

North American ePortfolio Labor Mapping Phase 1 Report

Dr. Megan Mize (Old Dominion University)

Assoc. Prof. Dr. Morgan Gresham (University of South Florida, St Petersburg)

Dr. Sarah Zurhellen (Appalachian State University)

This work was done as part of the [AAEEBL Digital Ethics Task Force](#)

Published: February 2026



Table of Contents

- [Executive Summary](#)
- [Overview](#)
- [Rationale](#)
- [Data Summary](#)
- [Analysis](#)
- [Further Inquiry](#)
- [Conclusion](#)
- [Appendix A: Survey](#)
- [Appendix B: Proposed Interview Questions](#)
- [Appendix C: Publications/Presentations](#)

Cover image of [red pins on a city map](#) by GeoJango Maps on Unsplash

Executive Summary

This report presents findings from the North American ePortfolio Labor Mapping Survey, conducted by the AAEEBL Digital Ethics Task Force to better understand who performs ePortfolio-related work in higher education, how that labor is supported, and how it is acknowledged across institutions in the U.S. and Canada. For the purposes of this project, an ePortfolio is understood as “a thoughtfully arranged collection of multimedia-rich, interlinked, hypertextual documents that students compose, own, maintain, and archive on the Internet or in other formats” (Conference on College Composition and Communication [CCCC], 2015). ePortfolio practice is seen as both focused on process and product.

Drawing on responses from 64 practitioners across a wide range of institutional types, roles, and experience levels, the findings suggest that ePortfolio labor is most often carried out by instructors, instructional designers, and instructional technologists working closely with students and faculty. While many respondents reported long-standing institutional use of ePortfolios, implementation remains largely localized, most commonly within individual courses, programs, or departments, rather than institution-wide.

Across institutions, ePortfolios are primarily used to support reflection, integrative learning, and assessment. However, practices that depend on sustained coordination, such as longitudinal learning, career preparation, and institutional assessment, appear less common, suggesting structural and infrastructural barriers to scale. Support for ePortfolio creators is most often technical in nature, with fewer institutions offering integrated design, writing, pedagogical, or professionalization support.

Most notably, respondents reported limited formal acknowledgment of faculty ePortfolio labor. Over half indicated that their work with ePortfolios is not recognized through course releases, stipends, promotion and tenure processes, or other institutional mechanisms. This lack of recognition raises concerns about sustainability, burnout, and the long-term viability of ePortfolio initiatives.

Taken together, these findings highlight a persistent disconnect between the pedagogical value of ePortfolios as a high-impact practice and the institutional structures that support and reward the labor required to sustain them. This report represents an initial phase of analysis and establishes a foundation for deeper

examination of labor distribution, institutional support models, and equity considerations in future work.

Overview

The Association for Authentic, Experiential, and Evidence-Based Learning's (AAEEBL) Digital Ethics Taskforce advocates for acknowledging and valuing ePortfolio labor. Putting this principle into practice requires capturing what is often ephemeral or undervalued. As such, the Digital Ethics Task Force aims to better understand and map the field of ePortfolio work within higher education in the US and Canada. Similar projects will be conducted internationally to generate a comprehensive view of the field.

This project is indebted to models such as the International WAC/WID Mapping Project (WAC stands for writing across the curriculum and WID stands for writing in the disciplines) and National Census of Writing, which demonstrated pragmatic approaches to rendering labor visible and defining the parameters of a field. In the same vein, this project seeks to identify and analyze activity related to ePortfolio use in higher education.

We are interested in answering the following questions:

- Who is doing ePortfolio work in tertiary institutions?
- How is this work supported in tertiary institutions?
- How is this work acknowledged by tertiary institutions?
- What elements contribute to the sustainability and success of ePortfolio use?

The initial phase of the project aims to:

- Identify which institutions engage in portfolio use and to what degree they do so;
- Examine elements related to ePortfolio support, such as personnel, time, training, and institutional acknowledgement;
- Mark local context and its impact on ePortfolio labor;
- Consider trends that may impact the sustainability and success of such efforts.

Rationale

This project is grounded in AAEEBL's Digital Ethics in ePortfolios framework, and specifically the principle of Visibility of Labor, which asserts that the labor required to create, implement, support, and evaluate ePortfolios should be visible, sustainable, appropriately compensated, and counted toward evaluation and advancement.

ePortfolio practice depends on forms of labor that are frequently distributed, interdisciplinary, and difficult to document. Faculty, staff, and administrators must continually adapt to shifting technologies, pedagogical strategies, genres, assessment frameworks, and professional expectations. This work requires sustained intellectual, technical, and affective effort that often extends beyond formal job descriptions or workload calculations. Students similarly engage in significant cognitive and emotional labor as they learn new platforms, compose across unfamiliar genres, reflect on personal and academic experiences, and take risks in making their learning visible.

Despite ePortfolios' recognition as a high-impact educational practice, the labor that sustains them is often rendered invisible within institutional structures. Responsibilities may be absorbed into existing roles without formal acknowledgment, support may be uneven or narrowly defined as technical assistance, and faculty and staff may be expected to carry this work through goodwill rather than resourcing. These dynamics raise ethical concerns about sustainability, burnout, and equity, particularly for practitioners in contingent or hybrid roles and for students from historically underrepresented or marginalized populations who may experience disproportionate cognitive load, emotional labor, or personal risk.

The findings presented in this report reflect these ethical concerns in concrete ways. Survey responses show that ePortfolio labor is concentrated among instructors and instructional support staff, that institutional support is uneven and often limited in scope, and that formal acknowledgment of ePortfolio work remains rare. Mapping these patterns makes visible the disconnect between the pedagogical value attributed to ePortfolios and the institutional structures that support or fail to support the labor required to sustain them.

