

TEACHING PORTFOLIOS GRANTS FOR WRITING INTENSIVE FACULTY

The Writing Committee is offering 4 stipends of \$1000 each to faculty who teach writing intensive courses to prepare a teaching portfolio, which can then be used by the Committee in assessing our Writing Intensive requirement and shared with other colleagues. Successful proposals will explain how these writing courses work to achieve one or more of the writing outcomes for the university's writing program. Please see the Writing Program's home page for a statement of those outcomes: www.iwu.edu/writing/assessment.

Timetable:

Jan. 27, 2011: Applicants apply for grants using the form on the Writing Program's home page.

Feb. 15, 2011: Grants announced

Mar. 20, 2011: Half of stipend issued.

May 2, 2011: Submission of teaching portfolio

May 2011: Panel meets to assess the teaching portfolios and issues brief feedback to faculty.

June 20, 2011: Rest of stipend issued.

The Teaching Portfolio should be comprised of the following:

- 1) A listing of all writing intensive classes taught or to be taught since the 2008-09 academic year, including the Spring term, 2011. Faculty hired during that period can simply list writing intensive classes they have taught or will teach at IWU.
- 2) A description of your teaching approach in a writing class, addressing such general questions as
 - a) How would you describe your ideal classroom atmosphere in a writing class? What do you do to foster it?
 - b) What goals/aims do you have for your students in regards to their ability to write in the course(s) you teach and more generally as an IWU student?
 - c) What assessment tools do you use to evaluate students' performance for writing assignments and/or how do you assess the effectiveness of your assignments?
- 3) A syllabus for each course, including a one-paragraph commentary on how the class addresses the goals and criteria of the writing intensive flag and some of the outcomes for the Writing Program.
- 4) Sample teaching materials you have developed. These could include assignments, in-class prompts, workshop materials, peer review forms, rubrics, comments on student papers, narrative student evaluations, etc.
- 5) A description of an innovation you made to your course materials or assignments and a brief explanation of how well it worked or might work.

Faculty are encouraged to consult Peter Seldin, *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 3rd ed.. Bolton, MA: Anker Publishing, 2004. This volume is available at the Ames Library.