

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. 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 considered 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 program graduate faculty will review the portfolio. A minimum score of "Meets Standard" per section is required. Failure to "meets standard" 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
- Exceeds 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, the hard copies of the portfolio material must be provided to the program graduate faculty AT LEAST TEN work 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. The portfolio process will parallel the process of dissertation proposal defense. Fall portfolios will be presented approximately the last week of November. Spring portfolios will be presented approximately the last week of April.

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: ____**
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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
- ♦ 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: ____**
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II. Research Scholarship

D) Scholarly Publications

Requirements: Include at least three (3) examples of scholarly/scholar-practitioner 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), evidence-based article in national or international peer-reviewed journal.

Remaining examples may be published or accepted for publication:

- ♦ Non-refereed professional association journals (e.g., Performance Improvement, Training, Techniques)
- ♦ State or regional peer-reviewed journal
- ♦ Non-peer reviewed article in a peer-reviewed journal

Standards:

- ♦ Contributed as first, second, or third author
 - ♦ 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: _____**
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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 presentation at a national or international refereed conference (e.g., refereed research and theory full manuscripts or refereed scholar-practitioner full manuscripts). Copy of both conference manuscripts and presentations must be included.

Standards:

- ♦ Must be part of presentation team and presenter of at least one paper.
 - ♦ Presented at a conference of appropriate caliber and relevance (e.g., AHRD, ISPI, ACTER)
 - ♦ Contributed as first, second, or third author
 - ♦ 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: _____**
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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 (e.g, community college, university).

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 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 profession 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: _____**

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

Faculty Summative Evaluation Comments (DO NOT EXCEED SPACE PROVIDED)