

**PORTFOLIOS
and
CAREER DEVELOPMENT**

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Portfolios are commonly used by artists to showcase work and are now becoming more popular in schools, universities, and the professional world as a way to record achievements, plan professional development, and engage in reflective practice.

- Hartnell-Young, E. & Morriss, M. (1999). Digital professional portfolios for change. Arlington Heights, IL: Skylight Professional Development.

A professional portfolio is a selection of artifacts and reflective entries representing your professional experiences, competencies, and growth over a period of time.

- Costantino, P. M. & De Lorenzo, M. N. (1998). Developing a professional teaching portfolio: A guide for educators. College Park, Maryland: University of Maryland.

A portfolio is an organized, goal driven documentation of your professional growth and achieved competence in the complex act called teaching.

- Campbell, D. M., Cignetti, P. B., Melenyzer, B.J., Nettles, D. H., Wyman, R. M. (1997). How to develop a professional portfolio: A manual for teachers. Needham Heights, MA: Allyn & Bacon.

Portfolios for Many Applications

Course Portfolio

Teaching Portfolio

Student Portfolio

Administrative Portfolio

Electronic Portfolio

Basic Components

What did I do?

Why did I do it?

How well was it done?

Portfolio - Three Main Parts

1. Describe your responsibilities, activities
2. State your philosophy, purpose, goals
3. Narrative of supporting evidence

Eight to ten, ten to fifteen pages

AND

The Appendix of evidence documents, links, materials

Three sources of evidence

- Yourself (author of Part One and Part Two)
- Others
 - supervisor
 - peers
 - students, staff, administrators
- Direct Evidence
 - student work in Teaching Portfolios
 - publications in Academic Portfolios
 - program evaluations in Administrative Portfolios

Teaching Portfolio

The Teaching Portfolio: A Guide to Documenting Teaching Effectiveness

The Teaching Portfolio

Teaching Portfolio: teaching ***Curriculum Vitae*: scholarship**

Describes:

- faculty member's teaching strengths and accomplishments
- instructor's teaching responsibilities, philosophy, goals, accomplishments as a teacher, with evidence to support all claims

Purposes of a Teaching Portfolio

...for teaching improvement

structure for self-reflections, collection of teaching materials

...for promotion and tenure

gather and present hard evidence and specific data about teaching effectiveness

...for job searches in academia

Other Purposes

- document how teaching has evolved
- new position search or post-tenure review
- share experience and expertise as mentor
- share teaching tips on specific course
- teaching awards and grants
- legacy to department for faculty to come

Three Main Parts

1. Describe your teaching responsibilities
2. State your Teaching Philosophy
3. Narrative describing the evidence

Eight to ten pages

AND

The Appendix of evidence documents

Materials for Teaching Portfolio


Selected information ... on teaching activities


Solid evidence ...of teaching effectiveness

YOURSELF - OTHERS - STUDENT PRODUCTS

- Highly personal
- Disciplinary differences
- Departmental differences
 - Course specifics
 - Level of Courses

Material from Oneself

- Representative Course Syllabi
 - course content and objectives
 - teaching methods
 - readings, assignments, exams

Part One
- Reflective Statement
 - personal teaching philosophy
 - strategies and objectives
 - methodologies

Part Two

Part Three: Material from Oneself

- Participation in teaching workshops
 - strategies, techniques now implemented
- Description of Curricular Revisions
 - new courses, materials, assignments
- Instructional Innovations
 - new methods and outcomes assessment

Part Three: Material from Oneself

- Personal Statement of Goals
 - for next five years
- Scholarship of Teaching
 - steps to evaluate and improve teaching
 - any changes resulting from self-evaluation
 - activities or programs to improve teaching

Part Three: Material from Others

- Peer-review statements
 - class room observation reviews
 - reviews of teaching materials, assignments, testing and grading practices
- Student course or teaching evaluations
 - overall effectiveness or improvements
- Honors or Awards for Teaching
 - teaching, advising, mentoring

