

Librarian Portfolios

Portfolio Content

The portfolio will include the following:

- a. Goal Setting Document for professional responsibilities for the academic year
- b. Samples of major assignments, tests, projects
- c. Statement of Philosophy of Librarianship/Teaching/Education
- d. Area of Responsibility Commentary
- e. Faculty Development Plan
- f. Professional Service

- a. Goal Setting Document:** The Goal Setting Document is important in connecting the librarian with the mission of Library Services to support teaching and learning at Austin Community College. A review of the Goal Setting Document can indicate how a librarian is meeting the requirements of professional service in assigned areas of responsibility.
- b. Sample Creative Products:** These samples should be representative and illustrate approaches to problem-solving in areas of professional responsibility or ways in which librarians have handled aspects of their professional. Examples might include new acquisitions lists, instructional or informative web pages, cataloging to provide access to resources, presentations, pathfinders or instructional materials to enable access to information, collection maintenance, publications, or special projects.
- c. Statement of Philosophy of Librarianship/Teaching/Education:** This is the most fundamental piece of the portfolio. When done properly, the statement of philosophy of librarianship/teaching/education can provide valuable input into why a librarian teaches or manages his or her professional responsibilities as he or she does. By creating a statement of philosophy of librarianship/teaching/education, librarians will be forced to think about such issues as the overall objectives of their professional work. At the most fundamental level, librarians need to express what they do as librarians and why.

If this is the most fundamental part of the portfolio, why does it not show up until the second year? The reason is that it is particularly important for new librarians to have a full year of experience at ACC to provide them with a background for the reflection necessary to write the statement.

The statement of philosophy of librarianship/teaching/education will allow evaluators to determine if the librarian's goals and objectives are in congruence with that of the College, and Library Services.

- d. Area of Responsibility Commentary:** The commentary on a particular area of responsibility is similar to the statement of philosophy of librarianship/teaching/education, but is specific to one area, such as collection development, reference, instruction or technical services. The commentary is a statement of what, how, and why the librarian is doing what he or she is doing in a particular area. The idea is to reflect on what is being done in a particular area and to examine the methods used and their effectiveness.

e. Faculty Development Plan: The Faculty Development Plan will detail anticipated faculty development activities in which the faculty member plans to participate over the next one-year or three-year portfolio cycle. Development activities should include growth opportunities, activities designed to close gaps in the librarian's subject matter content knowledge, or correction of deficiencies or pedagogical concerns identified through the faculty evaluation process. The Faculty Development Plan will provide the opportunity for a librarian to demonstrate the specific actions taken by the librarian to enhance his or her performance of professional responsibilities.

In addition to performance evaluations (Evaluation of Librarian form), a librarians' performance in areas of professional responsibility (e.g., acquisitions, system administration, reference, information literacy instruction, instructional design, program coordination/planning, web page design, management, etc.) is evaluated through portfolios. Portfolios provide faculty with an opportunity to "showcase" their work. They also provide evaluators with an opportunity to evaluate such things as a goals and objectives for general professional responsibilities, service to the College and professional activities. When used correctly portfolios can provide evaluators with a look into the classroom. More importantly, they can provide faculty members with an opportunity to reflect on what they do and why. Librarians' portfolios are due between June 1 and July 31 of the academic year. If the librarian is also an instructor in a discipline, a portfolio will be required for that discipline as well as for Library Services.

Each Department or Program may recommend increasing the requirements for the type of portfolio for their discipline beyond the baseline content. Review and approval of proposed Department or Program Coordinator portfolio requirements will be made by the appropriate Dean and Associate Vice President. Contact the Dean of Library Services for additional librarian portfolio requirements.

