Process, Pace and Personalization:
Lessons from a Scaling Story

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The Binghamton University Experience

- Current Status
  - Institutional Support: Center for Teaching and Learning
  - Program Context: Two-year professional Master of Public Administration (MPA) Program accredited by NASPAA
  - Introduction to ePortfolios during new student orientation
  - Initial use in first-semester introductory courses
  - Final semester three-credit ePortfolio class
  - Use of Digication Platform
  - Role of course:
    - Documenting and reflecting on learning in the competency areas and in accordance with core values
    - Programmatic assessment tool for accreditation using Advisory Board evaluation according to a rubric

- Antecedents & Context
  - Individual Innovators → Institutional Support → From One to Several
  - Shortcomings of former culminating experience to respond to enrollment growth
  - Program accreditation demands

- Decision-Making Process: securing buy-in from key stakeholders before, during and since the decision
  - Enthusiasm among faculty innovators
  - Overcoming early hesitancy from other faculty
  - Overwhelmingly positive response from practitioners on advisory board
  - Mixed initial reaction from students
  - Overcoming resistance from university level approving bodies
• Lessons Learned
  o Institutional-Level Insights:
    ▪ Let students’ ePortfolios and student testimonials do the talking
    ▪ Rely on initial adopter faculty as ambassadors
    ▪ Leverage approval processes to expose those in more disciplines
    ▪ Pull rather than push
    ▪ Select and fully support a single technology platform
    ▪ Staff skills to help tailor ePortfolios to faculty and program needs
  o Individual-Level Insights
    ▪ Get some senior faculty as early adopters
    ▪ Select trusted partners
  o Program-Level Insights
    ▪ Importance of support from above and below
    ▪ Value of engaging students and external stakeholders
    ▪ Look for windows of opportunity

• Meta-Lessons: Process, Pace, Personalization
  o Process
    ▪ Series of incremental steps
  o Pace
    ▪ Some will be fast and embrace ePortfolios wholeheartedly; others will be tentative and only partially adopt
  o Personalization
    ▪ Need to move beyond generic explanations of the value of ePortfolios to discipline- and program-specific justifications
    ▪ This reinforces the program level as the ideal focus for scaling

Scaling Up

“The strategies for expanding ePortfolio initiatives that align with programmatic and institutional priorities and share a continuous focus on student success and learning” (Catalyst for Learning: ePortfolio Resources and Research, The Making Connections National Resource Center, http://c2l.mcnrc.org/scaling/)

Positioning within the Developmental Trajectory of ePortfolio Practice Model

![Diagram showing the Developmental Trajectory of ePortfolio Practice]

Source: Enyon & Gambino (2017) High-Impact ePortfolio Practice: A Catalyst for Student, Faculty, and Institutional Learning

Application of Core Strategies for Scaling Up

1. Developing an Effective Campus ePortfolio Team *
2. Connecting to Programs *
3. Connecting to High-Impact Practices *
4. Engaging Students *
5. Advancing through Professional Development *
6. Building Strategic Connections to Outcomes Assessment *
7. Making Use of Evidence *
8. Leveraging Resources
9. Aligning with Institutional Planning
10. Building a Culture of Learning *

For Discussion and Application

- Evaluating the environment for your own context
  - As a faculty member
  - As a program directors
  - As an institutional learning technology professional

- Where is your program or institution currently?

- What is the desired level of scaling-up?

- What conditions would facilitate scaling-up?

- What circumstances will impede scaling-up?

- How can you apply the lessons from Binghamton’s MPA in your context regarding...?
  - Process
    - Pace
    - Personalization