

## Program Portfolio Checklist

### Rationale

Creating a professional Portfolio is an additional non-credit degree requirement in the LIS program. Developing Portfolios is essential because it allows students to

- Take stock of their coursework for the duration of the entire program;
- Choose the best representative work to include in their resumes and to discuss at job interviews;
- Practice the development of online professional sites and dossiers;
- Identify connections between graduate courses and LIS practice/ job market requirements and be prepared to discuss the contribution of LIS education to the professional field during job interviews.
- Demonstrate knowledge of the field and technical skills.

Therefore, developing an attractive and well-structured professional Portfolio constitutes an important step in preparing for the job market and entry into the professional career.

Material from student Portfolios may be used by LIS faculty for the purposes of the MLIS program assessment and systematic review in order to meet the requirements of ALA accreditation (e.g., to highlight samples of exemplary student work and provide illustrations of how students meet Program Learning Outcomes [PLOs]). We request that students share their Portfolios with faculty advisors; we also encourage students to consult with advisors in the course of Portfolio development.

### Platforms for Portfolio

You may create it on the DU-hosted Portfolio (<https://portfolio.du.edu>) or on any other preferred platform (e.g., Wix, WordPress, Google Sites, etc.) insofar as you share your site with your advisor in a timely fashion. Important: make an informed decision about which platform to use and inquire into the privacy and data mining practices of the provider.

### Portfolio Elements

Please note that you may add other elements as needed and as warranted by the requirements of your job searching and interviewing.

1. **Introduction.** Provide a brief description of yourself. This description should be written with the assumption that a potential employer might read it. Some individuals also choose to film a video introduction in lieu of or in addition to a written paragraph.
2. **Professional Goals.** List 2-3 professional goals. These may include positions that you'd like to hold; types of organizations in which you'd like to work; achievements that you've outlined for yourself in the next few years; association and service work that you'd like to do; publishing and social communication aspirations; and so on. These goals can be integrated into your Introduction narrative or listed after the Introduction as bullet point entries.
3. **Picture.** It is quite common to have a photograph accompanying your professional sites. However, it is at your discretion and not mandatory.
4. **Resume.** Develop a professionally formatted and continuously updated resume. For helpful resources on preparing your resumes and cover letters, please refer to: <https://career.du.edu/channels/resumes-cover-letters/>. Please remember that resumes remain relatively unchanged through your applications to different positions. However, cover letters

should be tailored each time to specific job descriptions that you're applying for. Your cover letters will highlight specific sections in your resume relevant to job descriptions and draw connections between job requirements and your skills reflected in your resume. Thus, the centrality of a carefully crafted resume cannot be overestimated. Invest in developing.

## 5. **Representative Assignments**

- a. How many to share? We recommend that you share at least one (desirably more) assignments from each core class. We also encourage you to share the best assignments from your elective courses. Listed below are assignments from each core course that you should consider.
- b. How to decide which assignments to share? Share assignments that you think provide the best representation of your work; that makes you stand out and highlight your unique skills; that demonstrate your professional growth through the program; that show evidence of your creativity and technical skills; and so on. Do not share assignments that you do not feel comfortable sharing (e.g., be judicious about sharing personal reflections and assignments that disclose too personal and unnecessary information to your potential employer; also, consider revising or not sharing assignments that did not score particularly high grades).
- c. What rules to follow in sharing? If you share paper written documents (e.g., papers, lesson plans, outreach plans, and so on), consider sharing them in .pdf. Make sure that you are explicit with what uses you allow for your intellectual property. Add your name or the names of all the assignment authors and date. Your intellectual material is protected by copyright, but you may want to promote more open sharing by applying a Creative Commons license; inversely, you may want to remind a reader of your copyright with a message, e. g., "do not distribute without the author's written consent." Don't overshare personal information (e.g., remove your home address and personal phone number; you will supply it to your potential employers in your cover letter or other application documents; it needn't be in the public domain). If you share group projects that include images or videos, remember to ask the other group members for written consent (email will suffice). Written documents (e.g., papers), on which you're one of the authors, can be shared without written consent, although it is a courtesy think to check with your co-authors.
- d. Are there any formatting suggestions? Consider providing navigation bars, navigation tabs, and links; however, also consider embedding certain documents in your web pages. Embedded documents make your Portfolio more attractive and provide a greater incentive for users to explore further and learn more about you.

- e. What should your entries look like? We recommend that, for each entry, you create a brief blurb that will:
- Mention the course for which this assignment was completed and whether it was a core or an elective course (unless it's made clear by your layout);
  - Give one-sentence description of the assignment;
  - Outline two-three most important things that you've learned in the process. (consider incorporating transferable skills, e.g., interpersonal skills, communication, leadership; as well as content-related outcomes, e.g., specific technology skills, subject knowledge, etc.)
- Then, add the actual artifact, either by uploading/embedding it or by providing a link.

## 6. Assignments to Be Considered for Portfolio

Consider including one-two major assignments from the following core courses:

LIS 4000 Foundations of Library, Archival, and Information Science  
LIS 4010 Organization of Information  
LIS 4015 User and Access Services  
LIS 4040 Management of Information Organizations  
LIS 4050 Library and Information Technologies  
RMS 4900 Educational Research and Measurement  
The outcome of your internship or capstone

Also, consider including major and representative assignments from elective courses of your choice.

7. **Other Portfolio Sections.** You may add any assignments or projects that provide evidence of your professional interests. These may include projects developed in the course of your GA work; extracurricular projects; projects completed at work (consult with your work supervisors on whether this sharing is appropriate and, if yes, what rules should be followed while sharing); hobbies and creative endeavors, etc.

**8. Note: Materials to Be Shared with Your Advisors but Not Included in Your Portfolio**

Please make sure that the following items are submitted in a timely fashion through the appropriate portal on Canvas:

- Coursework Plan (see, Handbook, p. 13 (Academic advising); p. 15 (Appendix B)).
- Exit Essay

For the Exit Essay, address your preparedness for librarianship in the context of the ten program learning outcomes, 1-2 paragraphs each:

1. Defend LIS professional ethics and values.
2. Justify the importance of intellectual freedom in a variety of information access situations.
3. Characterize the attributes and value of teaching, service, research, and professional development to the advancement of the profession and personal career plans.
4. Characterize historical, current, and emerging aspects of information organizations and information producers.
5. Distinguish and apply multiple and emerging approaches to the organization of information.
6. Analyze the interactions between individual characteristics and social factors with information environments. Identify, evaluate, synthesize, and disseminate information for a variety of users and communities. Demonstrate the interaction between information users and information resources and show how to improve that interaction.
7. Apply current management and leadership theories and practices in the creation, administration, and assessment of services.
8. Demonstrate competency with current information technologies.
9. Demonstrate professional communication skills, work behaviors, and respect for diversity.
10. Critique and construct library, archive, and information science research.

**Please do not hesitate to consult with your advisors in the process. Good luck!**