ACC has adopted a three-year cycle for portfolio evaluations. Therefore, librarians will be categorized in one of two ways based on the number of years of service at ACC. For the portfolio process, years of service are considered to be the total number of years the faculty member has been at ACC. Special considerations:

- a. If a librarian is employed only one semester during an academic year, that year is still considered one year of service.
- b. If a librarian has not been a member of the faculty of ACC during the previous three academic years, the Dean will determine whether or not the faculty member needs to be placed back on the first year of the portfolio process.

The categories for all full-time and adjunct faculty members are:

1. Faculty members with three years of service or less at ACC

Each librarian, in his or her first, second, or third year of service at ACC in the fall semester, will submit the appropriate portfolio based on the number of years of service.

a. First Year at ACC:

Who: All new full-time librarians

What: Résumé or curriculum vita, highlighting education, employment, and professional service.

Goal Setting Document for general professional responsibilities for the academic year.

Accomplishments in areas of professional responsibility (e.g., acquisitions, system administration, reference, information literacy instruction, instructional design, program coordination/planning, web page design, management, etc.), based on the Goal Setting Document created at the beginning of the academic year

Faculty Development Plan.

Professional Service (may be included in *vita*)

Representative samples of creative output (handouts, worksheets, instructional materials. This material would be gathered from the fall through the spring semester of the academic year in which the librarian begins employment at ACC.

b. Second Year:

Who: All faculty who are in their second year of service.

What: Same contents as the First Year Portfolio (see above) plus Statement of Philosophy of Librarianship/Teaching/Education, which may relate to one or more than areas of professional responsibility.

c. Third Year:

Who: All faculty who are in their third year of service.

What: Same contents as Second Year Portfolio (see above) plus Area of Responsibility Commentary and Faculty Development Plan for the preceding three academic years.

d. Annual Librarian Update to Third-Year Portfolio:

Who: All librarians who are beyond their third year of service but who have not reached another third year cycle.

What: Update, or “mini-portfolio” including:

update to résumé or *curriculum vita*

Goal Setting Document for general professional responsibilities
accomplishments in areas of professional responsibility, based on goals and objectives of the previous academic year

update to Faculty Development Plan

update to Professional Service (may be included in *vita*)

2. Librarians with more than three years of service at ACC

Faculty members with more than three years of service at ACC will submit a third year portfolio based on the table below. The portfolio will contain representative items from the previous three academic year's service and is due July 31. *See example below*

Portfolio Due	Information	Covers	Instructional and Professional Activities
July 31	Fall (August)	To	Summer (May)
2005	2002	To	2005
2006	2003	To	2006
2007	2004	To	2007
2008	2005	To	2008
2009	2006	To	2009

E. Input Forms

1. Faculty Input Form

The Faculty Input Form is an online form that is evaluated by Departments and Programs as part of the evaluation process. The Faculty Input Form for the current evaluation year will be available for entry and editing beginning with the fall semester and continuing until the established evaluation deadlines (see calendar). The Faculty Input Form is accessible on ACC's web site. **Librarians will use the appropriate portfolio checklist, which incorporates areas covered by this form.**

2. Administrative Input Form

The Administrative Input Form is available to Department Chairs, Program Coordinators, Center Supervisors, the Director of Distance Learning, and the Director of Early College Start. This form allows input to departments and programs regarding faculty performance. **This feedback is optional** and the **Administrative Input Form is not required**. The due date for submission of the form will be listed on the evaluation schedule. The Administrative Input Form is available through the Faculty Evaluation web site.

3. Instructional Input Form

The Instructional Input Form, which may be accessed through ACC's web site, is available to Department Chairs and Program Coordinators to document the decisions of the departmental evaluation committee. **This form is optional.**

F. Professional Service

The Professional Service element of an evaluation, which is required for full-time faculty members, but optional for adjunct faculty members, is based on a review of non-teaching duties of a faculty member. Professional Service includes, but is not limited to, Department/Program participation, curriculum development, college committee service, **Library Services committee assignments**, lab/tutor supervision, compliance with administrative procedures, interaction with faculty/staff, and any other relevant data