SYLLABUS: IS 400
Professional Development and Portfolio Design
Fall 2018
Wednesdays, 9:00 AM – 12:30 PM
GSE&IS Building, Room 111

Instructor: Snowden Becker
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Office hours and location:
GSE&IS Building, Room 201
Wednesdays, 2:00-5:00 pm
~or by appointment~

Catalog Description:
Drawing on literature from many fields, this course explores 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/18F-INFSTD400-1

Class meetings:
October 3, 10, 24, 31 and November 7, 14 are regular class meeting dates (lecture + group activities). Final presentations will be on December 5 and 12. *All students in the class are expected to attend both final presentation dates.*

October 17, November 21 and November 29 are designated 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 peer review group, practice your presentations, or work on issue paper research and writing. I will also be available on November 21 for individual consultations during the regular class meeting time.

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 therefore provides opportunities to cultivate a number of skills and working methods that will serve you throughout your career. Key among these skills is to identify, describe, research, and formulate meaningful action on an 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:
In addition to providing a structure for timely drafting, review, and revision of written components of your portfolio, this course's deliverables and class activities are focused on helping you advance as a professional in the ways that will be most helpful to you, wherever you are in your career. Most weeks, we will have some combination of lecture or guest speaker and a more concrete class activity where you will interact with one another in pairs or small groups.

Class policies:

Individual conduct and device use
Just as genuine participation is more than merely showing up for class meetings, genuine attendance requires more than your physical presence. It requires your awareness and engagement. During some class meetings, you will need to use a laptop or other device for an activity; you may also prefer to use your devices for notetaking, annotating readings, etc. However you use devices in class, please stay mindful of how that affects those around you. We will have at least one break in every class meeting; you are welcome and encouraged to use that time (or simply step out of the room) for email, social media, responding to phone messages, etc.

Differences of opinion
Alertness to and respect for the nuances of ethical professional conduct, as well as the personal feelings and informed opinions of your colleagues, is expected at all times in the classroom—just as it would be in any workplace. On the other hand, thoughtful disagreements with assigned readings, course topics and discussions, or the sometimes cockamamie career advice one can find online will likely drive some of the most productive, enlightening discussions we have in this class. Take time to formulate your objections clearly and keep in mind that reasonable people may disagree.

Accommodations
The Center for Accessible Education offers a range of support for those with learning differences or other circumstances that affect their classroom experience. You may find details on how to request academic accommodations at http://www.cae.ucla.edu. I work to create an inclusive classroom, and will gladly make accommodations for anyone with documented or demonstrated needs (**whether or not you have an accommodation letter from CAE**). Please find time in the first week or two of classes to let me know specifically what you might need from me to ensure your optimal learning and engagement this quarter. We can also discuss—during office hours, if you prefer—how your needs might be accommodated at work, and addressing those needs in your job search or career.

Academic dishonesty
Section 102.01 of the UCLA Code identifies various forms of academic misconduct; it is your responsibility to know what constitutes plagiarism, collusion, and other violations, and to ensure that the work of others is properly used and cited in your own writing. We will discuss in class the ethics of including collaborative work in your portfolio submission, and go over procedures that help ensure equitable, accurate attribution for projects done in partnership with others.

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%   Revised portfolio issue statement and issue paper draft
> 40%   Oral presentation
> 20%   Class participation and contributions*

*Please note that participation can take many forms. Contributing useful feedback on your peers' work in progress, posting relevant readings or links to the class forums on CCLE, or volunteering for any of the program committee tasks for the final presentations (see ASSIGNMENTS & DELIVERABLES) counts as participation, just as speaking up in class does. Attendance—merely showing up in the room on the days this class meets—does not, *in itself*, constitute participation.

See ASSIGNMENTS & DELIVERABLES and SCHEDULE for due dates and submission instructions. **Unless otherwise noted, all assignments and deliverables should be turned in via CCLE, not submitted via email.**

Office Hours and Availability:
I will be available in my office (201 GSE&IS Building) for open office hours on Wednesdays from 2:00-5:00 PM, EXCEPT for October 17 and November 28. Most weeks in the quarter, I will also be available on Thursdays from 1:00-3:00 PM; however, this time is also reserved for Internship meetings, so any students enrolled in IS 498 (Internship) will have priority during those drop-in times.

