

Learning Portfolio Requirements for MA Students with a focus in Higher Education Administration

The purpose of this document is to provide general guidelines and instruction related to completing the comprehensive portfolio you must submit at the end of your program as a graduation requirement. At the heart of the portfolio are essays that pertain to each of the standards established for MA students who have a focus in higher education administration. Additional information about the essay requirements begins on page 2.

- A. **Personal Information** - Provide your name, phone number and email.
- B. **Resume** - Upload a pdf file of your current resume.
- C. **Leadership Philosophy** - Write a brief statement of your personal leadership philosophy. The statement should describe the beliefs and principles that underlie your work as a higher education leader in no more than 300 words. It might include a theoretical construct, as well as descriptions of how you approach leadership, your style as a leader and the behaviors that you model as you work to lead your organization. Because you have selected the higher education concentration, your philosophy statement should also include your views on the purpose of higher education and the role of leaders in higher education.
- D. **Letter of Application** - Write a letter of application for a leadership position in higher education. You may choose to respond to a real job posting or apply for a job that you hope will be available someday.
- E. **Higher Education Leadership Standards Essays** - Write an essay to address each Standard and each of its descriptors. In each essay, you are to identify your relevant knowledge and/or skills supported by theory, research, and related class assignments using appropriate APA citations and references. Each essay must also include a minimum of two artifacts. Additional information about the essays and artifacts is provided beginning on page 2. The essays must be embedded into Livetext for each specific standard, and not just attached. While there is no word count requirement, 300-400 words is a good estimate to adequately cover each descriptor. Content is valued more than word count.
- F. **Transcripts and Certificates** - Upload your graduate school transcript and any relevant certificates.

G. Letters of Recommendation and Support

Upload two letters of recommendation. You may include letters from those who are familiar with your work as a student or in your current job position; examples include internship supervisors, faculty, or professional colleagues.

Higher Education Leadership Standards Essays

Submit an essay for each of the ten Higher Education Leadership Standards. Your essays must address the standard and each of the descriptors under each standard. In each essay you are to identify your knowledge and/or skills supported by theory, research, and related class assignments. Use the appropriate APA format, citations and references. Each essay must also include a minimum of two artifacts that have been incorporated in your essay; at least one of the artifacts must be your original work, which is clearly indicated on the artifact. The grading rubric that has been used in several of your courses to assess essay assignments (Artifact 1) may be useful to you as you plan and review your work. Please proofread carefully.

An artifact is something that has been made, created, or engaged in for a specific purpose. Any artifact included in your essays must pertain specifically to the standard or descriptor you are addressing. For example, Artifact 1, which was referenced in the previous paragraph, has been incorporated in this document because it is a rubric used to grade essays about the Higher Education Leadership Standards. An artifact of your original work is something that you personally created or something in which you participated. For example, this could be an assignment you completed for a class, a training program you engaged in, or something else you did that can be connected to a given descriptor. Other artifacts (not your original work) could be reports, planning documents, or other resources you have collected pertaining to the standard.

Each artifact should have a cover page identifying its number and title, centered and in bold. See the cover sheet for Artifact 1 of this document as a sample. Artifacts are to be numbered by standard and in the order in which they appear in your essay. Standard 3 artifacts, for example, are numbered Artifact 3.1, Artifact 3.2, etc.

You may use a particular artifact no more than two times in the entire portfolio. Should you choose to use an artifact more than once, you must explain its use as it applies to the specific wording in the standard and/or descriptor. Specific content and artifact suggestions for each essay are made below. Please note that you are not required to include all content and artifact

suggestions in your essays. The purpose of the suggestions is simply to help guide you in preparing each essay. You are not limited to the suggestions.

Domain 1: Organization and Leadership

Standard 1: Vision: High performing leaders have a personal vision for their institution and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the governing body and the community. The leader:

- a. Understands and clearly communicates the shared vision of the institution;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Engages in data analysis for instructional planning and improvement;
- d. Utilizes, directs, and supports the administrative structures in place for strategic planning and institutional advancement;
- e. Provides evidence of delegation and trust in subordinate leaders; and
- f. Plans for succession management in key positions.

