

## **SYLLABUS: IS 400**

### **Professional Development and Portfolio Design**

Fall 2017

Wednesdays, 5:30-9:00 PM

GSE&IS Building, Room 111

#### **Instructor:**

Snowden Becker

[becker@gseis.ucla.edu](mailto:becker@gseis.ucla.edu)

(323) 365-9263 cell / (310) 206-9231 office

#### **Office hours and location:**

GSE&IS Building, Room 201

Thursdays, 10:00 AM-1:00 PM or by appointment

#### **Catalog Description:**

Drawing on literature from many fields, exploration of issues related to professional development, such as career planning, continuing education, mentoring, and reflective practice; students also engage in process of guided portfolio design for MLIS degree.

**Course web site (CCLE):** <https://ccle.ucla.edu/course/view/17F-INFSTD400-1>

#### **Class meetings:**

October 4, 11, 18, 25; November 8, 15 are regular class meeting dates (lecture + group activities).

November 1, 22, and 29 are work days—the class will not meet on these dates, but the classroom will be reserved for this time should you wish to meet with your group, practice your presentations, or work on issue paper research and writing.

December 6, 13: Final presentations. \*\*Attendance is required on BOTH dates, regardless of which date you are scheduled to present.\*\*

#### **Course Objectives:**

The aim of this course is to have you consider your professional development and set directions for your future practice. The process of designing and presenting the MLIS portfolio is echoed in other systems of professional evaluation (such as the job application and tenure processes for academic librarians, or annual performance reviews and goal-setting for information professionals in the private sector). The portfolio process is therefore an opportunity to cultivate a number of skills and working methods that will serve you throughout your career. Key among these skills is to adopt and articulate a vision and responsibility for a professional issue within the field of information services that reflects your interests and expertise. In particular, you should:

- ❖ Develop a fluent, in-depth statement of your professional issue;
- ❖ Develop a plan for goals and activities that addresses your issue;
- ❖ Develop a plan to become a leader on that issue;
- ❖ Synthesize and articulate the contribution of your learning to your professional development; and
- ❖ Articulate all of the above within the framework of a professional portfolio.

#### **Course Outcomes:**

Upon satisfactory completion of this course, you shall:

- ❖ Have a complete working draft of your MLIS portfolio;
- ❖ Rehearse your portfolio presentation; and
- ❖ Be prepared to maintain a professional development plan and portfolio of completed work as part of your future career.

**Course Format and Structure:**

Much of this course will be dedicated to reviewing drafts of written components of the portfolio. We will divide into groups in order to facilitate those reviews. Be prepared to make time for meeting with your group both in and outside of scheduled class hours, and explore collaborative working methods that enable your group to more effectively share and comment on one another’s work.

**Course Grading:**

Grading basis is S/U. This course can be taken for 2 or 4 units; the grading percentages are the same, regardless of enrollment basis:

- 40% Final written issue paper and portfolio statements
- 40% Oral presentation
- 20% Class participation and discussion

See ASSIGNMENTS & DELIVERABLES and SCHEDULE for due dates and submission instructions.

**Office Hours:**

I will be available in my office (201 GSE&IS Building) for drop-in meetings on Thursdays from 10:00 AM – 1:00 PM each week, EXCEPT for November 23 (Thanksgiving) and November 30 (when I will be away, attending the AMIA conference).

Most Thursdays, I will continue to be available for drop-ins from 1:00-3:00 PM; however, this time is reserved for Internship meetings, so students enrolled in IS 498 will have priority then.

If your work/class schedule or other demands on your time make it impossible to meet during my regularly scheduled office hours, please contact me to set up an alternative time to meet in person, via phone, or on Skype. **\*\*Generally speaking, I will not be able to accommodate meeting requests made with less than 24 hours notice.\*\***

SCHEDULE AND READINGS

**Week 1 (October 4)**

**Course introduction; portfolio requirements**

GUEST SPEAKER: Jason Evans Groth, NCSU Libraries

HANDOUTS:

Portfolio requirements (IS Student Handbook)

*UCLA Career Preparation Toolkit for Graduate Students & Postdoctoral Scholars, 2016-2018*

READINGS:

Dunneback, K. (2004). Punch Up Your Portfolio. *LIScareer.Com: Career Strategies for Librarians*. Retrieved from [http://liscareer.com/dunneback\\_portfolios.htm](http://liscareer.com/dunneback_portfolios.htm)

Eaker, C. (2012, March 30). How to Stand Out in the Job Search Crowd. Retrieved from <https://hacklibraryschool.com/2012/03/30/eportfolio/>

Simmons, A., & Lumsden, J. (2016, March). Preparing a Portfolio. The Career Center, Florida State University. Retrieved from <http://www.career.fsu.edu/sites/g/files/imported/storage/original/application/d592f1f6475c37eb26a0f67ec776964a.pdf>

### **Week 2 (October 11)**

### **Statement about a new issue**

DUE TODAY:

**50-word issue statement**

GUEST SPEAKERS:

Faculty (TBD)  
Recent MLIS alum (TBD) (showcase portfolio)