Part Three: Material from Others

- Documentation of teaching development
 - Credits for faculty development programs
- Statements by graduates
 - departmental exit survey
- Student comments
 - notes, cards, letters, emails

Part Three:

Products of Good Teaching

- Pre- and post-test exams
 - student scores showing improvement
- Examples of graded student essays with professor's comments
 - explain grading, editorial/marginal comments
- Record of students who succeed in advanced study

Part Three:

Products of Good Teaching

- Successive drafts of student papers with comments
- Statements of effectiveness on student's career choices, advise, help given with employment, or college admission

Part Three: Other Materials

- Assistance to colleague improved teaching
- Videotape of teaching
- Self-evaluation
- Professional meetings on teaching
- Chair's statement on teaching
- Statement on use of non-traditional media
- Contributions to teaching journal
- Performance review as advisor.

Materials for Teaching Portfolio

- Be Selective
 - commentary of eight to ten pages
- Supporting Materials in Appendix
 - syllabi, assignments, student papers, exams, projects

Course Portfolio

Course Portfolio

Description of course

Methods and Strategies for Learning

Assessments

Data on Student Learning

Reflections

Revisions

Peer Review

Appendix: materials

Course Portfolio Components

Introduction or Abstract: To summarize the portfolio and orient the reader. Might include a table of contents.

Framing Statement: To place the course in its intellectual and institutional context by describing its place in the curriculum, the kinds of students who take it, and so on.

Thesis Statement: To explain the primary purpose of the portfolio (e.g., for a personnel decision, teaching improvement, and/or personal edification).

Syllabus: To explain the intellectual goals of the course and the steps by which they will be achieved.

Narrative of the Course: An instructor's diary to document the ways in which the intellectual goals of the course were or were not achieved. This section might include or be followed by handouts, examinations, and selected samples of student work such as journal entries or answers to particular questions on examinations.

Peer Comments and the Instructor's Response to Them: Not unlike the reader's comments on a manuscript.

Appendices: Might include student evaluations and more samples of student work. An instructor might take the opportunity here to show how students grow and change over time.

<http://www.historians.org/teaching/AAHE/cutlerpersp.html>

Course Portfolio

Randy Bass – Georgetown University

- Focus on course as the unit of analysis
- Focus on course: teaching & learning
- Course as research problem:
 - Intentions, Consequences, Meaning
- Collects data on learning; interprets data
- Revised over multiple semesters
- Peer Reviewed

Course Portfolio

John Weber – University of Washington

- Teaching Goals
- Background, framework
- Classroom methods
- Graded assessments
- Student Course Evaluations
- Notes

<http://www.ntlf.com/html/lib/carnegie/84webster.htm>

Course Portfolio

Indiana University

Comprehensive documentation of intellectual work of teaching particular course, design and execution, form of scholarship, peer review, teaching effectiveness, promotion and tenure committees.

- A statement of course content and goals
- A plan for accomplishing goals
- Data shows student achievement of those goals
- Reflection on relation among the three elements

<http://www.indiana.edu/~deanfac/portfolio/def.html>

The ACADEMIC PORTFOLIO

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ACADEMIC PORTFOLIO

- A reflective, evidenced-based document of teaching, research, and service performance
- Significant professional accomplishments and achievements
- Selective, not exhaustive
- Quality and significance of the work
- WHY and the HOW, not just the WHAT

STRUCTURE

- Preface
- Teaching
- Research
- Service
- Integrating Professional Work and Goals
- Appendix provides evidence that supports the narrative section.