Suggested Specific Content Requirements:

1. On Task, On Time: The Development of Florida Gulf Coast University (McTarnaghan)
2. The Shaping of American Higher Education (Cohen & Kisker)
3. Carnegie Foundation for the Advancement of Teaching resources
4. Center for Postsecondary Research at Indiana University resources
5. Mission statements, institutional guiding principles, legislation, laws, strategic plans, planning documents and/or other related documents specific to institutional vision and communication of the same.

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos
2. Organizational vision statements, guiding principles, reports, and/or speeches

Standard 2: Decision Making Strategies: High performing leaders plan effectively, use critical thinking and problem-solving techniques, and collect and analyze data for continuous institutional improvement. The leader:

- a. Generates a focus on student and professional learning in the institution that is clearly linked to the strategic plan;
- b. Evaluates, monitors, and provides timely feedback to institutional constituencies on the effectiveness of the institution in achieving goals;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; and

- d. Uses critical thinking and problem-solving techniques to define problems and identify solutions.

Suggested Specific Content Requirements:

1. On Task, On Time: The Development of Florida Gulf Coast University
2. Data-based decision making
3. Carnegie Foundation for the Advancement of Teaching resources
4. Center for Postsecondary Research at Indiana University resources
5. Integrated Postsecondary Education Data System (IPEDS)
6. National Center for Education Statistics
7. Council for Higher Education Accreditation
8. Seduction of the Leader manuscript
9. Theories and decision-making models
10. Communication strategies and practices
11. Strategic planning documents and/or other related documents specific to institutional decision-making processes and communication of the same.

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos
2. Reports generated that assist in making informed decisions

Standard 3: Financial Resources and Facilities: Institutional programs and services must demonstrate efficient use and responsible stewardship of fiscal resources and facilities consistent with institutional protocols. The leader:

- a. Assures that programs and services have adequate, accessible, and suitably located facilities and equipment to support the mission and goals of the institution;
- b. Assures that programs and services have adequate fiscal resources to achieve goals of the institution;
- c. Utilizes an effective, integrative, and broad based planning process for institutional budgeting;
- d. Engages in continuous comprehensive analysis to track revenues, expenditures, unmet needs of a given unit, and the impact on students and the institution as a whole;
- e. Maximizes budget flexibility to accommodate fluctuations in enrollment, revenues, expenditures, and contingencies;
- f. Anticipate changes in economic, political, and regulatory environment that impacts institutional budgets; and
- g. Adheres to rules and regulations as they pertain to various funding sources for the institution such as financial aid, grants and contracts, and tuition and fees.

Suggested Specific Content Requirements:

1. A Guide to College & University Budgeting

2. National Association of College & University Business Officers (NACUBO)
3. Budget Models
4. Laws, rules, and regulatory requirements as they pertain to allowable expenditures
5. Strategic Planning documents
6. "Perspectives" series of articles
7. Financial Trends in Higher Education
8. Transitioning to a New Budget Model
9. Diagnosing Fiscal Fitness

Suggested Artifacts:

1. Course assignments, activity/discussion forums, and related interviews/videos.
2. Research paper
3. Reports, correspondence, planning documents, and/or other resources collected pertaining to university budgeting, funding sources, budget cycles, and continuous analysis.

Domain 2: Institutional and External Relations

Standard 4: Community and Stakeholder Partnerships: High performing leaders collaborate with business and community members, respond to diverse community interests and needs, and work effectively within the larger organization to mobilize community resources.

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Maintains high visibility in the community and regularly engages stakeholders in the work and plans of the institution;
- c. Creates opportunities within the institution to engage students, faculty, and community stakeholders in constructive conversations about important institutional issues and initiatives;
- d. Provides coordinated service activities that benefit community stakeholders and incorporates service learning in educational programs; and
- e. Engages in fund raising that will benefit the institution.

Suggested Specific Content Requirements:

1. On Task, On Time: The Development of Florida Gulf Coast University
2. Communication strategies and mediums
3. Community and business partnerships
4. Fund raising campaigns
5. Interviews with University Advancement leaders
6. Partnership agreements and collaborative programs
7. Examples of fundraising campaign

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Specific examples of institutional outreach programs and partnerships.

Standard 5: Human Resource Development: High performing leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer. The leader:

- a. Employs an administration and faculty with the instructional and administrative proficiencies needed for the institution;
- b. Identifies and cultivates potential and emerging leaders;
- c. Promotes teacher-leadership functions focused on instructional proficiency and student learning;
- d. Ensures that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts;
- e. Develops sustainable and supportive relationships between school leaders, parents, and community, higher education and business leaders;
- f. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- g. Provides resources and time and engages faculty in effective individual and collaborative professional learning that will benefit instruction throughout the school year.