READINGS:

Transportation Research Board, National Academies of Sciences, Engineering, and Medicine. (2016). Appendix A: Writing a Research Statement | Research Funding. Retrieved from <http://www.trb.org/ResearchFunding/AppendixAWritingaResearchStatement.aspx>

Ball, C. E. (2014, October 6). Research Statements. Retrieved September 20, 2016, from <https://www.insidehighered.com/advice/2014/10/06/essay-how-write-research-statements-applying-academic-jobs>

Kelsky, K. (2011, October 21). The Golden Rule of the Research Statement | The Professor Is In. Retrieved September 20, 2016, from <http://theprofessorisin.com/2011/10/21/the-golden-rule-of-the-research-statement/>

LECTURE:

*How to prepare a proposal/issue paper—and why it's important to craft them carefully!*

ACTIVITY:

Students convene in groups to share and revise draft 50-word statements. After discussing within groups, students submit their 50-word statements electronically (both the original version brought to class, and the revised version reflecting edits made in group discussion)

### **Week 3 (October 18)**

### **Digital portfolios; maintaining a professional identity online**

READINGS:

Levin, S., & Brown, H. (2014). *The digital portfolio in the conservation field*. Poster presented at the American Institute of Conservation. Retrieved from <http://www.conservation->

[us.org/docs/default-source/annualmeeting/2014am\\_poster40\\_the\\_digital\\_portfolio.pdf?sfvrsn=2](http://us.org/docs/default-source/annualmeeting/2014am_poster40_the_digital_portfolio.pdf?sfvrsn=2)

LECTURE: *How do you know if a digital portfolio is the right choice for you? How is it different from a paper portfolio? How does your online identity impact your career?*

ACTIVITY: Demonstration of the basic functionality of Wordpress and Pathbrite.

Students convene with their groups to review examples of digital portfolios. Groups will summarize their discussion of site features and functionality, offer thoughts on how the digital portfolio serves professional objectives, etc.

**Week 4 (October 25) Leadership, career goals, and future activities**

DUE TODAY: **Annotated bibliography**

READINGS:

Farrell, M. (2014). Leadership Reflections: Leadership Development Through Service. *Journal of Library Administration*, 54(4), 308–317.

Simons, A. (2012). Branding You! *Texas Library Journal*, 88(1), 10–12.

Stephens, M. (2012). Professionalism Matters in Job Search | Office Hours. *Library Journal* (May, 2012). Retrieved from <http://lj.libraryjournal.com/2012/05/opinion/michael-stephens/office-hours-professionalism-matters/>

Thompson, J. (2015). From the President of RUSQ: Getting the Library Job You Want. *Reference & User Services Quarterly*, 54(2), 4–7. Retrieved from <https://journals.ala.org/index.php/rusq/article/view/2762/2747>

LECTURE: *The 3 Ps of Professional Development: Projects, Presentations, and Publications*

ACTIVITY: Work with your group members to formulate a proposal for an “Emerging Professionals” panel (or another topic—if members of your group share an area of professional interest on which you could present together, you may focus on that instead!). Find the submission guidelines for the conference or professional meeting of your choice and follow those; *at minimum*, draft a 200-250 word abstract for the panel as a whole, plus a few sentences describing the (aspect of the) topic each panelist will address.

**Week 5 (November 1)**

**NO CLASS MEETING - Work day for issue paper research, outline, and/or professional development paper (if enrolled for 4 units)**

DUE TODAY:

**Professional development plan (3 Ps/5 Years)**

**Week 6 (November 8)**

**Making an effective presentation**

DUE TODAY:

**Issue paper outline**

READINGS:

Cain, S. (2011, July 25). 10 Public Speaking Tips for Introverts. Retrieved from <http://www.psychologytoday.com/blog/quiet-the-power-introverts/201107/10-public-speaking-tips-introverts>

Goodman, A. (2006). *Why Bad Presentations Happen to Good Causes*. Common Cause Communications. Retrieved from [https://naaee.org/sites/default/files/eepro/resource/files/wbp\\_lr.pdf](https://naaee.org/sites/default/files/eepro/resource/files/wbp_lr.pdf)

LECTURE:

*Learning to be a better presenter (is not rocket science)*

ACTIVITY:

Students convene with their groups to watch a TED Talk of their choice, then deconstruct it. Map out the major beats and themes, and note how visual or demonstrative elements contribute to overall impact.

**Week 7 (November 15)**

**Job-hunting and negotiating strategies**

READINGS:

Porter, K. (n.d.). How to Ask Your Boss to Have the Company Pay for You to Attend a Conference, Seminar or Workshop. Retrieved from <http://www.theeffectiveadmin.com/how-to-ask-your-boss-to-have-the-company-pay-for-you-to-attend-a-conference-seminar-or-workshop/>

Silva, E., & Galbraith, Q. (2017). Salary Negotiation Patterns between Women and Men in Academic Libraries. *College & Research Libraries*. Retrieved from <http://crl.acrl.org/index.php/crl/article/view/16689>

LECTURE:

*The job search as a user experience design challenge*

ACTIVITY:

Negotiation exercise.