In response, this study seeks to make ePortfolio labor legible by examining who engages in this work, how it is supported, and how it is recognized across institutional

contexts. By rendering these dynamics visible, this project establishes a foundation for more ethical, sustainable, and equitable ePortfolio practices and supports ongoing advocacy, research, and institutional analysis aligned with AAEEBL's Digital Ethics principles.

Data Summary

This report presents descriptive findings from the North American ePortfolio Labor Mapping Survey. The total number of respondents was N = 64, though the number of responses varies by question due to question logic and optional responses. Most figures and tables report the number of respondents for that item. For “select all that apply” questions, counts reflect the number of responses, rather than the number of respondents.

In keeping with the project’s emphasis on the visibility of labor, responses are reported using whole numbers rather than percentages. This approach reflects the intent to emphasize that each data point represents an individual person and a set of lived labor conditions, rather than an abstract proportion.

Analysis

Section One: Respondent Context

Q1 Please indicate your primary connection to ePortfolio work at your institution

Please indicate your primary connection to ePortfolio work at your institution (N=64)

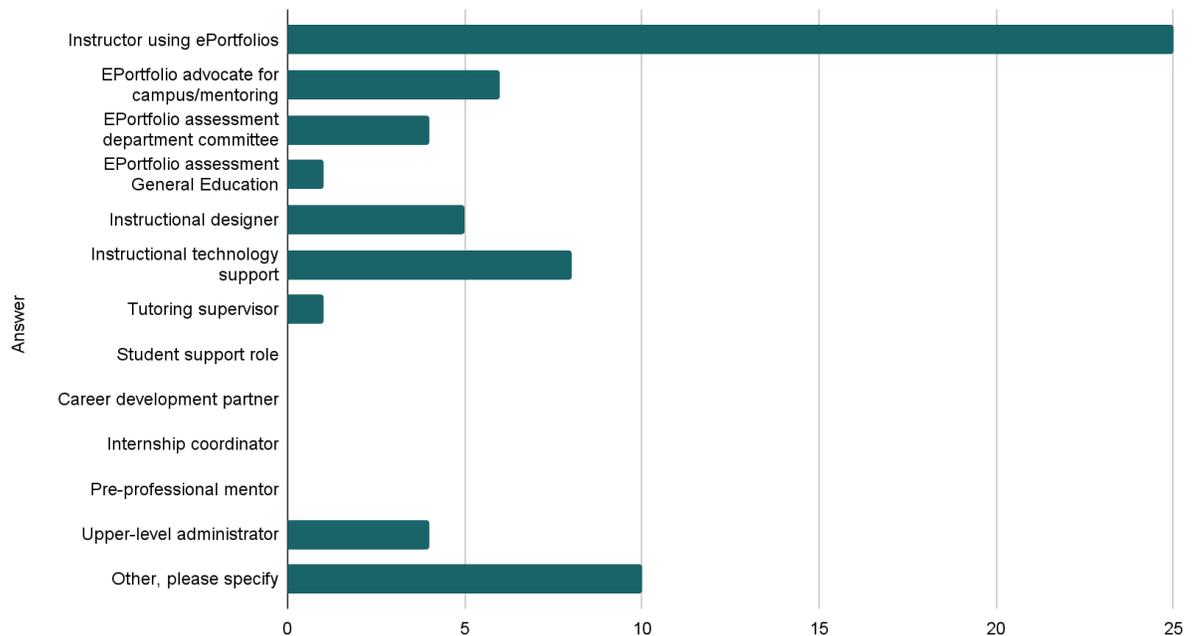


Figure 1: These results provided a snapshot of the breadth of ePortfolio roles across an institution. Twenty-five indicated they were instructors using ePortfolios, followed by instructional technology support (8) and instructional design (5). A smaller number were involved in ePortfolio advocacy across campus or in mentoring programs (6), upper-level administration (4), and assessment (6 total; one in Gen Ed assessment and 5 in department assessment). The opportunity to provide 'Other' options was utilized by ten respondents and included writing, technology advising, coordination and management roles.

Quick Take

The majority of the respondents (38) either work with students (25 instructors) or work with teachers (13 instructional technologists or designers). As such, we anticipate that the survey results may represent the ground-level practitioner perspective more strongly than the view of upper-level administrators (4) or Gen Ed or department assessment professionals (6).

Questions to Consider

- The multifaceted nature of ePortfolio work and varying job titles within the 'Other' category pose challenges in precisely categorizing labor types. Any use of these findings should consider this ambiguity.
- Future lines of inquiry with this data invite researchers to parse out the distinctions in responses by role, marking the differences in the type of labor, satisfaction with acknowledgement and support, etc.
 - How can staff and upper-level administrators effectively engage with labor and resource challenges highlighted by this data if they are currently not deeply involved in the work?
 - Additionally, how can research better discern their knowledge and involvement in ePortfolio labor and practices, especially when they operate in different professional communities and spaces?
- How might various disciplinary lenses interpret these labor experiences differently?

Q2 How long have you been connected to ePortfolio work?