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. Email is generally best for requesting a meeting time; however, I do not typically check work email outside of office hours, over the weekend, or while traveling. For time-sensitive matters, it's always OK to call or text me at the number listed on page 1 of the syllabus. I will respond as quickly as I am able.

WEEKLY SCHEDULE

Note: **All readings listed for each week are optional.** I won't be devoting class time to picking each one apart, or asking you to take turns presenting them or leading class discussions focused on the readings. Some of them are written for specific audiences (such as people with PhDs, or people seeking jobs in a particular sector), which might make them seem less relevant to you at first glance. However, they're all in here because I think they will be useful to you in some way. Most of them are quite brief, and they tend to be practical rather than theoretical. Should you choose to read them all each week, they typically won't take you more than an hour or so to get through. Doing so will help you think differently about your own professional development, raise questions you might not have thought to ask, and deepen our class discussions and exercises throughout the term.

This class will include people with a range of different experience levels and professional backgrounds; some topics will be new to everyone, while other topics may be old hat for you. In addition to those listed here, I may post "further reading" recommendations based on topics that arise in our class discussions, or timely developments and publications related to the weekly course units. You are all welcome to contribute such recommendations yourself via the forums on CCLE, too. If there are resources, articles, blogs, websites, or apps that you have found especially helpful, please share these with one another! As noted under COURSE GRADING, these contributions can count toward your class participation grade; they're also a way to build social capital[1] with colleagues, now and in the future.

Week 1 (October 3)
Course introduction; portfolio requirements; defining professionalism; curating a student symposium

HANDOUTS:

Course syllabus (hard copy)

4-credit deliverables options

IS Student Handbook (**new** portfolio requirements)

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

ACTIVITY: Reflecting on professionalism and careers

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[1] For further reading on social capital: Adler, P. S., & Kwon, S.-W. (2002). Social Capital: Prospects for a New Concept. *Academy of Management Review*, *27*(1), 17–40. https://doi.org/10.5465/amr.2002.5922314

LECTURE: *Professional development and career resources on and off campus; the issue paper as portfolio centerpiece; what even is a portfolio??*

READINGS:

Dunneback, K. (2004). Punch Up Your Portfolio. *LIScareer.Com: Career Strategies for Librarians*. 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 10)
Statement about a new issue

DUE TODAY: **50-word issue statements (original and revised)**

GUEST SPEAKERS: Jessica Tai and Hannah Mandel (via telepresence) will reprise their 2018 MLIS showcase portfolio presentations and discuss the portfolio process.

READINGS:

Transportation Research Board, National Academies of Sciences, Engineering, and Medicine. (2016). *Appendix A: Writing a Research Statement | Research Funding*. 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/

ACTIVITY: Students convene in small groups (4 or fewer) to workshop their draft 50-word statements. After group discussion, submit both the original version you brought to class and the revised version, reflecting edits you made during/after workshopping, via CCLE. Please include word counts for both the original and revised versions!

Things to think about as you look at your own statement and those of others:

- **What** is the issue? Is its **context** and **extent** clear from your statement? How are you demonstrating that this issue is **specific, timely, and significant** to information professionals?
- **Why** is it important? Are there specific changes or factors that are making this issue more urgent, causing it to be a concern for new groups, or bringing it into different areas of the information professions?
- **Who** is most affected by it, and how does it affect them?
- **Who** has the power/motivation to change it?
- **How** might we respond to/address this issue? What solutions have already been proposed or tried?
- **Why** is that response the one you would recommend? What are the costs and tradeoffs of this approach?

You may not be able to address all of these within 50 words, but they should all be questions you answer within the paper you write.

Week 3 (October 17)
NO CLASS MEETING THIS WEEK. Work on assembling initial research for your issue paper (note that annotated bibliographies are due on October 24!).

