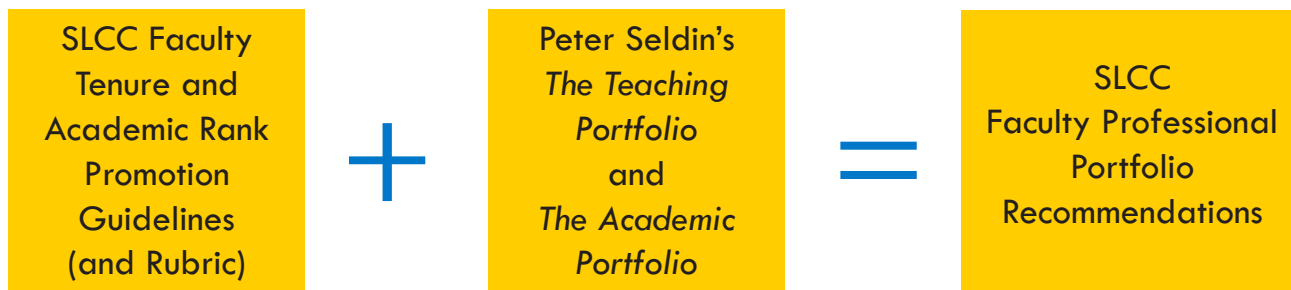


SLCC Faculty Professional Portfolio Recommendations

To prepare training and support for SLCC faculty to create their Professional Portfolios, three main resources were utilized: the SLCC Faculty Tenure and Academic Rank Promotion Guidelines (and Rubric); Peter Seldin's *The Teaching Portfolio*; and Peter Seldin and Elizabeth Miller's *The Academic Portfolio*.



The guidelines below are presented in more detail in the “**Creating Your Professional Portfolio**” series of webcasts at www.slcc.edu/wac/creating-professional-portfolios.aspx.

A Professional Portfolio is NOT:

- A list of teaching, professional activity, and service work.
- An objective account of all work achievements and accomplishments.
- A comprehensive description of one's entire career that spans dozens and dozens of pages.
- A chronological collection of documents, artifacts, and objects.

A Professional Portfolio IS:

- A selective and reflective narrative of accomplishments in teaching, professional activity, and service, with evidence.
- A persuasive document that puts forth representative achievements and experiences supported by evidence.
- A relatively brief document (11-20 pages)* focusing attention on specific areas of one's work within a certain time frame.
- A values-based integration of self-assessment commentary supported by evidence.

*See back for recommendations.

“The portfolio takes a broader view of teaching, research, and service than the traditional curriculum vitae compiled by faculty to document their achievements because it integrates the values of the faculty member with those of the discipline, the department, and the institution. This is accomplished by work samples and reflective commentary that speak to such an integration of values. Thus, the portfolio transforms the traditional dossier to reflect the work of each individual faculty member and the unique contribution that he or she has made in relevant areas of teaching, research, and service.”--Seldin and Miller's *The Academic Portfolio*



How Long Should a Professional Portfolio Be?

A professional teaching or academic portfolio is not supposed to be a comprehensive account of one's entire career that spans dozens and dozens of pages. Instead, it is a relatively brief document that presents a reflective and holistic picture of specific areas of one's work over a certain time frame.

To develop support for SLCC professional portfolios, Seldin and Miller's recommendations were integrated with the SLCC Faculty Tenure and Academic Rank Promotion Guidelines (and Rubric). Seldin and Miller's recommendations were primarily for university faculty, particularly those at research institutions. SLCC is a comprehensive community college which prioritizes teaching, professional activity, and service.

**"The typical academic portfolio has a narrative of approximately 14 to 19 double-spaced pages, followed by a series of tabled appendices that provide documentation for the claims made in the narrative. Information in both the narrative and the appendices should be carefully selected."
--Seldin and Miller**

The recommendations for the lengths of the different sections were adjusted to reflect those priorities. This chart compares the Seldin/Miller recommendations with the recommendations for SLCC faculty professional portfolios.

Seldin/Miller Recommendations		SLCC Digital Portfolio Recommendations		
Preface	1/2 - 1 pg.	Introductory Statement	1-2 pgs.	250-500 wds.
Teaching	5 - 6 pgs.	Teaching	5 - 7 pgs.	1250-1750 wds.
Research	5 - 6 pgs.	Professional Activity	2 - 4 pgs.	500-1000 wds.
Service	2 - 3 pgs.	Service	2 - 4 pgs.	500-1000 wds.
Accomplishments/Goals	1 - 3 pages	Accomplishments/Goals	1 - 3 pgs.	250-750 wds.
Total	14 - 19 pgs.	Total	11 - 20 pgs.	2750-5000 wds.

A Recommended SLCC Professional Portfolio Structure (Digital)

1. Landing Page with Navigation Links
2. Introductory Statement that:
 - a. Presents Assessment Purpose of Portfolio (e.g. annual review, tenure, rank, and/or merit) (125-250 wds.)
 - b. Presents review committee recommendations from most recent evaluation. (125-250 wds.)
3. Teaching Narrative
 - a. Teaching Statement with Linked Evidence that describes and reflects upon Responsibilities, Philosophy, Objectives & Methodologies
 - b. Teaching Self-Assessment with Linked Evidence that describes and reflects upon:
 - Instructional Delivery
 - Instructional Design and Assessment
 - Field/Discipline Knowledge Applied to Teaching
 - Course Management
 (1250-1750 words total, not including linked evidence)
4. Professional Activity Self-Assessment with Linked Evidence that describes and reflects upon:
 - a. Maintaining or Developing One's Field Knowledge, Credentials
 - b. Memberships and Participation in Professional Organizations
(500-1000 words total, not including linked evidence)
5. Service Self-Assessment with Linked Evidence that describes and reflects upon:
 - a. College Service
 - b. Community Service
(500-1000 words total, not including linked evidence)
6. Reflection of Three Main Accomplishments and Three Goals (250-750 words)
7. Evidence of Successful Performance (Letters of Progress, Form IV Scores, or equivalent)
8. Curriculum Vitae (Optional)