How long have you been connected to ePortfolio work? (N=64)

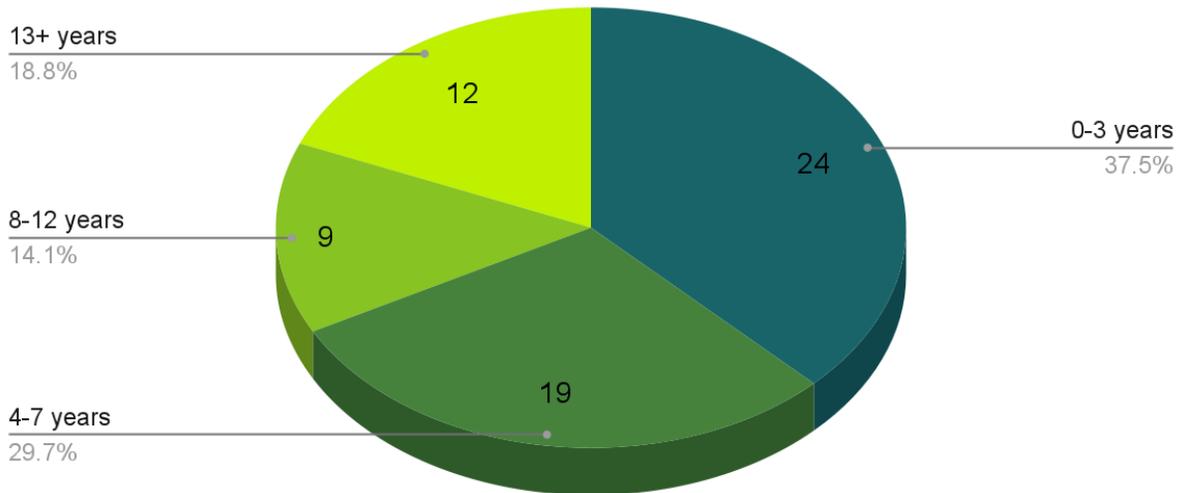


Figure 2: The survey results indicated a diverse range of experience among respondents in their engagement with ePortfolio work. Over a third (24) have been connected to ePortfolios for 0-3 years, suggesting a significant influx of newcomers to this field. Another substantial proportion (19) have 4-7 years of experience, indicating a sizable cohort with a moderate level of familiarity and engagement. A smaller yet notable portion (9) report 8-12 years of involvement, showcasing a group of individuals who have sustained their interest in ePortfolios over a significant period. Finally, a considerable fraction (12) have been connected for 13 years or more, highlighting an experienced segment of the ePortfolio community.

Quick Take

This question provides one way to differentiate responses regarding labor based on the level of establishment of these efforts.

With this question, we hoped to see if there was growth in ePortfolio participation over time. We hypothesized we would see changes in perceptions of labor (time, satisfaction, types of duties) based on the maturity of ePortfolio efforts.

These findings suggest that existing ePortfolio programs may be experiencing some turnover in staffing and/or new ePortfolio programs or positions may be emerging, as evidenced by the influx of newer practitioners (24 = 0-3 years). At the same time, the results testify to the commitment of long-term practitioners (21 = 8 or more years).

Questions to Consider

- Does the relative balance across years of experience (24 = 0-3 years; 19 = 4-7 years; 21 = 8 or more years) suggest that ePortfolio work has stayed fairly consistent over time?
- How do these results align with roles as per the [question about primary connection to ePortfolios](#). Are the 0-3 years respondents primarily teaching staff or support roles? This could show where pain points are occurring and potentially give insight into institutional challenges and usage from the pandemic and other sector upheaval. For a deeper analysis of this inquiry, please reference the [Crosstabs section](#) of this report.
- What is understood by “connected to” ePortfolio work?
- What is informing the rise of new initiatives or turn over in established efforts?
- For established efforts, what contexts or initiatives are allowing such work to persist?

Section 2: Institutional Information

Q3 What is your institution's Carnegie Classification?

Please verify the classification here by entering your institution here:
<https://carnegieclassifications.iu.edu/>

What is your institution's Carnegie Classification? (N=64)

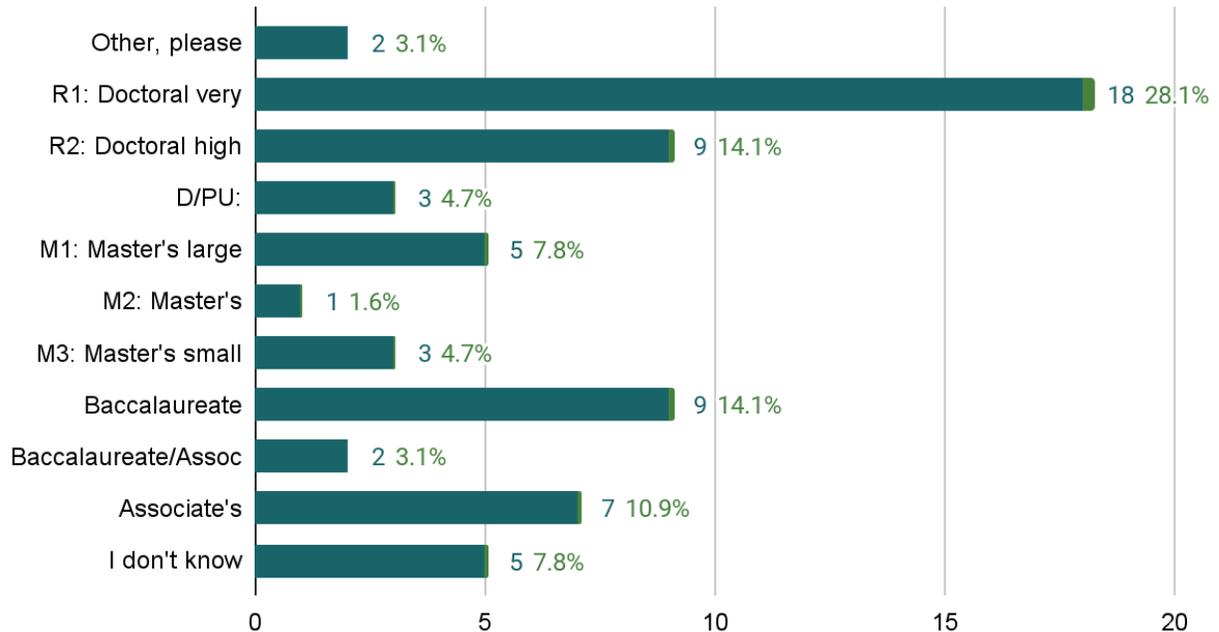


Figure 3: Responses reflect a varied representation of institution types according to the Carnegie Classification. Over half (39) of the respondents reported working at institutions that offer graduate degrees; 30 respondents reported working at research institutions that grant doctoral degrees, and another 9 worked at Master's granting institutions. Baccalaureate and Associate's institutions also featured prominently, at 11 and 7, respectively. However, a notable proportion of respondents (5) expressed uncertainty regarding their institution's classification.