Week 4 (October 24)
Leadership, career goals, and future activities

DUE TODAY: **Annotated bibliography**

GUEST SPEAKER: Jason Evans Groth, Digital Media Librarian, North Carolina State University will be with us to talk about the NCSU Library Fellows program. (https://www.lib.ncsu.edu/fellows) Following class, interested students are invited to meet with Jason for lunch or have informal interviews about the Fellows program and the application process.

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. (2017, December 8). "Making a Name" | Office Hours. *Library Journal.* http://www.libraryjournal.com/?detailStory=making-name-office-hours

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; creating a professional development plan; setting SMART goals*

FOR NEXT WEEK: Find three portfolio or personal sites for information professionals online. Post the URLs for all three on the CCLE forums; for each site you choose, please also list in your forum posting two things that you like about it or think are particularly effective/compelling, *and* two things that you have questions about, dislike, or would do differently if it were your site.

Week 5 (October 31)
Digital portfolios; maintaining a professional identity online

DUE TODAY: **Professional development plan** (3 Ps/5 Years)

READINGS:

Levin, S., & Brown, H. (2014). *The digital portfolio in the conservation field*. Poster presented at the 2014 American Institute of Conservation annual meeting. http://www.conservation-us.org/docs/default-source/annualmeeting/2014am_poster40_the_digital_portfolio.pdf?sfvrsn=2

University of Virginia Human Resources, Employee Development. (n.d.). Writing S.M.A.R.T. Goals. http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf

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: Setting up a basic personal web site

FOR NEXT WEEK: Find **three** job openings that interest you, *for any reason*. They need not all be jobs that you feel ready to apply for now, but at least **one** of them should be something you'd consider applying to once you've graduated. (These can be jobs that have already closed, but they should be from within the last two years.) Post all three job descriptions—the full text, not a link, please!—to the CCLE forum, along with a sentence for each indicating what, precisely, interests you about the job as described. Bring copies of all three job descriptions to class with you next week, along with a copy of your current resume.

Week 6 (November 7)
Job-hunting: You win some, you lose some

DUE TODAY: **For all students:** Issue paper outline.

HANDOUT:

Kelsky - *100+ Skills That Translate Outside the Academy*

READINGS:

Haushofer, J. (2016). C.V. of Failures.
https://www.princeton.edu/~joha/Johannes_Haushofer_CV_of_Failures.pdf

Stefan, M. (2010). A CV of failures. *Nature*, *468*(7322), 467–467.
https://doi.org/10.1038/nj7322-467a

Wilcox, M. (2004, December). "Why I Won't Hire You."
http://liscareer.com/wilcox_wonthire.htm

LECTURE: *The job search as a user experience design challenge; seeing yourself as others see you; presenting yourself authentically and accurately; selling yourself without selling yourself short*

ACTIVITY: Parsing the job posting. Please bring to class at least **2 copies** of your current c.v. or resume, and **2 copies** of the posting for a job you would want to have, or would consider applying for. (Note: this can be a job that has already closed, but it should have been posted within the last two years.)

Week 7 (November 14)
Asking, advocating, and negotiating

DUE TODAY: **For students enrolled for 4 units ONLY**: Submit to me via CCLE an indication of what you will be doing for your 4-credit requirement. See handout for your options, or meet with me during office hours to discuss if you have not already done so.

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

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

ACTIVITY: Deconstructing a TED talk; negotiation exercises

Week 8 (November 21)
NO CLASS MEETING THIS WEEK. I will be available for one-on-one consultations about your portfolio components, presentation ideas, or other assignments and deliverables during the regularly scheduled class time.

Week 9 (November 29)
NO CLASS MEETING THIS WEEK. You may use this as a work day for presentation prep, finalizing written deliverables, etc. The classroom will be reserved for the usual time slot; I encourage you to use the space to practice presenting!

Week 10 (December 5)
Presentations

Exam Week (December 12)
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 **end of** Week 2, Oct. 12)
   This should be a significant and well-articulated abstract of your issue paper. Include a word count at the end of the statement for me, please (this is *not* required for your actual portfolio submission).

