

## IS400: Professional Development & Portfolio Design

Snowden Becker and Cindy Mediavilla

Fall 2016

Tuesdays, 1:30-5PM

GSEIS, Room 111

### SYLLABUS

**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 M.L.I.S. degree.

**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.

**Outcomes:** Upon satisfactory completion of this course, you shall:

- have a complete draft of your MLIS portfolio,
- rehearse your portfolio presentation, and
- be prepared to maintain a professional development plan as part of your future work

**Course orientation:** Much of this course will be dedicated to reviewing drafts of components written for the portfolio. We will divide into groups in order to facilitate these reviews.

**Course grade:**

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

This course can be taken for 2 or 4 units; the grading percentages are the same, regardless of enrollment basis.

**Office hours:** Becker is available during her weekly office hours (Thursdays, 1:00-3:00 PM in 201 GSE&IS) and by email, [becker@gseis.ucla.edu](mailto:becker@gseis.ucla.edu). Mediavilla is available the hour before class and by email, [cmediavi@ucla.edu](mailto:cmediavi@ucla.edu).

SCHEDULE and READINGS

**September 27 (week 1): Course introduction. Portfolio requirements.**

Handout on portfolio requirements (Student Handbook, pp. 42-47)

**General readings:**

UCLA Career Preparation Toolkit for Graduate Students & Postdoctoral Scholars, 2016-18

Dunneback, Katie. 2004. Punch-up Your Portfolio. LIScareer.com.  
[http://www.liscareer.com/dunneback\\_portfolios.htm](http://www.liscareer.com/dunneback_portfolios.htm)

Eaker, Chris. 2012. How to Stand Out in the Job Search Crowd. Hack Library School (March 30). <https://hacklibraryschool.com/2012/03/30/eportfolio/>

Simmons, Angela and Jill Lumsden. 2013. Preparing a Portfolio. The Career Center, Linking Futures.  
<http://www.career.fsu.edu/content/download/190043/1645493/Preparing+a+Portfolio.pdf>

**October 4 (week 2): Statement about a new issue.**

Guest speakers: Dr. Jonathan Furner and Lynn Boyden  
Joanna Chen Cham, MLIS '15 (showcase portfolio)

**DUE: 50-word issue statement**

**Readings:**

Appendix A: How to Write an Effective Research Statement. National Academies of Sciences, Engineering, Medicine. 2016.

<http://www.trb.org/ResearchFunding/AppendixAWritingaResearchStatement.aspx>

Ball, C. E. (2014, October 6). Research Statements. | Inside Higher Ed.

<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. <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 break into self-assigned groups to share draft 50-word statements

After discussing with individual groups, students submit their 50-word statements electronically—both the original version brought to class, and the revised version reflecting any changes made after discussion.

**October 11 (week 3): Digital portfolios. Maintaining a professional identity online.**

**Lecture:** How do you know if a digital portfolio is the right choice for you? How is it different from a paper portfolio? Demonstration of basic functionality of Wordpress, an online platform many students use to construct digital portfolios.

**Activity:** Students form small groups and review examples of digital portfolios from the MIAS program; identify features you like, whether those are aesthetic or functional; identify ways in which the portfolio does (or does not) take advantage of the digital platform to display work that might originally have been submitted in paper form; discuss how a presentation related to this portfolio might add to the content presented; consider how the site can be updated to reflect more current professional work, etc. One person from each group will do a mini-presentation summarizing their discussion of the chosen site.

**Readings:**

The Emerging Conservation Professionals Network, Levin, S., & Brown, H. (2014). *The digital portfolio in the conservation field*. Poster presented at the American Institute of Conservation. [http://www.conservation-us.org/docs/default-source/annualmeeting/2014am\\_poster40\\_the\\_digital\\_portfolio.pdf?sfvrsn=2](http://www.conservation-us.org/docs/default-source/annualmeeting/2014am_poster40_the_digital_portfolio.pdf?sfvrsn=2)

**October 18 (week 4): Leadership. Career goals and future activities.**

**DUE: Annotated bibliography**

**Lecture:** The three P's (projects, presentations, publications); how and when to negotiate for professional development funding. Professionalism, setting career goals, and how to write a succinct resume/CV to help reach those goals.

**Activity:** Students pair up for negotiation exercise. Students meet in groups to discuss progress on issue paper research.