Quick Take

This question provides one way to differentiate responses based on the US standard for defining institutional demographics according to size, research designation, and funding structures.

With this question, we hoped to see if there were significant trends regarding the types of institutions engaging in ePortfolio practice and how they support that effort. Over half (39 of 65) of respondents work at institutions that grant graduate degrees—30 from doctoral and 9 from masters level institutions. Over two-thirds (50 of 65) work at institutions with 4-year degrees. Roughly one-tenth (7 of 65) of respondents work at institutions that grant 2-year degrees.

The results underscore the need for nuanced analysis considering the distinct characteristics of different institution types in understanding ePortfolio practices. Given that over half of the respondents represent institutions that grant graduate degrees, it is possible that such institutions have more resources to support ePortfolio efforts or allow for engagement in communities like the ones where this survey was distributed. This data, however, does not conclusively indicate that ePortfolios are not used in a wider diversity of institutions. To do so, future work would need to ensure a broader circulation of this survey, distributing it beyond professional organizations largely populated by people whose roles include research and service. Future research should intentionally target institutions that had little to no representation in the initial circulation of the survey.

In addition, it is worth noting that the successful use of portfolios to aggregate evidence of meeting program outcomes and industry standards in specific programs can sometimes act as catalysts for more widespread adoption across the institution.



Questions to Consider

- How does the labor related to ePortfolio efforts vary across institutions of different Carnegie Classifications?
- Does the stronger representation by institutions that grant graduate degrees signify that they have more funding to support ePortfolio projects or programs?
- How might we best track the catalysts for adoption of ePortfolio practice within programs or institutions?
- Does the type of catalyst or the movement of growth relate to type of institution and labor?

- Have ePortfolio initiatives at your institution gained initial momentum from individual graduate programs that then blazed a trail for undergraduate programs to follow?
- How might researchers better gather colleagues' perception of labor in institutions that are not research intensive?

Q4 Is your institution private or public?

Is your institution private or public? (N=64)

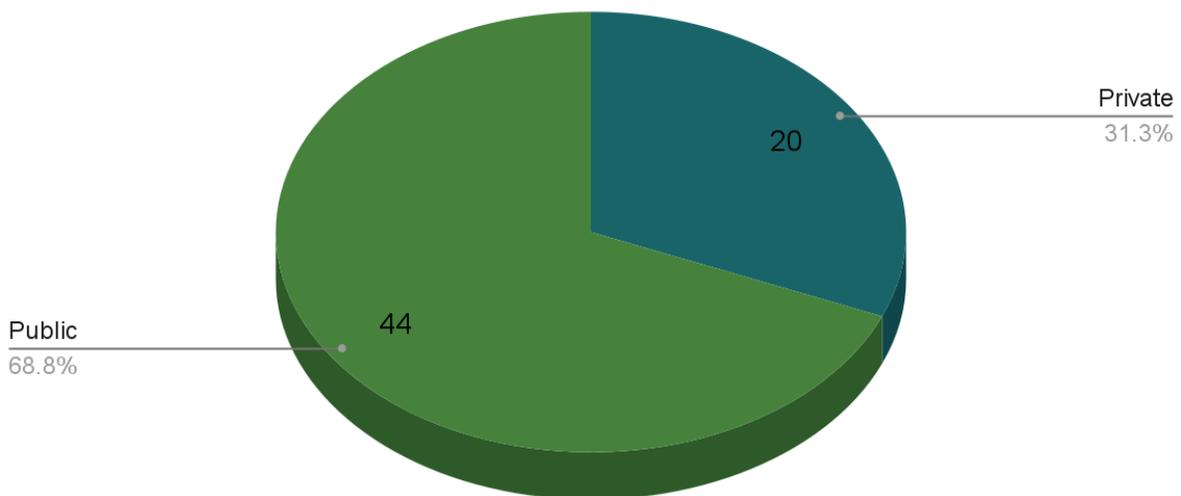


Figure 4: A majority of respondents (44) represented public institutions. This dominance suggested a strong presence of individuals from public educational entities within the surveyed population. Conversely, private institutions are represented by 20 respondents, indicating a notable but comparatively smaller cohort.

Quick Take

Public institutions were overrepresented in the survey results—i.e., only 32% of US higher ed institutions were public in 2020–21 ([NCES, 2022](#)), but 69% (44) of

respondents were from public institutions. The disparity in representation between public and private institutions underscored the importance of considering institutional context in any analysis or interpretation of the survey findings. Factors such as funding mechanisms, governance structures, and organizational priorities may have influenced how ePortfolio work was approached and implemented within these differing institutional contexts.

Questions to Consider

- Do these results demonstrate that public institutions are more likely to use ePortfolios, or simply that people from public institutions were more likely to respond to the survey?

Q5 What is your institution's size?