Suggested Specific Content Requirements:

1. Rentz's Student Affairs Practices in Higher Education
2. The Shaping of American Higher Education (Cohen & Kisker)
3. On Task, On Time: The Development of Florida Gulf Coast University
4. Leadership theory and application
5. Evaluation
6. Speaker's Bureau
7. Emergency response plans
8. Curriculum and hiring practices for disciplines
9. Succession planning
10. Careers in Student Affairs
11. Synergistic Supervision
12. New and Emerging Professionals in Higher Education
13. Women and Leadership in Higher Education

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos
2. Institutional professional development programs for employees and students
3. Learning communities

4. Professional Development Plan

Standard 6: Technology: High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. The leader:

- a. Assures that the institution has adequate technology to support the achievement of mission and goals;
- b. Explores the use of technology to enhance delivery of programs and services;
- c. Maintains policies and procedures that address the security, confidentiality, and back-up of data, as well as compliance with privacy laws;
- d. Develops plans for replacing and updating existing hardware and software as well as plans for integrating new technically based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems; and
- e. Utilizes appropriate technologies for communication and collaboration.

Suggested Specific Content Requirements:

1. Rentz's Student Affairs Practices in Higher Education
2. The Shaping of American Higher Education (Cohen & Kisker)
3. Technology Support

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Technology replacement plans
3. Examples of the use of technology in the classroom and at an institution
4. Uses of technology in student service areas to streamline processes or improve practice

Domain 3 Professional and Ethical Leadership

Standard 7: Ethical Leadership: High Performing leaders act with professionalism, integrity, fairness, and honesty in an ethical manner. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in institutional
- d. improvement and faculty development;
- e. Is fiscally responsible and maximizes the impact of fiscal resources on institutional priorities;

- f. Adheres to the Code of Ethics established by the institution;
- g. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the institution and community at large;
- h. Demonstrates willingness to admit error and learn from it; and
- i. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Suggested Specific Content Requirements:

- 1. On Task, On Time: The Development of Florida Gulf Coast University
- 2. The Law of Higher Education (Kapan & Lee)
- 3. United States Constitution
- 4. Florida Constitution
- 5. Code of Ethics (both student and employee)
- 6. What is ethical leadership?

Suggested Artifacts:

- 1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
- 2. Examples of unethical behaviors
- 3. Legal cases/briefs, team projects, and/or article reviews

Standard 8: Diversity: High Performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, institution, and community at large. The leader:

- a. Creates and maintains an educational and work environment that is welcoming, accessible, and inclusive to persons of diverse backgrounds;
- b. Ensures an environment that is equitable, non-discriminatory, and free from harassment;
- c. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- d. Advocates for greater sensitivity to multi-cultural and social justice concerns by the institution and its personnel;
- e. Modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities; and
- f. Fosters communication that deepens understanding of identity, culture, self-expression, and heritage.

Suggested Specific Content Requirements:

- 1. Rentz's Student Affairs Practices in Higher Education
- 2. The Shaping of American Higher Education (Cohen & Kisker)
- 3. The Great Brain Race: How Global Universities are Reshaping the World (Wildavsky)
- 4. United Nations Educational, Scientific, and Cultural Organization (UNESCO)

5. International Association of Universities (IAU)
6. Diversity Initiatives
7. The Law of Higher Education (Kapan & Lee)
8. United States Constitution
9. Florida Constitution
10. Student and Identity Development Theories
11. Patton's Student development in college: theory, research, and practice

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Legal cases/briefs, team projects, and/or article reviews
3. Programs and activities that promote diversity

Domain 4 Student Success

Standard 9: Learning, Accountability and Assessment: High performing leaders promote a positive learning culture, provide an effective instructional program, monitor the success of all students in the learning environment, and align the curriculum, instruction, and assessment processes to promote effective student performance. The leader:

- a. Promotes institutional programs composed of core knowledge and content that bridges practice to theory;
- b. Enables faculty and staff to work as a system focused on student learning;
- c. Generates high expectations for learning growth by all students;
- d. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- e. Ensures student learning results are evidenced by the student performance and growth on assessments; faculty and administrative assessment of the curriculum; and other indicators of student success adopted by the applicable governing board(s), state, national, and international assessments;
- f. Uses assessments that include direct and indirect evaluation and use of qualitative and quantitative methodologies, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible; and
- g. Provides recurring monitoring and feedback on the quality of the learning environment.