ACADEMIC PORTFOLIO STRUCTURE

- Overview/Purpose (one page)
 - Career search
 - Award
 - Reappointment
 - Tenure
 - Promotion

SECTION 1: Teaching

- Teaching (5-6 pages)
 - Part 1: teaching responsibilities
 - Part 2: teaching philosophy, objectives, methods
 - Part 3: evidence
 - Syllabi, curricular revisions, improvement activities, peer observations, student ratings

SECTION 2: Scholarship

- Research/Scholarship (5-6 pages)
 - Description
 - Statements of importance to discipline
 - Selection of publications
 - Grants
 - Professional societies
 - Conference presentations
 - Supervision of other students

SECTION 3: Service

- Department, institution committees
- Contributions
- Student Advising, mentoring, service learning
- Community groups, civic groups, organizations

SECTION 4: Integration

Integration Professional Work/Goals (1-2 pg)

- How your teaching, research, and service contribute to your professional growth and development
- Describe three professional accomplishments of note and why they are noteworthy
- Describe three professional goals for future

APPENDIX

INCLUDE 6 – 10 Appendices

TEACHING:

syllabi

student work

peer review

student ratings

RESEARCH:

proposal

presentations

publications

abstracts

SERVICE:

committee

projects

outreach

advising

Contents of an Academic Portfolio: Teaching

Faculty Member's Name

Department/College

Institution

Date

Table of Contents for Teaching Section

1. Teaching Responsibilities
2. Statement of Teaching Philosophy
3. Teaching Methods, Strategies, Objectives
4. Student Ratings
5. Colleague Evaluations from Classroom Observation, Review of Materials
6. Statement by the Department Chair Assessing Professor's Teaching Contribution
7. Detailed, Representative Course Syllabi
8. Student Work, Evidence of Student Learning
9. Teaching Awards and Recognition
10. Teaching Goals: Short- Term and Long-Term
11. Appendices

Contents of an Academic Portfolio: Research

Table of Contents for Research Section

1. Research Statement
2. Research Methods, Strategies, Objectives
3. Students accomplishments in scholarship
4. Outcomes of collaborative or inter-disciplinary research
4. Research awards and recognition
6. Scholarship Goals: Short- Term and Long-Term
7. Appendices

Contents of an Academic Portfolio: Teaching

Table of Contents for Research Section

1. Teaching Responsibilities
2. Teaching Philosophy - Methods, Strategies, Objectives
3. Evidence - Syllabi, curricular revisions, improvement activities, peer observations, student ratings, Advising/Mentoring, Teaching awards and recognition, Goals for Teaching – Short & Long Term.
4. Appendices

Contents of an Academic Portfolio: Research

Table of Contents for Research Section

1. Research Statement
2. Research Methods, Strategies, Objectives
3. Students accomplishments in scholarship
4. Outcomes of collaborative or inter-disciplinary research
4. Research awards and recognition
6. Scholarship Goals: Short- Term and Long-Term
7. Appendices

Advantages and Outcomes

Integration of Teaching, Research and Service -

Teaching

Provides opportunity and structure for self-reflection

Concentrates on reflective analysis, action planning, assessment

Objective information on what a professor does in a classroom and how and why

Research

Self-reflection on research, new directions, collaborations

Colleagues contribute through feedback

Service

Value to department, school

Excerpts used in grant applications

Provide credentials for academic positions

Student Portfolio

“Learning Portfolio”

What are student portfolios?

Portfolios are collections of selected student work representing an array of performance

- vary widely in content and purpose
 - folder containing a student's "best pieces" and the student's evaluation of the strengths and weaknesses of the pieces
 - may contain one or more "works in progress" illustrating how a product, such as an essay, evolved through stages of design, drafting and revision
- format
 - Hard copy, print based
 - Electronic

What are student portfolios?

Portfolios are collections of selected student work representing an array of performance ...