What is your institution's size? (N=64)

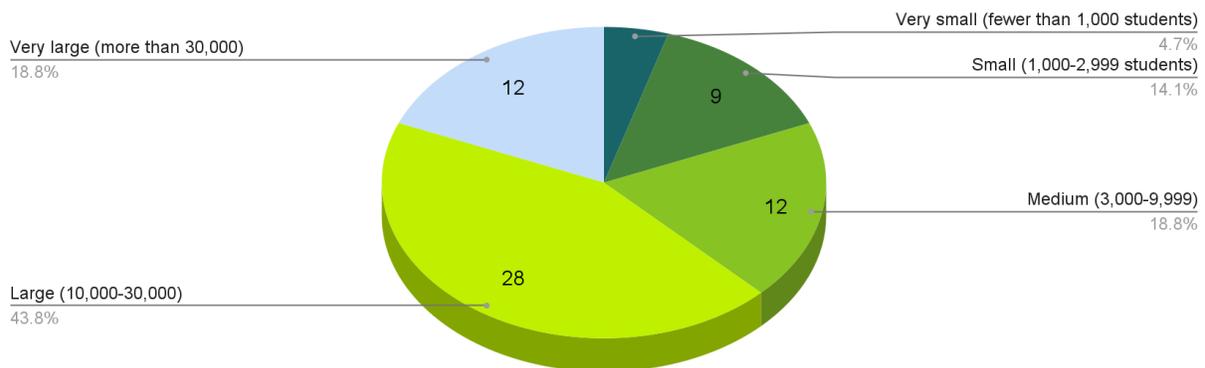


Figure 5: The majority of respondents (28) came from large institutions, with student populations ranging from 10,000 to 30,000 students. Equally, 12 came both from medium institutions (3,000–9,999) and very large institutions (more than 30,000). Smaller institutions (1,000–2,999) were represented by 9 respondents and very small (less than 1,000 students) counted for 3 of the cohort.

Q6 Please describe any characteristics of your institution not already addressed (e.g., liberal arts, vocational, etc.)

Additional responses included:

Institutional Focus and Affiliation:

- Jesuit Catholic
- Historically American Indian university
- Catholic with a liberal arts core and health professions focus
- Professional Military Education
- Polytechnic institution
- Balances liberal arts and vocational training
- Liberal arts with a highly residential focus
- Liberal arts with some postbaccalaureate or professional programs
- Business school
- Engineering and business focus

Geographic and Demographic Characteristics:

- Remote and rural
- Hispanic-serving (HSI)
- Minority serving
- Open-admissions, access-oriented, regional, two-year college associated with a comprehensive R1 university
- Open enrollment, regional institution
- Small regional comprehensive institution
- Small college operating somewhat autonomously within a larger R1 university
- Largely open access

Specialized Programs and Designations:

- Land grant institution
- College offering University Studies, Career Studies, and Continuing Studies programs (degree, diploma, and certificate)

Quick Take for Q5 & Q6

At first glance, Q5 responses indicate that larger institutions were more likely to have ePortfolio-related efforts or, at least, were more likely to respond to the survey. However, given the anonymous nature of the responses, we must approach our conclusions cautiously, as certain institutions may have had multiple respondents, potentially skewing the results. Moreover, with the majority of responses originating from large institutions, the generalizability of our findings may be affected.

To facilitate a more nuanced discussion on labor within institutional contexts, future researchers might conduct a stratified analysis—separating responses by institution size categories. This approach would allow for a better understanding of the unique needs and challenges faced by institutions of different sizes, enabling the community to advocate more effectively for resources and policies tailored to each size category's specific requirements for ePortfolio implementation.

In addition, the diversity of institutional characteristics represented in the responses to Q6 underscores the wide-ranging applicability and relevance of ePortfolios across various educational contexts. This suggests that because ePortfolios serve as a versatile tool capable of supporting diverse educational goals and priorities, their use is distributed across many different types of higher ed institutions.

Questions to Consider

- How does the labor related to ePortfolio efforts vary across institutions of different sizes or with various characteristics? What similarities emerge regarding ePortfolio labor, regardless of size?
- How do respondents perceive their workload relative to the size or characteristics of the institution?
- How do respondents perceive their satisfaction in regards to compensation relative to the size or characteristics of the institution?
- How do institutional size or characteristics impact cross campus partnerships in relation to ePortfolio efforts?
- Do the size or characteristics of an institution relate to the placement or visibility of ePortfolio efforts?

Section 3: Institutional ePortfolio Use

Q7 How long have ePortfolios been used at your institution?

How long have ePortfolios been used at your institution? (N=64)