Suggested Specific Content Requirements:

1. Handbook of the undergraduate curriculum (Gaff & Ratcliff)
2. Letting our Presuppositions Think for Us (Egan)
3. Rentz's Student Affairs Practices in Higher Education

4. Florida Board of Governors (Regulations and Academic Program Inventory)
5. Florida Statutes
6. Institutional processes and procedures for curriculum development and evaluation
7. Integrated Postsecondary Education Data System (IPEDS)
8. National Center for Education Statistics
9. Council for Higher Education Accreditation

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos.
2. Retention research in higher education
3. Reports, correspondence, planning documents, and/or other resources collected pertaining to learning communities, accountability, and/or assessment.
4. Student Assessment of Instruction

Standard 10: Student Personnel Services: High performing leaders ensure an efficient, coordinated, and effective environment for students both in and out of the classroom that focuses on student success and satisfaction. The leader:

- a. Structures and organizes a division of student affairs that is consistent with the overall mission and guiding principles of the institution;
- b. Promotes collaboration among senior leadership in academic affairs, student affairs, administrative services, and advancement to enhance communication and solve problems;
- c. Utilizes a variety of student personnel services that include, but are not limited to: admissions, academic advising, orientation, recreation services, multicultural student services, housing/residential life, student health, adaptive/disability services, leadership opportunities, and service learning programs;
- d. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and
- e. Promotes a campus climate that is welcoming, supportive, and supports student engagement.

Suggested Specific Content Requirements:

1. Rentz's Student Affairs Practices in Higher Education
2. National Association for Student Personnel Administrators (NASPA)
3. American College Personnel Association (ACPA)
4. Competency Areas for Student Affairs
5. Council for the Advancement of Standards (CAS) in Higher Education
6. Principles of Good Practice in Student Affairs
7. Student Personnel Point of View (1937 & 1949)

Suggested Artifacts:

1. Course assignments, activity/discussion forums, research papers, and related interviews/videos
2. Evolution of student personnel services
3. Research paper

Artifact 1.1
Rubric for Higher Education Leadership Standards Essays

Component	Accomplished 2.5	Proficient 2	Emerging 1	Unsatisfactory 0
Mastery	The candidate succinctly and precisely communicates mastery of the standard by addressing all required indicators with details and elaboration.	The candidate adequately communicates mastery of the standard by addressing all required indicators.	The candidate communicates understanding of the standard by addressing all but one of the required indicators.	The candidate communicates some knowledge of the standard but does not address two or more of the required indicators.
Research-based	The candidate references at least four appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory, including those sources most essential to the discussion of the standard and its application to practice.	The candidate references at least four appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory, but does not include one of the sources most essential to the discussion of the standard and its application.	The candidate references three appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory, or one of the sources is not appropriate to the discussion, or none of the sources most essential to the discussion of the standard and its application to practice is included.	The candidate references less than three appropriate peer-reviewed primary and secondary sources containing relevant research and/or theory or none of the sources is appropriate to the discussion.
Critical Thinking	The candidate displays critical thinking skills by succinctly and precisely comparing and contrasting research relevant to the application of the standard to practice.	The candidate displays critical thinking skills by adequately comparing and contrasting research relevant to the application of the standard to practice.	The candidate does not display sufficient critical thinking skills. The comparing and contrasting of research relevant to the application of the standard to practice is overly broad or vague.	The candidate does not display critical thinking skills. Either the comparing or contrasting of research relevant to the application of the standard to practice is completely inadequate or omitted.
Reflection: Personal and Professional Readiness	The candidate includes an insightful reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader.	The candidate includes an adequate reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader.	The candidate includes an overly broad or vague reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader.	The candidate does not include a reflection on her/his personal and professional readiness to incorporate this standard into her/his future practice as an educational leader.
Reflection: Strengths and Areas for Improvement	The candidate includes in this reflection a succinct and precise discussion of her/his strengths and areas for improvement.	The candidate includes in this reflection an adequate discussion of her/his strengths and areas for improvement.	The candidate includes in this reflection an overly broad or vague discussion of her/his strengths and areas for improvement.	The candidate does not include in this reflection a discussion of her/his strengths and areas for improvement.

