



BRAINAE UNIVERSITY

Maintaining Institutional E- portfolio

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I. GENERAL PROVISIONS

1. Vision

To excel internationally with quality education, research and innovative service to the community

2. Mission

To be a locomotive of the sustainable development in the World by developing competency in educational practices

3. Core Values

BU is a singular and multi-partners educational institution offering a wide range of academic and professional studies. As such, we provide opportunities for trainee to pursue a variety of programs; some are quite specialized in nature, others that are multi-disciplinary and/or problem-based in focus - and to undertake their studies at different locations across the world, both through classes at designated open and through access to distance learning.

- Affordability
- Collegiality
- Commitment to professionalism and social accountability
- Humility
- Integrity
- Kindness
- Loyalty
- Spirituality
- Transparency
- Trustworthiness

II. Maintaining Institutional E-portfolio

The University maintains e-portfolio for each of its academic and administrative units and activities. The institutional e-portfolio is a

comprehensive collection of those e-portfolios. The aim of the e-portfolio system is to:

- 1) Ensure appropriate documentation of activities as per BU policies and procedures and accreditation standards.
- 2) Ensure transparency and sharing of information among eligible stakeholders.
- 3) Showcase the evidence of continuous improvement through the accumulation of the data related to activities of academic and administrative units.
- 4) Facilitate the development of operational and strategic plans at the department, college and institutional levels.
- 5) Ensure appropriate monitoring of the implementation of operational and strategic plans at the department, college and institutional levels.

The e-portfolios implemented at BU are:

1. The university research board e-portfolio

It provides reliable and objective information about e-portfolio activities. It outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Plan. It also ensures efficiency, easy documentation, easy access, better archiving and more transparent sharing of information between eligible stakeholders.

2. College e-portfolio

The college e-portfolio provides reliable and objective information about college activities and their performance measures. It outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Plan. It also ensures efficiency, easy documentation, easy access, better archiving and more transparent sharing of information between eligible stakeholders.

The college e-portfolio is structured according to BU policies and the Standards for Licensure and Accreditation. First, the standing requirements section consists of general information about the college (Vision, Mission, goals, etc.). Then, college activities are documented in cycles of academic years. The accumulation of both quantitative and qualitative data documented in each cycle would help the college to develop appropriate recommendations for improvement to be implemented during the next cycles.

This process would ensure the continuous improvement of students experience in the college and the fulfillment of its mission.

The collected data in each college e-portfolio in addition to administrative units' e-portfolio would serve to build the annual report at the institutional level, in addition to the report submitted to the Board of Trustees and the Accreditation Commission. There is no doubt that the ideal harmony of efforts to prepare reports will save time and energy for faculty, chairpersons and deans as the same data will be used for different purposes without repetition.

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3. Academic program e-portfolio

The academic program e-portfolio documents reliable and objective information about program activities during each academic year to demonstrate its effectiveness. It also ensures efficiency, easy documentation, easy access, better archiving and more transparent sharing of information between eligible stakeholders.

The program e-portfolio is structured according to BU policies and the Standards for Licensure and Accreditation and. First, the standing requirements section consists of general information about the program (Mission, program goals, program learning outcomes, etc.). Then, program activities are documented in cycles of academic years. The accumulation of both quantitative and qualitative data documented in each cycle would help faculty to develop appropriate recommendations for improvement to be implemented during the next cycles. This process would ensure the continuous improvement of students' experience in the program and the achievement of its learning outcomes.

The collected data in each program e-portfolio would serve to build the annual report at the department and college levels. There is no doubt that the ideal harmony of efforts to prepare reports will save time and energy for faculty, chairpersons and deans as the same data will be used for different purposes without repetition.

4. Academic course e-portfolio

The academic course e-portfolio is a workspace that documents reliable and objective information about course activities during each offering to demonstrate its effectiveness. It also ensures efficiency, easy

documentation, easy access, better archiving and more transparent sharing of information between eligible stakeholders.