- Who decides what goes into the portfolio
 - student creating the collection
 - teachers and peers
 - Institutional structural requirements for the entire project
- Who decides the quality
 - Faculty reviewers
 - Faculty and student teams
 - Administrators

Student Portfolio

- A portfolio is a collection of work that demonstrates a student's knowledge, skills and understanding. There is not standardized form.
- Portfolios may contain a variety of components:
 - writing samples or reports
 - official records, transcripts, certificates, grades
 - personal student reflections, letter of introduction, student log or journal

Student Reflection

- Reflection -most important part of process
- Gives purpose, not mere collection
- Engage in metacognitive thinking, develop a working knowledge of who they are as learners.
- Questions for students to ask themselves:
 - Why was this piece selected as a portfolio piece?
 - What did I do?
 - What did I learn?
 - What are my feelings about my learning?
 - What will I do differently next time to improve?

College Student Portfolio

- Capstone project in the senior year
- List courses: liberal education, major, with reflective component
- List co-curricular activities with reflection on outcomes
- List of honors, awards, professional memberships, internships, etc.
- A 4-5 page written reflective statement on liberal education; An analysis of the strengths and weakness of education program
- Archived electronically, for students, for program review, for institutional assessment.

<http://www.colby-sawyer.edu/academic/admin/liberaleducation/portfolios.html>

LaGuardia Community College

- <http://www.eportfolio.lagcc.cuny.edu/>

St. Olaf College – Integrative Studies

- <http://wp.stolaf.edu/cis/individual-majors-web-portfolios/>

Ithaca College

- <http://www.ithaca.edu/directories/eportfolios.php>

Meredith College – Music

- http://www.meredith.edu/academics/schools/natural_and_mathematical_sciences/biology/program_of_study/technology-portfolio

Administrative Portfolio

Rigorous Multi-Sourced Assessment

Comprehensive Description of Administrative Responsibilities

Outcomes
-or-
RESULTS

programs
departments
courses
initiatives

Behaviors
-or-
ACTIVITIES

decision making
planning
organizing
communication

Information - Evidence

SOURCES

Supervisor

Chain of command
personnel

Peers

“OTHERS”

TYPES

Responsibilities

- Institutional
- Positional
- Programmatic

Purpose

Importance

Rigorous Multi-Sourced Assessment: ***SELF – OTHERS - INSTITUTION***

SELF = “self-evaluation”

professional contributions
papers, editing, meetings,
programs, projects

personal statement goals

Service

impact

needs

evidence

“OTHERS”

Who? supervisor, peers,
faculty, students, staff,
alumni, chain of command

What? statements, reports,
professional activities,
Invitations, commendations,
awards

INSTITUTIONAL INFORMATION

Evidence of Assessment and Improvements

Planning, decision making, problem solving, resource management

Documentation: What and How

Products

- Newsletter
- Rating Survey
- Publications
- New Programs
- New Personnel
- Annual Report
- Materials from Unit
- Updated Materials
- Articles
- Handouts
- Conference Brochure

Data

- Graph
- Chart
- Table
- Revised Curriculum
- Proposals
- Lists of Faculty
- Faculty Evaluation
- Dean's Evaluation
- Letters of Support
- New Funding
- Funded Proposals

Documentation: Evidence

Feedback

- Faculty Feedback
- Student Feedback
- Alumni Survey
- Reviewers
- Performance Appraisal
- Faculty Evaluation
- Dean's Evaluation
- Board of Advisors

Evidence

- Awards
- Citations
- Recognition
- Testimonials
- Letters of Support
- Unsolicited Evaluations
- Unsolicited Letters

Documentation: Additional Items

Personal Statements

- Reflective Statement
- Statement of Responsibilities
- Accomplishments
- Speeches
- Presentations
- New Programs
- Workshops
- Images of Work

Activities

- National Organizations
- Organize Conferences
- Community Involvement
- Fellowship Study
- Development Plan
- Impact Statements
- Meetings: Staff, Faculty, Students
- Minutes of Meetings

Electronic Portfolios

- <http://electronicportfolios.com/>
- <http://eportfolio.psu.edu/>
- <http://www.educause.edu/library/e-portfolios>
- <http://chronicle.com/blogs/profhacker/electronic-portfolios-for-student-learning/31434>