

Cooperstown Graduate Program

Portfolio Requirements

Spring 2017

You will have two final products as a record of your work at the Cooperstown Graduate Program: a dossier and an employer presentation.

Your **dossier** contains examples of your work that demonstrate your research skills, mastery of content, and experience fulfilling CGP's core values of integrity, service, teamwork, diversity, scholarship, and innovation. It is your personal record of your academic work at CGP and an assessment tool for the faculty and the college. It will demonstrate that you have met all five of CGP's student learning outcomes (SLOs).

Your **employment presentation** is a tool that you will use as you seek employment. It is customized for your individual skill set and the type(s) of job you desire. It is intended as a showpiece of your work and as such will be highly visual, well designed, and content rich.

You will be assigned a **faculty mentor** to work with you on your portfolio. This does not mean that you cannot discuss your portfolio with other members of the faculty. It simply means that your mentor will meet regularly with you, carefully review your portfolio, and serve as a sounding board for you as you prepare your work.

Your final portfolio is due to your mentor no later than **May 5**, although you and your mentor should determine its contents well in advance of that deadline. It is expected that you will spend April 25-28 perfecting your portfolio based on criteria developed in conjunction with your mentor throughout the spring semester.

Student Learning Outcomes

Your portfolio will be used to evaluate how well you have met the five student learning outcomes listed below. A rubric for evaluation is located at the end of this document.

1. Using a team-oriented approach, students will create, manage, and execute high-quality, relevant, and audience-centric museum projects.
2. Through research students will understand and implement the process and methods of their disciplines.
3. Students will develop a cultural competency that enables them to work and communicate with people of a variety of backgrounds.

4. Students will demonstrate knowledge and skills related to sustainability, financial responsibility, leadership, and entrepreneurship in order to become museum professionals.
5. Students will demonstrate a commitment to public service through volunteerism.

Dossier

In physical form, your dossier is likely to be a three-ring binder with sleeves into which you can insert your work. It should allow you to order the material you produced while at CGP. It is not intended as a public document nor something that you would show an employer. It should serve as a personal record of your work and will be used by faculty to assess your CGP experience.

Things you might put in your dossier include:

- Papers
- Project excerpts
- Case studies
- PowerPoint presentations
- Lesson plans or curricula
- Exhibit labels
- Budgets
- Blogs
- Screen shots from websites
- Donor letters/other correspondence
- Grant applications
- Gant charts
- Oral histories/oral history transcripts
- Historical timelines
- Material related to public programs

In determining contents we suggest:

- Make a list of every class you have taken at CGP, including internships. Determine what from each class belongs in a record of your CGP work. Some classes may have more than one item.
- Remember that you are required to take two research courses at CGP. Make sure that your individual, original research based on primary sources is represented.
- You are also required to take a diversity course at CGP. Include items that show the cultural competency you gained as a result.
- In addition to classes, consider whether volunteer activities you undertook while a student should be included and how you can represent them.
- If you had an assistantship while a student, identify material that you can include to represent that work as appropriate.
- If you had the opportunity to present a paper or publish your research while a student, make sure you do not forget to include that material.

- Finally, review the student learning outcomes (above) and ensure that you have included material that addresses each.

General rules for an effective dossier:

- Include a table of contents.
- If including non-print material, such as an audio or video file, include a storage device with the appropriate file clearly labeled as well as a brief printed explanation.
- If including items that were developed as part of a team, indicate what your role was and with whom you worked.
- If a faculty member or colleague gave feedback on your work, make the necessary corrections before putting items in your dossier. Do not put work with uncorrected errors, marginal comments, or other markups in your dossier.
- It is not a bad idea to save all your files on an external storage device as you compile and print them for the dossier—this may help in the event of a later computer malfunction.

Employment Presentation

You must do a physical “portfolio” of the type you would bring to an interview. In consultation with your portfolio mentor(s), you will determine which projects (items) are best for your employment presentation.

** It is important that the design of your portfolio is consistent and visually appealing.

Below are checklists that detail the contents for your Employment Presentation:

Purchase a professional portfolio, a “folder” to contain your work.

