conducting focus groups that will help us distinguish the impact of the ePortfolio on the different Engaged in Education constituents, like counselors, learning support, coordinators, in addition to teaching faculty.

The Engaged in Education program continues to take in between 10 and 25 new EEPs each Spring (early March). This year's cohort will have the benefit of the ePortfolio from the beginning of Fall 2010. We will compare the FaCES results from the EEPs who have been operating without a system in place with the incoming groups.

ePortfolio Training

With the ePortfolio launch imminent, the professional development leadership team is planning a series of workshops centered around portfolio pedagogy, geared mainly toward getting the Engaged in Education Participants (EEPs) ready to actively use the ePortfolio when it is launched. The workshops will be offered concurrently with the partial launch of the ePortfolio, before it is made available to the campus as a whole. The workshops will be offered campus-wide, but will be specially advertised and "required" for EEPs, as the impetus of these workshops was the EE/Cohort V research.

The first workshop will be an overview of portfolio pedagogy (electronic or otherwise). Leigh Dooley, a writing professor who is experienced in the use of portfolios (paper), and who is also the professional development coordinator on campus, and I will collaborate on this first workshop. We will cover the value of portfolios for self-directed learning, and an eye toward showing the parallels between teachers asking their students to build portfolios and educators building their own portfolios. If it's ready, we'll give a sneak peak of the Ikayzo ePortfolio system, including the Engaged in Education matrix.

The second workshop will be about reflection and blogging. Catherine Toth, our Journalism Instructor, who is an active blogger, and who incorporates blogging into her journalism courses will handle the blogging portion, and I will do the reflection portion. If the Ikayzo ePortfolio is operational, we will play with the real blog.

A third workshop would be combining the topic of tagging artifacts with the art of identifying what is an artifact. I will start with an overview of social tagging (folksonomy), getting some input from a CELTT expert. If it's ready, we'll give an overview of how to use tagging within the Ikayzo ePortfolio. I will also engage participants in a tag brainstorm, with my starter list as the kindling.

The fourth workshop will be about using Portfolios for assessment. This will be geared toward teachers using portfolios in their classes, rather than as a personal or professional portfolio. The Engaged in Education Participants will be encouraged but not required to attend.

With the assistance of our institutional researcher, we will develop exit surveys to determine the utility of these workshops.

In addition, as part of Ikayzo's contract for the ePortfolio, they will conduct ePortfolio training in collaboration with CELTT, once the system is operational.

Dissemination

Although the results are preliminary, we have been beginning to share publicly our research around the Engaged in Education program and its impending ePortfolio with the wider world. In January 2010, Dr. Helen Barrett and I collaborated on a workshop at the Hawaii International Conference on Education in Honolulu. The title of the talk was *Designing Interactive ePortfolios for Engaging Faculty in Professional Development*. As I mentioned above, the FaCES survey was presented at the Hawaii Educational Research Association conference in Honolulu in January 2011. Dr Yao Hill presented her analysis and I assisted with contextualization. The title of the talk was *Measuring faculty development using Faculty Confidence and Engagement Survey (FaCES): A pilot study*. In addition, our campus has recently joined AAEEBL. I will submit a proposal to the 2011 Annual meeting, describing the project to date.

Looking forward

We are excited and optimistic as our new ePortfolio system is about to be launched, and the Engaged in Education program will finally be able to see our groundwork with Cohort V become reality. We are indebted to the Coalition directors, Barbara Cambridge, Darren Cambridge, and Kathleen Blake Yancey, and to the Cohort V institutions, as well as to the Cohorts that came before us. The impact of the Inter/National Coalition for Electronic Portfolio Research in Kapi'olani Community College's implementation of the ePortfolio goes beyond the direct guidance given to our Cohort V team for the Engaged in Education program. The lessons brought back from Cohort V meetings to discussions with our on-campus ePortfolio community of practice have had a ripple effect on the overall design of the ePortfolio, which will be used campus-wide by many different groups, such as the STEM program, Culinary Arts, Deaf Studies and others. We will continue to look to the Coalition as a clearinghouse of cutting edge research on ePortfolios in the educational setting. Especially instructive will be the research from institutions who have helped establish ePortfolios as a culture on their campuses, for this is a direction we see our campus headed in.

Acknowledgments

In addition to the directors of the I/NCEPR and the valuable community of educators who were members of Cohort V, including those schools who were present only in earlier stages of the cohort, we would like to acknowledge the support of our home institution. The Kapi'olani Cohort V team changed somewhat over the three years; some members have left the school or the project and some were more deeply involved than others. However, the collaborative atmosphere of our campus community continues to contribute to the direction and momentum of the Engaged in Education program and the ePortfolio.

