

# Developing a Narrative and Portfolio for Personnel Review at UIS

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## Panelists

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# Session Outcomes and Materials

- The purpose of this session is to:
  - Distinguish between a narrative and portfolio
  - Discuss components of a personnel file
  - Explore format and ideas for writing the narrative and developing a portfolio
  - Stimulate thinking about the best ways to “tell your story”
  - Hear from peers who have recently completed the process successfully and whose portfolios were considered exemplary
- Materials that we will use and refer to:
  - Faculty Personnel Policies (FPP)
  - Portfolio Guidelines (Appendix 12 of FPP)
  - Personnel Calendar
  - Your personnel file (housed in the Provost’s office)



# UIS Portfolio Guidelines

- These guidelines are found in the FPP (Appendix 12) and outline requirements and recommendations for designing both the portfolio and narrative.
- These guidelines are used for ALL faculty and for ALL forms of review.
- The guidelines were designed to be used along with Articles 3 (Professional Evaluation), 5 (Reappointment), 6 (Tenure) and 7 (Promotion).
- It is important to be familiar with the language in these areas of the FPP.....



# UIS Portfolio Guidelines

- The Guidelines require the use of both a narrative and a portfolio for personnel review.
- The Guidelines set page limitations for reappointment, tenure and promotion narratives.
- The Guidelines provide parameters for what you might include in your documentation for each of the areas of review.
- The lists of activities are not exhaustive.



# How do the UIS Portfolio and Narrative Differ?

- UIS' use of the word "Portfolio" differs from that of most.
- In most cases a "Portfolio" refers to the entire set of personnel materials (Narrative and supporting documents).
- At UIS the "Portfolio" refers to ONLY the supporting documentation. The Narrative is a separate document that is your formal application for reappointment.
- This is a VERRY important distinction because:
  - It is your narrative that must be submitted to your personnel file and becomes a permanent part of this file.
  - Your portfolio is submitted at the same time but does not become a permanent part of your file.



# What's the Difference?



## Narrative

- A factual description of a faculty member's strengths and accomplishments and analysis of challenges.
- Is a self-evaluative summary that reviews and interprets accomplishments in the context of the standards of personnel decision.

## Portfolio

- This contains documents and materials that address the scope and quality of performance.
- It includes evidence in the form of professional products.
- This is not an exhaustive compilation, but a sample of your best work.

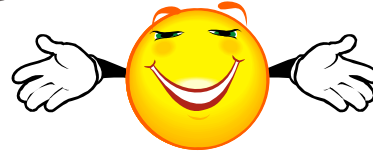
# Developing a Narrative

- Organization (Don't forget a Table of Contents)
  - Your narrative should include four sections:
    - Professional Introduction
    - Teaching
    - Scholarship
    - Service
  - Each of these sections following the professional introduction should include:
    - Philosophy Statement
    - Long and short-term goals
    - Methodology and Strategies
    - Reference to documenting evidence in the portfolio



# Developing a Narrative

- Professional Introduction



- Don't assume everyone knows you. You must provide the professional context of your position, a description of your background, training and role at UIS.
- Include only the detail that you believe is critical to your professional review.
- Include a curriculum vita as an appendix to your narrative (don't forget this... it is now a requirement and a very important tool for the reviewers!!)

# Developing a Narrative

- Exploring a Philosophy (teaching, service and scholarship)
  - Why do I engage in teaching/service/scholarship?
  - What are my expected outcomes in the areas of review?
  - What is the conceptual framework that I use to approach these areas?
  - What attitudes or habits demonstrate effective performance in these areas? How do I depict these in my review?
  - What values do I hope to impart to students, colleagues, community members, and all others that I serve/teach?
  - What themes pervade my work in these three areas?
  - How do I integrate these themes into my approach in each of these areas?



# Developing a Narrative

- Exploring Short-term and Long-term Goals
  - Address what you expect of yourself, both long-term and short-term in the areas of review.
  - Demonstrate your progress and development in terms of these goals.
  - Provide analysis of progress and address both accomplishments and challenges.
  - Don't be afraid to project into the future, you can re-analyze these goals in future reviews.



# Developing a Narrative

- Methodology and Strategies
  - This part of the narrative describes the “how” or the techniques that you use to achieve your goals.
  - These strategies should have a conceptual connection to your philosophy.
  - Document the impact and/or relevance of these strategies.
  - Describe the benefits to students, peers, colleagues, campus and/or community.
  - Tie together strategies from all three areas under review (teaching, scholarship, service)



# Developing a Narrative

- Linking your Narrative with supporting evidence
  - You should link your activities and analysis outlined in the narrative with evidence/products in your portfolio and permanent file.
  - Be sure to use color coding, symbols or a number system to guide the reader and connect the narrative with the portfolio and your permanent file.
  - Use both qualitative (quotes, student products) and quantitative evidence (student evaluations, enrollments)
  - Remember, make it EASY for the reader!!



# Creating a Portfolio

- Organization (Don't forget a Table of Contents)
  - Your portfolio should include four sections:
    - Teaching
    - Scholarship
    - Service
    - Curriculum Vita (it is helpful to the reader to have another copy of this in your portfolio)
  - Your portfolio should include only illustrative examples of your best work, important accomplishments and evidence of your progress.
  - Try to limit your selection to **3-4 important pieces** in each area.



# Creating a Portfolio

- Examples of Evidentiary Material
  - Course Materials (Syllabi, Paper/Project Guidelines, Evaluation frameworks)
  - Student Products (be sure to get student's permission!)
  - Supportive Letters (these must have a signature, e-mails won't work)
  - Publications, creative works, handbooks, brochures, reports
  - Grant proposals
  - Commendations, Awards



# Creating a Portfolio

- Deciding what goes in your Portfolio vs. Permanent File
  - Your permanent file is a “companion” to your portfolio
  - The key word in distinguishing these two entities is “permanent”
  - Your permanent file should be used ONLY for milestones or career landmarks.
  - Materials that are ever changing, evolving should be placed in your portfolio
  - Your permanent file **should not** be a dumping ground but should reflect careful consideration and professional organization when selecting materials



# Putting it all Together – What Works?

- Depiction of quality experiences and reflection
- Relevance
- Showing how your work impacts students, community, discipline, campus
- Depicting development and progress at UIS
- Matching your goals and methods to your department, position, campus and community
- Providing an effective presentation of materials
- Originality and innovation
- Summation wherever you can fit it in
- Integration of the areas of review wherever possible
- Use your yearly performance reports as a way to keep track of your activities and help you get started on your reappointment review