2. **Annotated bibliography** (due Week 4, Oct. 24)
   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, Oct. 31)
   This should be no more than 1-2 pages concisely articulating your personal 5-year plan, and addressing "the 3 P's" (projects, presentations, and publications). You might also include SMART 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. 7)
   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. When submitting, please include a note to let me know what kind of feedback would be most helpful for you at this point in the writing process.

5. **4-unit requirement *approval*** (due Week 7, November 14)
   If taking this class for 4 units, you will need to complete one additional assignment that either extends the research and thinking you are doing for your issue paper/portfolio, or that constitutes a substantive professional development activity for you. See handout for options; you may also propose an alternative that will meet this requirement with me. You should submit a short description of what you plan to do for your 4-unit requirement to me via CCLE no later than November 14.

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.*

7. **Final deliverables** (all due on or before Friday of Exam Week, Dec. 14)
   You may submit these as separate documents OR combined into a single file via CCLE. If you are planning to submit a digital portfolio, you may post them all to your portfolio site, and simply email me the URL and password information for any non-public components of the site.

   50-word statement
   Please include your **original** issue statement and the **final revised** version. Include, for this submission, the word count for both versions.

   Issue paper draft
   A paper of ~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, and to whom
   - ❖ Its effect(s) on the ideas and work of professionals, now or in future
   - ❖ New opportunities or challenges this issue presents to the field
   - ❖ Which people/entities are already doing work in this area
   - ❖ What knowledge people working on this need, or have already gained
   - ❖ Agenda for future presentations, projects, initiatives, standards development and implementation, and/or other professional activities that would address this issue

   The issue paper should be **not just critical, but constructive**; that is, it does not simply **identify a problem** and **demonstrate its relevance** to information professionals, but identifies and evaluates (or proposes and justifies) **actions those professionals might take** in response. Ideas discussed should be supported by **relevant literature and examples**, all of which should be **cited appropriately**.

   Evaluation will be based on depth of critical analysis; demonstrated comprehension of topic; depth and comprehensiveness of literature review; quality of presentation; originality and evidence of reflection. Include, for this class submission, a brief note to let me know what aspects of this draft you'd find it most helpful to have my feedback on. (This can be helpful to provide your advisor with, as well, when you share your portfolio draft with them before final submission.)

   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, or be substantially adapted from, the professional development plan submitted earlier in the term. It could also include more in-depth discussion of topics such as mentorship you have received and/or might provide to future emerging professionals; a vision you might have for your own professional leadership or transformational impact in the field; things you may do differently in (or in addition to!) a job if you are approaching it

as part of a career; ways in which your past work/life experiences inform your current/future professional endeavors, 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

A current version of your resume (generally, 1-2 pages, concisely summarizing your work experience and professional qualifications) or curriculum vitae (a longer document, which might include complete listing of publications or other professional work products). Include, for this class, a covering statement—this can be short, just a few sentences—indicating why you are choosing a résumé or a c.v. for your portfolio, and what changes you may have made to it based on peer feedback, comparison with examples you've found elsewhere, or other input.

4-unit requirement deliverable

Submit documentation in support of your completion of the 4-unit requirement (deliverable will vary depending on your choice of options for this assignment; see handout).

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 for this class will be **drafts**. You should not expect to end the quarter with a portfolio that is ready to submit; instead, you should expect to make revisions (which may be substantial!) based on what you do in other classes between now and spring, as well as in response to the feedback you receive from me and your peers as part of this class, before submitting the final version of your portfolio for presentation and defense.

That said: the more complete the draft you turn in is, the more focused the feedback you will receive from me, your advisor, your peers, and anyone else you share your work with. The quarter system affords few opportunities to revisit and polish your work. Taking this course means you will actually get some extra space and time to think about your portfolio submission as a work in progress. **Be conscious and honest with yourself** about how that reflection and revision benefits your work, especially if you're in the habit of leaving projects to the last minute.