



**HIGHER EDUCATION LEADERSHIP
PORTFOLIO GUIDELINES**

Higher Education Leadership Program Portfolio Guidelines

Description & Purpose

All Higher Education Leadership Program master's degree students are required to complete a portfolio. The portfolio is a collaboration of components highlighting a student's curricular and professional learning experiences.

The purpose of the portfolio is to demonstrate skills, knowledge, and competencies developed in the program through coursework and field-based learning experiences. The portfolio serves as a final, summative performance assessment of the candidate's mastery of Higher Education Leadership Program Outcomes. The portfolio allows faculty to determine the candidate's eligibility for the master's degree. Most importantly, it serves as a tool for self-assessment and reflection.

Due Dates

The portfolio must be submitted on the Monday directly following the midterm break of the final semester in the program. Students should begin work on the portfolio during the first semester in program by completing **Section II. Personal Goals**. Suggestions for when to complete other sections follow in this document.

Format

The portfolio should adhere to the following format guidelines:

- ✓ The cover page should list the candidate's name, month and year of admission, and month and year of proposed graduation.
- ✓ References to the program in titles of text should be Higher Education Leadership Program
- ✓ The first page should include a Table of Contents with numbered pages for each Section
- ✓ Each page should be consecutively numbered with the candidate's last name and page number in the upper right corner.
- ✓ Each major Section should start on a new page. Use Insert>Page Break.
- ✓ Each Section should be labeled with a bolded, numbered, flush left Section heading.
- ✓ Subsections (where applicable) should be italicized, numbered, and flush left, as in the outline below.
- ✓ **Candidates should cite readings from coursework whenever possible and applicable.**

Submission

The portfolio may be submitted in a notebook, spiral binding, or electronic format. Though an electronic format is preferred for submission (.pdf), students are advised to have a final copy spiral bound as a record of accomplishment.

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Sections

I. **Philosophy of Professional Practice in Higher Education** (2-4 pages)

- i. *Personal Core Beliefs about the Leadership Role*
- ii. *Personal Core Beliefs about Teaching and Learning*
- iii. *Personal Professional Vision and Values*
- iv. *Summary of Leadership Philosophy*

II. **Personal Goals** (1-2 pages)

Compose and include a description of several goals you set for yourself in this program. Use subheadings for each goal. Example subheadings might be: Field Knowledge, Personality Development, Career Training, or Networking.

III. **Goal Attainment and Achievement** (1-2 pages)

Give a brief description of how these goals were achieved through experiences in the program.

IV. **Continued Growth toward Achieving Goals** (1-2 pages)

Describe future goals you may set for yourself and ways to plan to reach those goals. Examples might be to obtain a first position, promotion, another degree, or have a paper published.

V. **Learning Experiences and Work Samples** (1-2 page description per Learning Experience)

- i. *Facilitation of Vision of Learning*
- ii. *Advocating an Institutional Culture and Instructional Program*
- iii. *Management of Effective Learning Environment*
- iv. *Collaboration with Constituencies*
- v. *Integrity and Ethics*
- vi. *Understanding the Larger Context of Higher Education*
- vii. *Solving Educational Problems*

Begin by choosing a Learning Experience, and then in narrative format, reflect on the experience by referencing coursework, fieldwork, and/or full-time work that demonstrates your ideas.

For example, you might begin with, “Facilitating a Vision of Learning means . . .” (a short paragraph or two, bringing in citations if needed. Next, you might write, “For example, during my Internship/Curriculum and Leadership course, I explored this concept by. . .” (reference work relating to the Learning Experience, then either incorporate pictures, tables, or another form of display in text (for example, pictures from an event you helped plan or a conference you attended) or refer to the appropriate Appendix A, B, C, etc. where a work sample is displayed.

Each Learning Experience must have at least one display or work sample to demonstrate the Learning Experience referenced. You are encouraged to incorporate pictures, tables, or figures in text. You are also encouraged to be creative. There should be a minimum of five Learning Experiences with multiple displays/work samples. Two samples should be from practical or internship experiences.

VI. **Evaluation of Higher Education Leadership Program** (1-2 page reflection per subsection)

- i. *Skills Gained through Program*
- ii. *Strengths of Program*
- iii. *Areas for Improvement*

Try to Avoid

- Organizing a formula based portfolio. This portfolio should be a reflection of your personality, so try not to mimic those of others or have a minimally put together project.
- Organizing an unprofessional portfolio. Remember, this may one day be seen by a prospective employer; do not turn in a portfolio simply of pretty paper and a list of classes that you took.
- Simply listing a class and what you learned in it. **Section V. requiring Learning Experiences and Work Samples** is a place where you can demonstrate what you learned through a particular experience in a class. Try to avoid having a paragraph about Assessment and attaching the paper completed in that class. A better way would be to describe a **Learning Experience** with Focus Groups..
- Turning in a portfolio without proof-reading; if done correctly, you will have almost two years to proof-read and perfect your portfolio. You should not have simple grammatical errors.
- Waiting until your final semester to begin this task. By the end of the second semester, students should be able to complete nearly half of the portfolio. Revise **Learning Experiences** from core class Portfolio Reflections as soon as receiving instructor feedback.

Suggestion of Component Completion

I. Philosophy of Professional Practice in Higher Education

Completion of LEAD 7650

II. Personal Goals

During First Semester

III. Goal Attainment and Achievement

During Final Semester

IV. Continued Growth toward Achieving Goals

During Final Semester

V. Learning Experiences and Work Samples

Completion of Core Courses

*(See **Portfolio Reflection** in LEAD 7000, 7810, 7820, 7830, 8850, 7921/22 syllabi)*

VI. Evaluation of Higher Education Leadership Program

Final Semester

Evaluation of Professional Portfolio

The candidate must present a completed professional portfolio to the Higher Education Leadership Program Advisor the first Monday after midterm during the candidate's final semester of the program. Students are highly encouraged to continuously work on the portfolio throughout the program; therefore, students are able to receive feedback at the end of each semester. Submission guidelines are listed on the first page of this document.

Prior to the candidate graduating, a summative evaluation of the portfolio must be completed by the Higher Education Leadership Program Advisor. The purpose of the summative evaluation is to determine the candidate's successful demonstration of competence in all Higher Education Leadership Program Outcomes through the documented evidence.