

Developing a Narrative and Portfolio for Personnel Review at UIS

Karen L. Kirkendall, Ph.D.
Chair, Personnel Policies Committee
September, 2009

Panelists

Sviatoslav Braynov, Ph.D.
Sangeeta Parameshwar
Jason Pierceson, Ph.D.
Carolyn Peck, Ph.D.

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 11 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?



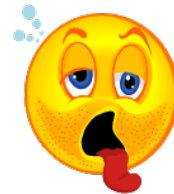
Developing a Narrative

- 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