**Readings:**

Farrell, Maggie. 2014. Leadership Reflections: Leadership Development Through Service. *Journal of Library Administration* (54:4), 308-317.  
<http://www.tandfonline.com/doi/abs/10.1080/01930826.2014.924317?journalCode=wjla20&>

Simons, Alexandra. 2012. Branding You! *Texas Library Journal* (Spring), 10, 12.  
<https://secure.txla.org/secure/public/tljonline/spring2012/index.html>

Stephens, Michael. 2012. Professionalism Matters. *Library Journal* (May 15), 42.  
[http://lj.libraryjournal.com/2012/05/opinion/michael-stephens/office-hours-professionalism-matters/#\\_](http://lj.libraryjournal.com/2012/05/opinion/michael-stephens/office-hours-professionalism-matters/#_)

Thompson, Joseph. 2014. Getting the Library Job You Want: Tips for RUSA Members on Making the Next Career Move. *Reference & User Services Quarterly* (Winter), 4-7. <https://journals.ala.org/rusq/article/view/2762/>

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

**October 25: NO CLASS MEETING – Work day for issue paper research, outline (+ professional development paper for those who are enrolled for 4 units)**

**November 1: Making an effective presentation**

**DUE: Issue paper outline**

**Lecture:** How to make an effective presentation with/without slides

**Activity:** Students work in their groups, sharing issue paper outlines and brainstorming about their presentations

**Readings:**

Hilyer, Lee Andrew. 2010. Three Simple Rules for Great Presentations. *Texas Library Journal* (Fall), 87-90.

<http://www.tsla.org/sites/tla/files/CE/docs/Three%20Simple%20Rules.pdf>

Wallace, Marie. 2002. How to Organize the Body of a Speech. *Law and Technology Resources for Legal Professionals* (December).

<http://www.llrx.com/2002/12/guide-on-the-side-how-to-organize-the-body-of-a-speech/>

Wallace, Marie. 2001. Guide on the Side: Speaking is From Venus, Writing is From Mars. *Law and Technology Resources for Legal Professionals* (January).

<http://www.llrx.com/2001/01/guide-on-the-side-speaking-is-from-venus-writing-is-from-mars/>

Wallace, Marie. 1998. Guide on the Side: The Two Most Important Parts of Presentations, Pt.1. *Law and Technology Resources for Legal Professionals* (November).

<http://www.llrx.com/1998/11/guide-on-the-side-the-two-most-important-parts-of-presentations-part-i/>

Wallace, Marie. 1998. Guide on the Side: The Two Most Important Parts of Presentations, Pt.2. *Law and Technology Resources for Legal Professionals* (December).

<http://www.llrx.com/1998/12/guide-on-the-side-the-two-most-important-parts-of-presentations-part-ii/>

**November 8: NO CLASS MEETING (The room will be reserved for the usual time slot if you would like to practice your presentation this week, however.)**

**November 15: Student presentations**

**November 22: Student presentations**

**November 29: Student presentations**

**DUE: Final papers:**  
***50-word issue statement (revised version)***  
***Issue paper***  
***Career statement***  
***Resume***  
**Professional development paper** (for students taking 4 units)

## ASSIGNMENTS

Several written deliverables will be submitted over the course of the class:

1. **50-word issue statement** (due October 4)  
Significant and well-articulated abstract of the issue paper
2. **Annotated bibliography** (due October 18)  
Annotated list of at least 5 articles, papers, books, 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 paragraph or two of review, including discussion of the item's significance and any perceived weaknesses.
3. **Issue paper outline** (due November 1)  
Outline of the points to be covered in your issue paper. Though just an outline and *not* a "first draft" of your paper, the document should be complete enough to inform the reader what will eventually be presented in the issue paper.
4. **Final papers** (due November 29)  
**50-word statement** (final version)  
**Issue paper**  
Ten-page paper explaining a significant issue to a professional audience. The paper might include: a statement of the issue and its importance, major changes in the world that make it important now, the effect it may have on the work and reasoning of professionals in the future, new opportunities for service this issues brings to the field, which specific professionals are already doing relevant work and what knowledge they have gained as a result, and an agenda for future conferences and/or other professional activities.  
**Career statement**  
A statement, at least 1,000-1,200 words long, that reflects your personal analysis of your interests and plans for the future. Though the statement

should reflect your professionalism, it should also be written in your own voice, capturing your personality, style, and passion.

### **Resume/CV**

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

Write and submit a paper on a topic related to professional development *or* to an aspect related to your issue paper. Examples of professional development topics include: certification of librarians, librarians in school settings, tenure for academic librarians, the image of librarianship, professional education for librarianship, the role of professional associations, core competencies, unionization, etc. All ideas should be supported by appropriate literature. **Format:** 10 double-spaced pages, including citations (about 2,000-2,500 words). **Grading criteria:** Depth of critical analysis; demonstrated comprehension of topic; depth of literature review; quality of presentation; and creativity.

In addition, you are required to present a 15-minute draft version of your **oral portfolio presentation** on one of the following dates: November 15, November 22, or November 29. Presentation logistics will be discussed in class.

**Grading criteria:** No letter grades will be assigned. Instead, written feedback will be provided indicating strengths and weaknesses of each written assignment and the oral presentation. All deliverables should be considered first drafts, thus you should expect to make revisions before submitting your official portfolio later in the school year.