Kapi‘olani Community College Cohort V Team

Team Member	Title	Role
Susan Inouye	Prof. Linguistics & Writing, Engaged in Education Coordinator	EE/INCEPR Cohort V Team Leader
Leigh Dooley	Prof. English, Professional Development Coordinator	Designer & Participant in EE Pilot
Bob Franco	Professor, Anthropology, Director of Planning, Grants, Civic Engagement, Coordinator of Institutional Effectiveness	Assessment Expertise
Mary Hattori	Director of CELTT, Center for Excellence in Learning, Teaching and Technology	Professional Development, Assessment and Technology Expertise
Yao Zhang Hill	Institutional Research	Research Support, Assessment Expertise
Krista Hiser	Associate Professor, English	Professional Development Leader, Designer & Participant in EE Pilot
Melvin Inatsuka, Travis Oka, Karl Naito	Technology Support Specialist	Electronic Portfolio Tech Support
Judith Kirkpatrick	Professor of English, Coordinator, KCC Information Technology Emphasis	Assessment and Technology (esp. ePortfolio), I/NECPR Cohort II
Kristine Korey-Smith	Associate Professor, Kahikolumea, Kapi’olani Assessment Coordinator	Assessment Expertise
Louise Pagotto	Vice Chancellor for Academic Affairs	Former Professional Development Coordinator, Admin. Perspective, Funding
Sally Pestana	Professor, Medical Lab Tech	Professional Development Leader, EE plan development

References

Barrett, H. and Inouye, S. 2010. Designing Interactive ePortfolios for Engaging Faculty in Professional Development. Presented at Hawaii International Conference on Education, Honolulu, Hawaii, January 9, 2010.

Beck, R., Livne, N. and Bear, S. 2005. Teachers' self-assessment of the effects of formative and summative electronic portfolios on professional development. *European Journal of Teacher Education*. Vol. 28, No. 3, October 2005, pp. 221-244.

Cambridge, D. 2009. Portfolios in Higher Education: Capitalizing on the Digital and Interactive. Presentation. Jan. 13, 2009. Virginia State University. http://www.slideshare.net/dcambrid/portfolios-in-higher-education-capitalizing-on-the-digital-and-interactive-presentation.

Chitpin, S. and Evers, C. (August, 2005) Teacher professional development as knowledge building: a Popperian analysis. *Teachers and Teaching: theory and practice, Vol. 11, No. 4, August 2005, pp. 419–433.*

Darling-Hammond, L. and Richardson, N. Teacher Learning: What Matters. *Educational Leadership*. Vol. 66 No. 5 pp. 46.

ePortConsortium. *Electronic Portfolio White Paper*. Version 1.0, Released Nov. 3, 2003 http://eportconsortium.org/Content/Root/whitePaper.aspx. Accessed Feb. 20, 2009.

Eynon, Bret. 2009. *Making Connections: The LaGuardia ePortfolio*. In Cambridge, D., Cambridge, B. and Yancey, K. (Eds.), Electronic Portfolios 2.0: Emergent Research on Implementation and Impact (pp. 91-96). Sterling, Virginia: Stylus Publishing.

Hamilton, S. and Kahn, S. 2009. *Demonstrating Intellectual Growth and Development: The IUPUI ePort*. In Cambridge, D., Cambridge, B. and Yancey, K. (Eds.), Electronic Portfolios 2.0: Emergent Research on Implementation and Impact (pp. 91-96). Sterling, Virginia: Stylus Publishing.

Hill, Y., Dooley, L., Inouye, S., Hiser, K. 2011. Measuring faculty development using Faculty Confidence and Engagement Survey (FaCES): A pilot study. Presented at 2011 Hawai'i Educational Research Association Conference, Honolulu, Hawaii, January 8, 2011.

Huebner, T. Feb. 2009. The Continuum of Teacher Learning. *Educational Leadership*. Vol. 66 No. 5 pp. 88.

Hulbert, Stephen, and Rachal, K. Chris. 2006. L'Esprit Engage: A Quality Enhancement Plan submitted to the Southern Association of Colleges and Schools, Nichols State University.

Murray, J. 2005. *Why Faculty Development? Enhancing Faculty Knowledge in the Community College*. Texas Tech University, John Murray, Professor of Higher Education Administration. http://www.texascollaborative.org/MurrayAug05/intro.php

Reynolds, N. and Rice, R.. (2006). *Portfolio Teaching: A Guide for Instructors*. 2nd ed. Bedford/St. Martin's.

Rogers, S., & Topp, N. (2006, April). *Implementing ePortfolios for faculty/staff for annual review: Process & outcomes*. Paper presented at the Annual Meeting of the Higher Learning Commission, Chicago, IL.

Tidewater Community College . Service Learning Reflection Activities. 2009. http://www.tcc.edu/students/specialized/civic/servicelearning/students/reflection.htm

Yancey, K. B. (2008a). *Among Seismic (Educational) Shifts: The Roles of ePortfolios and Reflection in Re-Inventing the University*. Keynote Address. ePortfolio -- Breakthroughs and Quandaries. Eastern Connecticut State University March 28, 2008. https://www.eportfolio.org/conference/

Yancey, Kathleen Blake. Re-designing Graduate Education in Composition and Rhetoric: The Use of Remix as Concept, Material, and Method. *Comput Med Imaging Graph* (2008b), doi:10.1016/j.compcom.2008.11.004.

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs