

# ATPI Doctoral Portfolio Requirements

Specific activities or participation will vary from student to student depending on the individual's future goals and previous experiences. The first outcome of the activities is the creation of the student's doctoral portfolio. Portfolio items should be completed by the student while enrolled in the ATPI program. The student's portfolio will then be reviewed before the oral examination to move to candidacy. This preparation will allow the student to transition to their doctoral dissertation.

For the doctoral portfolio, there are three primary categories of activities (Research Scholarship, Teaching Scholarship, and Service Scholarship). Categories and outcomes of the portfolio should correlate directly to the increasing quality of your professional resume or curriculum vitae.

**Overview:** Part of becoming a member of a community of scholars is to develop appropriate professional norms and values. Students make a commitment to their professional development and intellectual growth. Students will:

- Develop increasing levels of professional independence and responsibility
- Transition from student to colleague
- Become involved in out-of-class interaction with faculty, fellow students and others on issues relevant to our field and your goals
- Become considerably involved in professional activities of various kinds

**Criteria:** The following should be considering as you plan your portfolio:

- Relevance to your professional goals
- Quality of participation
- Quantity of participation
- Variety of participation and activities
- Demonstration of initiative
- Demonstration of collaboration
- Demonstration of independence

**Portfolio Item Selection:** In preparing the portfolio, students should carefully select items to be included in each of the following sections. Each section outlines a minimum and maximum number of items for that section. The total number of items included in the portfolio should be no less than 15. The portfolio must be electronic and indexed. The portfolio will be reviewed by the program graduate faculty. A minimum score of "Meets Standard" per section is required. Failure to "meet standards" in any category will result in a tabling or failing result. Results will be:

- Pass (move on to candidacy stage)
- Table (follow suggestions for rewrite and/or update)
- Fail (removal from program)

**Rating Scale:** Each item in the portfolio will be rated on the following scale:

- *Unacceptable* - item is either missing or does not meet the standards outlined for that item
- *Meets standards* - item meets the standards of performance required for that item
- *Exceed standards* - item exceeds the standards of performance required for that item

**Portfolio Documentation:** Portfolio must be published on an "open-access" website (e.g., www.wix.com, Google documents, wiki, personal website). In addition, electronic copies (hard copies upon request) of the portfolio material will be made available to the program graduate faculty AT LEAST TEN working days prior to the open presentation of the portfolio. Students will be required to formally present their portfolio to an open audience of the graduate faculty and graduate students. Students are advised to bring hard copies of their vitas and overview documents that indicates how they have met the portfolio requirements. The portfolio process will parallel the process of dissertation proposal defense. Portfolios presentations are tentatively scheduled for Friday of pre-finals week.

## I. Candidate Overview

### A) Professional Overview

**Requirements:** Provide a 750 word professional overview of your doctoral program and the contents of the portfolio. This may include reflection on intellectual growth, scholarly/research interests, and professional goals.

**Standards:**

- Reflects on, describes and documents student's intellectual and professional growth
- Demonstrates the maturity and development it intends to describe
- Outlines the student's research interests and professional goals
- Relates portfolio contents to student's research interests and goals
- Organized logically and developed fully
- Addresses an appropriate scholarly audience
- Adheres accurately to conventions of writing and documentation

Unacceptable (0)    Meets Standards (2)    Exceeds Standards (4)   **Section A Total: \_\_\_\_**

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### B) Curriculum Vitae

**Requirements:** Provide your current curriculum vitae. *Curriculum vitae should address but is not limited to contact information, education, professional experience, research scholarship, teaching scholarship, service scholarship, research interests, honors, acknowledgments, awards, publications, and professional activities.*

**Standards:**

- Organized logically and is visually attractive
- Highlights or emphasizes key information
- Articulated concisely and accurately
- Vitae accomplishments are consistent with student's goals
- Demonstrates student's participation in leadership and service, as well as educational activities

Unacceptable (0)    Meets Standards (2)    Exceeds Standards (4)   **Section B Total: \_\_\_\_**

### C) Professional Development

**Requirements:** Attend a minimum of 45 contact hours of professional development in scholarship. This may include:

- Colloquiums sponsored by the department or college
- Preconference national workshops, professional trainings, certification programs appropriate for inclusion on vita.
- Dissertation Proposals or Defense within the department

**Standards:**

- Fulfills its intended purpose (further learning)
- Contributes to student's research agenda
- Reflects an understanding of foundations of the discipline
- Based soundly on applicable theoretical framework(s)
- Supported adequately with accurate and reliable evidence
- Organized logically and developed fully

Unacceptable (0)    Meets Standards (2)    Exceeds Standards (4)   **Section C Total: \_\_\_\_**

## II. Research Scholarship

### D) Scholarly Publications

**Requirements:** Include at least three (3) examples of scholarly writing. *The purpose of scholarly writing is dissemination. These publications should reflect your ability to expand scholarship in your field of study. Note: Preapproval of publications through your major professor is highly recommended. Note: Students with a goal of the professorate should maximize this section.*

- At least one publication must be a data-driven (quantitative, qualitative, or mixed- method), research-based article in national or international peer-reviewed journal.

Remaining examples may be published or in press:

- Non-data-driven research-based article in national or international peer-reviewed journal
- State or regional peer-reviewed journal
- Non-peer reviewed article in a peer-reviewed journal
- Non-refereed professional association journals (e.g., Performance Improvement, Training)

#### **Standards:**

- Contributed as first, second, or third author (other author contributions may be considered with approval from major professor and sufficient justification)
- Contributes to student's research agenda
- Fulfills its intended purpose (argue, compare, review, analyze)
- Reflects an understanding of foundations of the discipline
- Based soundly on applicable theoretical framework(s)
- Supported adequately with accurate and reliable evidence
- Organized logically and developed fully
- Addresses an appropriate scholarly audience
- Adheres accurately to conventions of writing and documentation

Unacceptable (0)    Meets Standards (6)    Exceeds Standards (12)   **Section D Total: \_\_\_\_\_**

### E) Scholarly Presentations

**Requirements:** Provide record of at least three (3) examples of scholarly presentations at professional conferences. *Note: Students with a goal of the professorate should maximize this section.*

- At least one must be a data-driven, research-based manuscript, abstract, or poster presentation at a national or international refereed conference.

#### **Standards:**

- Presented at a conference of appropriate caliber and relevance (e.g., AHRD, AoM, AERA, ASTD, ISPI)
- Contributed as first, second, or third author (other author contributions may be considered with approval from major professor and sufficient justification)
- Fulfills its intended purpose (argue, compare, review, analyze)
- Contributes to student's research agenda
- Reflects an understanding of foundations of the discipline
- Based soundly on applicable theoretical framework(s)
- Supported adequately with accurate and reliable evidence
- Organized logically and developed fully
- Addresses an appropriate scholarly audience

Unacceptable (0)    Meets Standards (6)    Exceeds Standards (12)   **Section E Total: \_\_\_\_\_**

### ***III. Teaching Scholarship***

#### **F) Teaching/Training**

**Requirements:** Provide record of at least three (3) examples of teaching scholarship.

- At least one must be an example from a university level teaching experience.

The remaining examples may include:

- Work with program faculty to redesign an existing university course
- Work with program faculty as an instructional developer
- Work as the instructor of record
- Work as a teaching assistant (or equivalent)
- Work as a teaching fellow (or equivalent)
- Coordinate a doctoral student accountability group
- Coordinate a colloquium series

#### ***Standards:***

- Contributed as the primary or secondary instructor
- Fulfills its intended purpose (teaching, coaching, facilitating, guiding)
- Contributes to student's research agenda
- Reflects an understanding of foundations of the discipline
- Based soundly on applicable theoretical framework(s)
- Supported adequately with accurate and reliable evidence
- Organized logically and developed fully
- Addresses an appropriate scholarly audience

Unacceptable (0)    Meets Standards (6)    Exceeds Standards (12)   **Section F Total: \_\_\_\_**

## ***IV. Service Scholarship***

### **G) Professional Service**

**Requirements:** Provide record at least three (3) examples of service scholarship.

- At least one must be an example from a program level service experience.

The remaining examples may include:

- Serve in a graduate student organization
- Serve on a departmental committee
- Serve on a college committee
- Serve on a university committee
- Serve on a professional board
- Serve in a professional elected or appointed office
- Serve as a journal field reviewer

***Standards:***

- Contributed to improving professional through service scholarship.
- Fulfills its intended purpose (leading, organizing, assisting, contributing)
- Contributes to student's research agenda
- Reflects an understanding of foundations of the discipline
- Based soundly on applicable theoretical framework(s)
- Supported adequately with accurate and reliable evidence
- Organized logically and developed fully
- Addresses an appropriate scholarly audience

Unacceptable (0)    Meets Standards (6)    Exceeds Standards (12)   **Section G Total: \_\_\_\_**

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## V. Student Self –Evaluation

**Requirements:** Provide a personal evaluation of your accomplishment in the doctoral program.

Summative Evaluation Comments (DO NOT EXCEED SPACE PROVIDED)

Areas of personal strength (DO NOT EXCEED SPACE PROVIDED)

Areas for further improvement (DO NOT EXCEED SPACE PROVIDED)

## VI. Faculty Summary Evaluation

A minimum score of "Meets Standard" per section is required.

Grand Total

A \_\_\_\_\_ + B \_\_\_\_\_ + C \_\_\_\_\_ + D \_\_\_\_\_ + E \_\_\_\_\_ + F \_\_\_\_\_ + G \_\_\_\_\_ = \_\_\_\_\_

Failure to "meet standards" in any category will result in a tabling or failing result.

**Unacceptable (0 – 29)**       **Meets Standards (30 – 44)**       **Exceeds Standards (46 – 60)**

Fail

Table

Pass

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**Faculty Summative Evaluation Comments** (DO NOT EXCEED SPACE PROVIDED)