IUPUI Background

- Blended campus of Indiana and Purdue Universities
- Urban research university, Indiana’s health/life-science campus
- Heavily commuter, ~30,000 students (2/3 undergrad, 1/3 graduate and professional)
- Highly autonomous, extremely diverse, and very collaborative academic units offering more than 250 degree programs
- Long-standing emphasis on high-impact practices
IUPUI and ePortfolios

- Began preparation in 2001, leading up to large-scale pilot in 2004-05
- Regrouped with new approach in 2005-06, in recovery until 2009
- Added presentation functionality in 2010, with notably increased adoption since then
- Key implementation strategies:
  - Alignment with institutional priorities
  - Maintain administrative support while focusing on faculty goals and development
  - Shift over time from emphasis on assessment to emphasis on student learning and development

Stage one: what we did wrong

- Started with most “logical” courses, rather than most interested faculty
- Started too big, rather than with one or two small pilots
- Assumed that one size/approach would fit all
- Presented ePortfolio as simply an assessment tool
- Trusted that software platform was mature
- Provided too little faculty development
- Failed to grasp magnitude of paradigm shift
Share your own lessons

Stage two

- Seeded experimentation at department level to address self-identified needs
- Provided extensive faculty support
  - Small grants
  - Intensive consultation and tech support
  - Group workshops and symposia
- Secured faculty advice about what they needed software to do, and followed up
Second-generation results

- A few good examples whose leaders shared experience with others
- Increased departmental collaboration around learning outcomes, curriculum planning, and rubric development
- Improved and expanded ePortfolio tools to support varied uses

Trajectory of Adoption
Patterns of adoption

- Authentic assessment in professional disciplines, documentation of competencies for specialized accreditation
- Strengthening and integrating learning from high-impact practices (service learning, undergraduate research, study abroad, internships, first-year experiences, capstones)
- First-year seminar Personal Development Plan moving to become undergraduate portfolio
- Others continue to emerge

Share your own success
Continuing challenges

- Issues of scale in supporting faculty and students
- Time for consensus-building, rethinking curricula
- Too much complexity?

Lessons we’ve learned

- You won’t get it right the first time
- There is no single “right” way
- Start small, build momentum and capacity in parallel
- Work with both faculty and administrators (and don’t ignore staff)
- Attend to both faculty and student needs
- Be flexible
- Don’t worry overmuch about technology platform at the outset
- Don’t over-promise
Summary advice

- Try small steps (limit the damage).
- Engage those affected in the planning.
- Assumptions are dangerous.
- Don’t trust technology optimism.
- Build on other successes.
- Link to an important goal/purpose.
- Have not just a stated goal or objective (what you will do) but envision an outcome (what success will look like).
- Think ahead to success: what will you need to get buy-in, move forward, expand, secure resources?
- Perfection is impossible (don’t let the perfect drive out the good)
- You will not get it right the first time. That’s OK.
- We often learn better from failure/mistakes than from success.
- Don’t let the ankle-biters get you down.

Some top-level resources

- New Catalyst website from Connect to Learning project
- AAEEBL website [http://www.aaeebl.org](http://www.aaeebl.org)
- AAC&U *Peer Review* Winter 2014
- AAEEBL annual and regional conferences, AAC&U conferences and annual ePortfolio Forum, Assessment Institute at IUPUI
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