The course e-portfolio is structured according to BU policies and the accreditation Standards. The accumulation of both quantitative and qualitative data documented in each cycle would help faculty to develop appropriate recommendations for improvement to be implemented during the next cycles. This process would ensure the continuous improvement of students experience in the course and the achievement of its leaning outcomes.

The collected data in each course e-portfolio would serve to build the program e-portfolio.

The procedure for developing and maintaining course e-portfolio is as follows:

- The Deanship of QAIE create an e-portfolio for each course in the proper department and college, that include the standing requirements (course description, goals and learning outcomes) as well as the cycles of course offering.
- The DQAIE gives access to the course e-file to all course instructors, chairperson and dean. In case of multi-section courses the course coordinator is given view and edit access while other instructors will be given view only access.
- The course instructor/coordinator is responsible for completing all components for each course offering within the semester of the course offering.
- The course instructor/coordinator closes the loop in the course e-portfolio no later than the second week of the semester that follows the semester of course offering. In case of approved course improvement/modifications actions need more time for implementation the instructor/coordinator is responsible for documenting them as soon

as possible but no later than the second subsequent offering of the course.

- The chairperson is responsible for ensuring that each course e-portfolio is completed on time.
- The college dean is responsible for coordinating with the chairpersons to ensure completion of all course e-portfolios in the college before the end of each semester.

5. Internship e-portfolio

The internship e-portfolio is a creative platform for displaying students work and documenting the evidence related to that work by attaching digital artifacts of learning that reflect their personal learning journey in the internship site. It consists of an interaction platform between interns, academic and site supervisors. Therefore, immediate feedback is given to the interns as a formative assessment during the internship period, which will reflect positively on the effectiveness of their educational experience.

The internship e-portfolio is structured according to BU policies and stipulation 6 of the Standards for Licensure and Accreditation. First, the standing requirements section consists of general information about the internship (overview of the Practical Training Course, Practical Training handbook, Training Course Syllabus, Pre-training Orientation, etc.). Then, weekly activities are documented and evaluated by academic and site supervisors. The accumulation of weekly activities along with immediate feedback from academic and site supervisors would ensure the continuous improvement of students experience during the internship period and the achievement of the course leaning outcomes.

6. Admin and support unit e-portfolio

The Admin and support unit e-portfolio provides reliable and objective information about the Admin and support unit activities and their performance measures. It outlines information about initiatives and developments of major interest and importance during the year and the

achievements arising from the implementation of the Admin and support unit's Annual Plan. It also ensures efficiency, easy documentation, easy access, better archiving and more transparent sharing of information between eligible stakeholders.

The Admin and support unit e-portfolio is structured according to BU policies and the Standards for Licensure and Accreditation. First, the standing requirements section consists of general information about the Admin and support unit (Vision, Mission, goals, etc.). Then, Admin and support unit activities are documented in cycles of academic years. The accumulation of both quantitative and qualitative data documented in each cycle would help the Admin and support unit to develop appropriate recommendations for improvement to be implemented during the next cycles. This process would ensure the continuous improvement of stakeholders' experience and the fulfillment of its mission.

The collected data in each Admin and support unit e-portfolio in addition to academic units' e-portfolio would serve to build the annual report at the institutional level, in addition to the report submitted to the Board of Trustees and the Accreditation Commission. There is no doubt that the ideal harmony of efforts to prepare reports will save time and energy for faculty, chairpersons and deans as the same data will be used for different purposes without repetition.

7. Faculty e-portfolio

The faculty e-portfolio allows faculty to document their general information as well as their activities in the areas of teaching and learning, research, and community service and their performance measures. Faculty can use it to easily build and export online Curriculum Vitae, as well as manage their own research and publications. It allows the university to easily collect and submit complete, accurate and up-to-date information about its faculty and their expertise for multiple internal and external bodies such as Board of

Trustees, accreditation bodies, Ministry of Education and ranking bodies. It also serves as a unique source to pool faculty data for the Faculty annual evaluation, awards and promotion purposes. The faculty e-portfolio ensures efficiency, easy documentation, easy access, better archiving and more transparent sharing of information between eligible stakeholders.