- A portfolio can be bought from Staples, or online at Dick Blick, Amazon, etc.
- It should contain transparent sleeves for your work and tabs, allow you to easily subtract and add items as necessary for the job you are applying for, and look professional.

Your ***employment presentation*** must contain:

- A table of contents
- A total of 7-10 items of your best projects with a description and pictures (when possible) for each

Each item must:

- be 1-4 pages long (unless your mentor agrees that more are necessary)
- be visually appealing – design should be consistent throughout

- showcase tangible skills and accomplishments
- contain a title, brief description of the project, short summary of your specific contributions, and basic info about partner institutions. (The amount of text should be limited—akin to an exhibition label. We are not looking for long narratives about your experiences.)

Evaluation Rubric

Student Learning Outcomes (SLO):

1. Using a team-oriented approach, students will create, manage, and execute high-quality, relevant, and audience-centric museum projects.
2. Through research students will understand and implement the process and methods of their disciplines.
3. Students will develop a cultural competency that enables them to work and communicate with people of a variety of backgrounds.
4. Students will demonstrate knowledge and skills related to sustainability, financial responsibility, leadership, and entrepreneurship in order to become museum professionals.
5. Students will demonstrate a commitment to public service through volunteerism.

SLO to which it aligns	Core Values	3–Outstanding	2–Proficient	1–Satisfactory	0–Unsatisfactory
SLO 5	Service	Student demonstrated sustained commitment to and engagement with public service	Student demonstrated a strong commitment to public service	Student sometimes took advantage of the opportunity to volunteer and engage in public service activities.	Student’s portfolio shows no commitment to public service
SLO 3	Diversity Cultural Competency	Student portfolio demonstrates a high level of understanding of and engagement with issues related to diversity and cultural competency and has developed projects with or for diverse audiences. Student engages well with people of a variety of backgrounds.	Student’s portfolio demonstrates a fair level of engagement with issues related to diversity and cultural competence and has developed projects with or for diverse audiences. Student can engage with people of a variety of backgrounds	Student’s portfolio demonstrates that the student has attained a minimal level of cultural competency and the ability to use that competency in a museum position. Student engages with people of varying backgrounds with difficulty.	Student has demonstrated no interest in or engagement with issues of diversity or cultural competence. Student is unable to engage with people of varying backgrounds
SLO 1	Innovation	Student demonstrates ability to identify multiple and new approaches to problem solving. Student’s projects show exceptional ability to be entrepreneurial and creative.	Student’s portfolio demonstrates ability to identify multiple and new approaches to problem solving. Student’s projects show some creativity	Student’s portfolio demonstrates some problem solving ability and marginal creativity.	Student’s portfolio demonstrates neither problem solving ability nor creativity.

SLO to which it aligns	Core Values	3-Outstanding	2-Proficient	1-Satisfactory	0-Unsatisfactory
SLO 2	Scholarship	Student demonstrates excellent ability to analyze source materials and construct an argument Opinion does not substitute for fact. Student writes well.	Student demonstrates ability to analyze source materials and construct an argument. Limited use of opinion. Writing is good.	Student demonstrates poor logical progression and errors in the use of resources and development of an argument. Writing ability is acceptable	Portfolio demonstrates poor research skills, is overly simple or inaccurate. Writing is poor.
SLO 4	Integrity	Student demonstrates the ability to meet deadlines, to do what they say they will do, and to execute all work products with the highest professional ethics.	Student generally meets deadlines and completes tasks as assigned. Student portfolio generally reflects high professional ethics.	Some failure to meet deadlines or to complete tasks as expected. Lapses in ethical standards.	Portfolio indicates that student has not met deadlines or completed tasks as assigned. Student has not met high ethical standards.
SLO 1	Teamwork	Student demonstrates extremely successful work as a collaborative team member and leader.	Student demonstrates successful work as a collaborative team member.	Student portfolio demonstrates that the student has worked as a team member with some difficulty.	Student has difficulty working in a team.