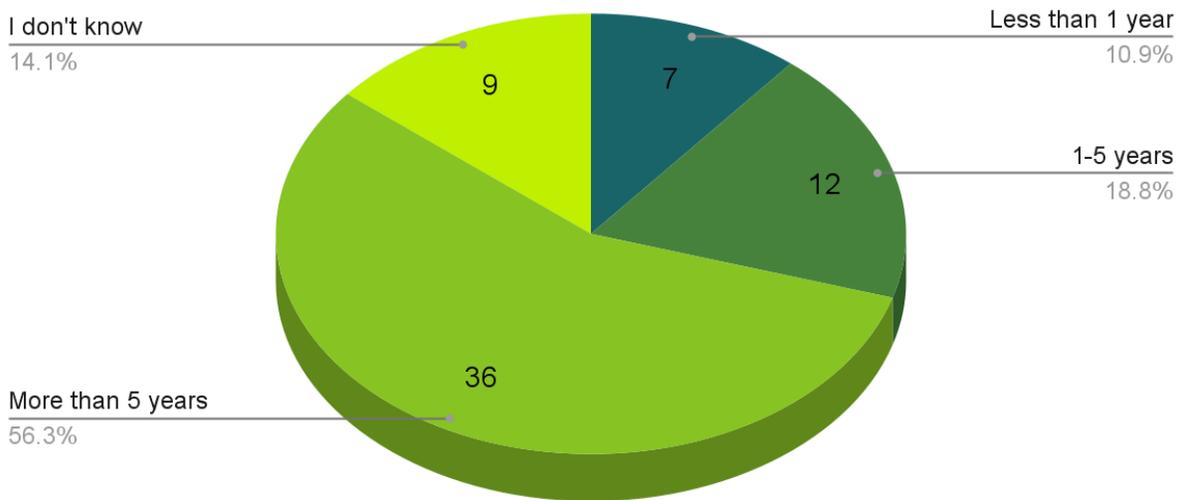


Figure 7: Most respondents (36) indicated that their institutions have been using ePortfolios for more than 5 years, while 19 indicated that their institutions have been using ePortfolios for 5 or fewer years, and 9 did not know how long ePortfolios had been in use at their institution.

Quick Take

These responses indicate that some institutions have a strong history of using ePortfolios. The fact that some respondents do not know the length of their institution's ePortfolio usage suggests that they may either be new to their respective institutions or there may be a lack of institutional continuity/history, mapping mechanisms, or campus-wide communication options regarding the use of ePortfolios. This situation implies that ePortfolio practitioners could be working in silos with educators missing the collegiate support of others with similar pedagogical

values.

Questions to Consider

1. Are the respondents who answered “I don’t know” to this question also new to ePortfolios (answered < 3 years to Q2)? In other words, is there a correlation between knowledge of institutional use of ePortfolios and experience with ePortfolios, or is lack of knowledge about institutional usage simply a matter of being new to an institution?
2. Regarding respondents who indicated ePortfolios had a history within the institution, to what degree was that implementation institutional or relegated to smaller initiatives, and how did their role at the institution affect their knowledge of ePortfolio usage at the institution?

Q8 Identify where ePortfolios are used at your institution (select all that apply)

Identify where ePortfolios are used at your institution. (N= 256)

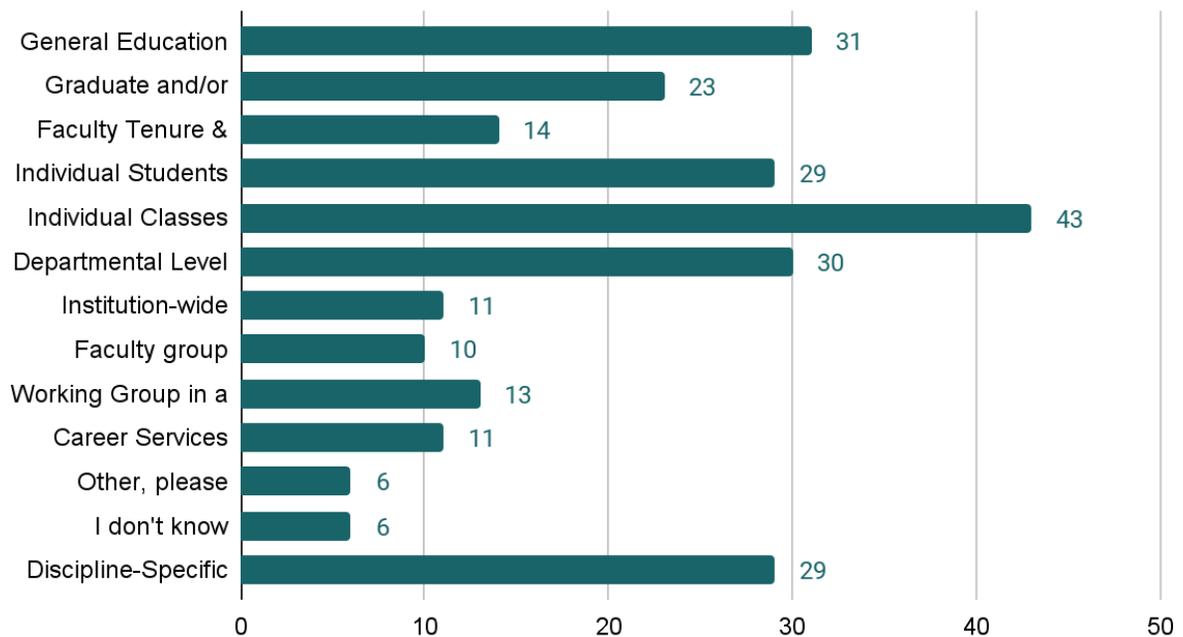


Figure 8: According to the responses, ePortfolios are used in various domains across institutions. In particular, their use is identified as prominent in individual

classes (43), general education programs (31), and discipline-specific certificate or degree pathway programs (29). Additionally, they are employed at the departmental level (30), among individual students (29), in faculty tenure & promotion or annual review (14), in graduate and/or professional programs (23), by faculty groups working together within a department (10), in working groups in a Center for Teaching and Learning (13), by career services (11), and institution-wide (11).

Quick Take

These responses reflect ePortfolios' widespread integration into different facets of academic and professional development. Particularly notable was the prevalence of ePortfolio use within individual classes (43), underscoring their value in enhancing course-specific learning experiences and assessment methods. This could be linked to pedagogical trends favoring personalized and reflective learning approaches.

General education programs (31) represent another significant area of adoption, as well as discipline-specific certificate or degree pathway programs (29) and departmental-level use (30), pointing to the integration of ePortfolios into broader institutional strategies for curriculum development and assessment.

Responses show an interesting discrepancy between individual students (29) and in faculty tenure & promotion or annual review (14). There is a potential mismatch between the value placed on ePortfolios for learners versus their instructors in terms of narrating and reflecting on work and progress.