Parsing the job posting: Each student should come to class with enough copies of their current c.v. to share with their group, and at least ONE example of a posting for a job you would want to have, or would consider applying for (note: this can be a job that has already closed). Discuss with your group what it is about the job that appeals to you,

what questions/reservations you have based on the posting, and how you might position yourself in your cover letter.

**Week 8 (November 22)**

**NO CLASS MEETING** (Thanksgiving week)

**Week 9 (November 29)**

**NO CLASS MEETING – Work day for presentation prep and finalizing written deliverables.** The classroom will be reserved for the usual time slot; you are encouraged to use the space to practice presenting!

**Week 10 (December 6)**

**Presentations**

**Exam Week (December 13)**

**Presentations**

ASSIGNMENTS & DELIVERABLES

Several written deliverables will be submitted over the course of the quarter. Unless otherwise specified, you should submit all assignments electronically via CCLE (.doc, .docx, or .pdf, please).

1. **50-word issue statement** (due Week 2, Oct. 11)  
This should be a significant and well-articulated abstract of your issue paper.
2. **Annotated bibliography** (due Week 4, Oct. 25)  
List of at least 5 articles, papers, books, examples/cases, etc. related to the issue paper. The cited items may be inspirational, foundational, and/or present the state of the art of your issue. Each annotation should include a substantive paragraph or two of critical review, discussing the item's significance and any weaknesses.
3. **Professional development plan** (due Week 5, Nov. 1)  
This should be no more than 1-2 pages articulating your personal 5-year plan, and addressing "the 3 P's" (projects, presentations, and publications). You might also include goals for professional activities and leadership, such as organizational membership/service, conference attendance, or committee involvement. If desired, you may include an annual/5-year budget for professional development activities (memberships, CE, conference travel, etc.)
4. **Issue paper outline** (due Week 6, Nov. 8)  
Outline of the points to be covered in your issue paper. Though just an outline, this document should be complete enough to inform a reader of the structure, argument, and direction of your issue paper draft.
5. **Final papers** (all due on Friday of Exam Week, Dec. 15)  
**50-word statement** (final version)  
**Issue paper draft**  
10-page (~2,500 words) explaining a significant issue to a professional audience. The paper might include:
  - ❖ A statement of the issue and its importance
  - ❖ Context that explains why this issue is current/relevant
  - ❖ Effect(s) it may have on the work and reasoning of professionals, now or in future
  - ❖ New opportunities this issue brings to the field

- ❖ Which people/entities are already doing relevant work in this area
- ❖ What knowledge people working in this area have already gained
- ❖ Agenda for future presentations, projects, and/or other professional activities

Ideas discussed should be supported by relevant literature and cited appropriately. Grading criteria: Depth of critical analysis; demonstrated comprehension of topic; depth and comprehensiveness of literature review; quality of presentation; originality and evidence of reflection.

#### **Career statement**

4- to 5-page statement (~1,000-1,200 words) that reflects your personal analysis of your interests and plans for the future. This statement may have elements of the professional development plan submitted earlier in the term, but could also include discussion of other important topics such as mentorship, your vision for leadership or transformational impact in the field, etc. Though the statement should reflect your professionalism, it should also be written in your own voice, capturing your personality, style, and passion.

#### **Résumé/CV**

**Professional development paper** (*only for students taking the class for 4 units*)

10-page (~2,500 words) paper on a topic related to professional development or to an aspect of professional life related to your issue paper. Examples of professional development topics for an issue paper related to librarianship include: certification of librarians, tenure for academic librarians, the image of librarianship, professional education for librarians, the role of professional organizations, core competencies, unionization, mentorship and professional support for new librarians, etc. As with the issue paper, ideas discussed should be supported by relevant literature and cited appropriately; grading criteria same as for issue paper.

#### 6. **Oral presentation** (Week 10 & Exam Week, Dec. 6 & 13)

You are required to present a 15-minute draft version of your portfolio presentation on one of the final two class meeting dates. Presentation logistics will be discussed in class. *These presentations will be open to the department, and first-year students will be especially encouraged to attend.*

### GRADING AND FEEDBACK

This course uses S/U grading only; no letter grades are assigned. Written and verbal feedback will be provided by the instructor and your classmates to help you identify the strengths and improve the weaknesses of your written assignments and oral presentation. All deliverables should be considered to be early drafts. You should expect to make revisions based on the feedback you receive from me and your peers as part of this class before submitting your official portfolio as part of culminating requirements.

### ACKNOWLEDGEMENTS

The syllabus and structure of this iteration of IS400 are adapted from those used in previous years by Drs. Greg Leazer and Cindy Mediavilla. While I have made refinements and additions to the course content, much of the core pedagogical work here is theirs. Co-teaching the class in Fall 2016 with Dr. Mediavilla was a rare opportunity to observe and learn from an expert instructor; this experience will certainly inform the weekly lectures and the feedback students in this course receive, as well.