Component	Accomplished 2.5	Proficient 2	Emerging 1	Unsatisfactory 0
Clear and Substantive Role	The candidate chooses two artifacts that provide appropriate support for the standard and designated indicators. The candidate succinctly and precisely articulates her/his clear and substantive role in producing each artifact.	The candidate chooses two artifacts that provide appropriate support for the standard and designated indicators. The candidate adequately articulates her/his clear and substantive role in producing each artifact.	The candidate chooses only one artifact that provides appropriate support for the standard and designated indicators. The candidate vaguely articulates her/his role in producing each artifact.	The candidate does not include artifacts that provide appropriate support for the standard and designated indicators. Or, the candidate does not articulate her/his role in producing each artifact.
Illustration of a Practical Application	The candidate makes a succinct, precise, yet substantive argument about how each artifact illustrates a practical application of the standard to practice, using details and elaboration.	The candidate makes an adequate yet substantive argument about how each artifact illustrates a practical application of the standard to practice, using details and elaboration.	The candidate makes a vague or overly broad argument about how each artifact illustrates a practical application of the standard to practice, using details and elaboration.	The candidate does not make a substantive argument about how each artifact illustrates a practical application of the standard to practice, using details and elaboration.
References and Correct Citations	The reference list includes a minimum of four appropriate peer-reviewed references. All sources cited in the paper are in the references and all the sources listed in the references are cited in the paper. There are virtually no errors.	The reference list includes a minimum of four appropriate peer-reviewed references. All sources cited in the paper are in the references and all the sources listed in the references are cited in the paper. There are a few minor errors.	The reference list has only three appropriate references or there are too many minor errors.	The reference list has less than three appropriate references or there are major errors.
Components	Accomplished 1.5	Proficient 1	Emerging .5	Unsatisfactory 0
Writing	The student's writing is of high quality—writing that is appropriate to graduate level work. This includes proper grammar, language usage, citations, and sentence and paragraph structure. There are virtually no errors.	The quality of student's writing is strong and appropriate to graduate level work. This includes proper grammar, language usage, citations, and sentence and paragraph structure. There are a few minor errors.	The quality of the student's writing is uneven. There are too many minor errors relative to proper grammar, language usage, citations, and/or sentence and paragraph structure	The student's writing needs considerable improvement. There are major errors.
Cohesiveness of Ideas, Concepts,	The student's discussion of ideas, concepts, and information is cohesive and meaningful and appropriate to advanced graduate level work. Higher order thinking is consistently demonstrated	The student's discussion of ideas, concepts, and information is generally cohesive and meaningful and appropriate to advanced graduate level work. Higher order thinking is generally	The student's discussion of ideas, concepts, and information is inconsistently cohesive and meaningful, but needs improvement to be representative of advanced graduate level work.	The student's discussion of ideas, concepts, and information is rarely cohesive and meaningful or lacks cohesiveness, and needs considerable

and Arguments	throughout the paper and results in a comprehensive and thoughtful treatment of the topic.	demonstrated throughout the paper		improvement. It is not representative of advanced graduate level work.
Components	Accomplished 1.5	Proficient 1	Emerging .5	Unsatisfactory 0
Conceptual Organization	The student's organization and presentation of ideas, concepts, and information are well defined and demonstrate critical and creative constructions of the content. The work is exemplary of graduate level work.	The student's organization and presentation of ideas, concepts, and information are strong and representative of graduate level work. However, there are a few minor errors.	The student's organization and presentation of ideas, concepts, and information are intermittently strong, but need improvement to be representative of graduate level work. There are too many minor errors.	The student's organization or presentation of ideas, concepts, and information is weak and needs considerable improvement to be representative of graduate level work. There are major errors.
Format	The student consistently follows all APA guidelines that are appropriate to the artifact that is submitted. There are virtually no errors.	The student consistently follows all APA guidelines that are appropriate to the artifact that is submitted. There are a few minor errors.	The student inconsistently follows all APA guidelines that are appropriate to the artifact that is submitted. There are too many minor errors.	The student rarely follows all APA guidelines that are appropriate to the artifact that is submitted. There are major errors.
Total Points (out of 26)				