Additionally, responses indicate limited use of ePortfolios for career preparedness (11) or institution-wide adoption (11). It seems that ePortfolios are often adopted within specific areas or departments rather than being implemented across the entire institution or viewed as a marker of professional preparedness.

💡 Questions to Consider

1. Why is ePortfolio adoption so much lower in the areas of career services and institution-wide adoption? Is it because both lack a shared curriculum or assessment framework that would include everyone?
2. What is the threshold for an ePortfolio implementation to be consistent and effective in terms of scope?

Q9 Identify campus collaborators that participate in or support ePortfolio use (select all that apply):

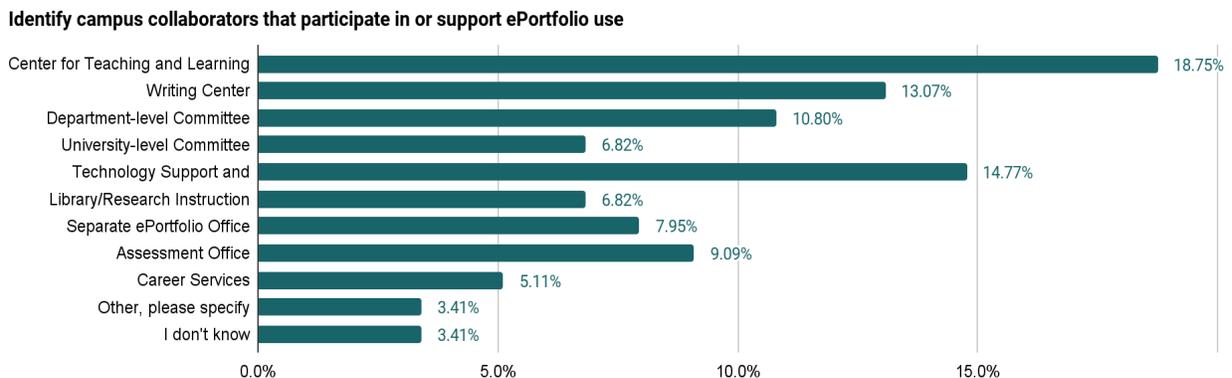


Figure 9: Responses suggest significant campus collaborators in ePortfolio initiatives, with the Center for Teaching and Learning being the most prevalent (33). Notable contributors include Technology Support and Instruction Offices (26), Writing Centers (23), and Department-level committees (19). Assessment Offices (16) also play important roles.

📌 Quick Take

Campus collaboration from different units is strong. However, 6 respondents express uncertainty about collaborators, indicating potential gaps in awareness.

Given the pressure on higher education to emphasize career preparedness, this may be an underutilized opportunity for collaboration.

💡 Questions to Consider

1. Future research might explore these collaborations further. It would be useful to know how ePortfolio practitioners engage with these other units.
 - a. In other words, what forms do their collaborations take?
 - b. Who initiates the collaboration?
 - c. Who maintains it?
 - d. What are the outcomes of such collaborations?
 - e. What labor is involved in initiating and maintaining such networks?
2. Regarding respondents who indicated an uncertainty regarding campus partners, how did their role at the institution affect their knowledge of potential ePortfolio collaborators at the institution?

Q10 Why are you using ePortfolios at your institution?

Why are you using ePortfolios at your institution (select all that apply): (N=304)

Why Are You Using ePortfolios at Your Institution?

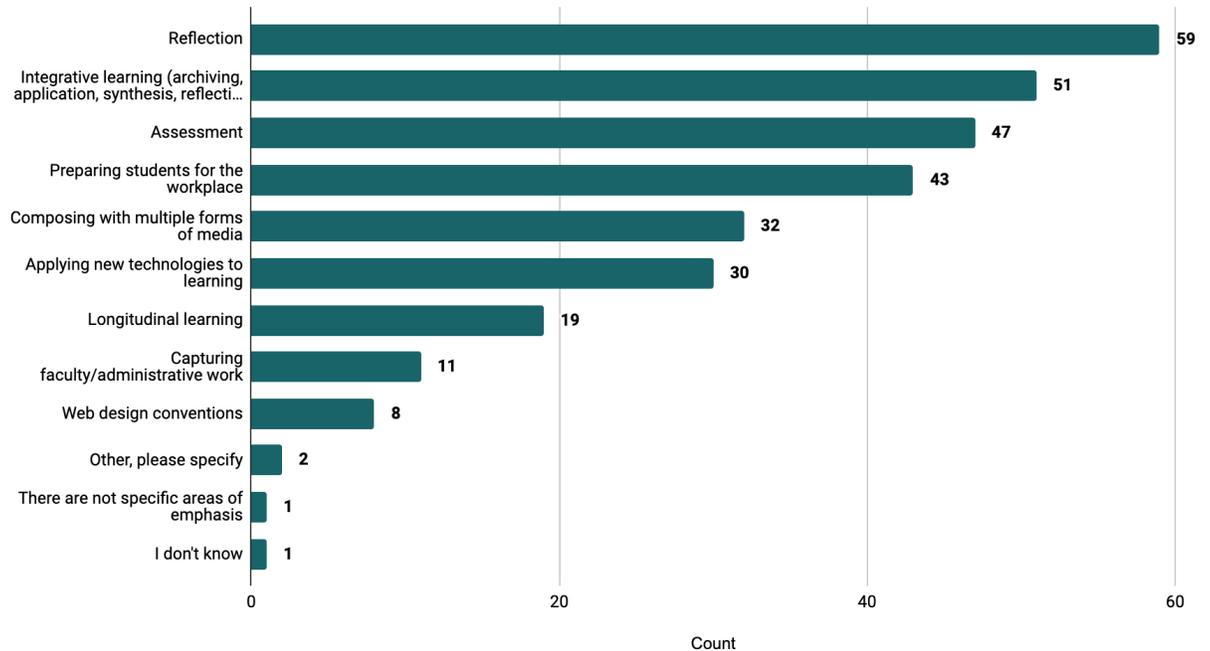


Figure 10: The greatest number of responses for why portfolios are used at an institution include reflection (59 responses), integrative learning (51), and assessment (47). Forty-three respondents listed preparing students for the workplace. Composing with multiple forms of media was listed by 32 respondents followed closely by applying new technologies to learning at 30. The next cluster of

responses were longitudinal learning (19), capturing faculty/administrative work (11), and web design conventions (8).

Quick Take

It is unsurprising that reflection and integrative learning are the top uses for ePortfolios, as those practices align with ePortfolio pedagogy. However, longitudinal learning, which is another key feature of ePortfolio pedagogy, is not a common use, perhaps suggesting that practices that are easy to implement within individual classes are more likely to be adopted than practices that require collaboration across a curriculum.

Other common uses were assessment and preparing students for the workplace, which indicate the flexibility of ePortfolios to meet different purposes at both individual and institutional levels, but, again, it is noteworthy that longitudinal learning does not seem to be viewed as related to preparing students for the workplace. Similarly, while the digital aspect of portfolios is often promoted as a key benefit, it seems to be a secondary factor in the decision to use portfolios. While digital literacies are a significant part of workplace preparedness, conceiving of ePortfolios as supporting this type of learning does not seem to be common among our respondents.

Since our question asked specifically about the individual respondent's use of ePortfolios, it may have encouraged responses that were limited to respondent's individual classroom experiences or what they value most. These responses might also suggest that some respondents are not prioritizing the composition or technological aspects of ePortfolio practice, making them less visible in a product-focused rather than a process-focused approach.

Questions to Consider

1. How are institutions conceiving of “workplace preparation” as distinct from fostering “lifelong learning”?
2. How do those supporting ePortfolios address, or not address, the digital nature of portfolio composition?

3. What is the relationship between the impact of digital infrastructure and the (often invisible) labor of engaging with digital technologies? E.g., How does the digital infrastructure impact implementation: portability of ePortfolios, longitudinal uses, career preparation, and uses by faculty for their own evaluation TP processes?
4. Given the process-driven nature of ePortfolio practice and scholarship's emphasis on ePortfolios' ability to adapt with a learner over time, how might the longitudinal possibilities of ePortfolio practice be better realized at the programmatic or institutional level? What barriers to this practice need to be addressed? Does increasing scale negatively impact the ability of a learner to carry a singular portfolio over time?
5. Responses suggest a divide between process and product that highlights an ongoing debate in composition studies regarding the value (and recognition of that value) of the important labor and learning that happens in process. How can the labor of process, critical to eportfolios' value as a HIP, be brought to the forefront and in evaluation, assessment, etc.?

Q11 Indicate how ePortfolios are used for assessment (select all that apply):

Indicate how ePortfolios are used for assessment (N=127)

select all that apply

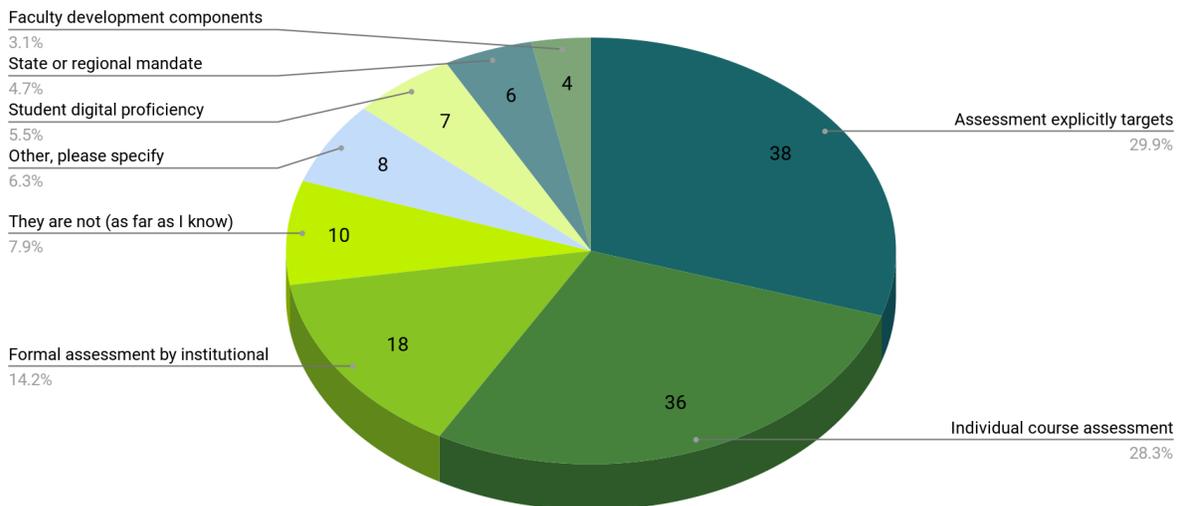


Figure 11: Thirty-eight respondents report that ePortfolios are used for assessment of student competencies associated with their degree or program, while 36 say ePortfolios are used to assess individual courses at their institutions, followed by 18 who use ePortfolios for larger institutional assessments.

Quick Take

Unsurprisingly, in alignment with a lot of historical ePortfolio scholarship, the majority of respondents indicated that ePortfolios are most often used for individual course assessment and/or associated with explicit assessment targets at the course, certificate, or major level.

Notably, 7 respondents indicated that ePortfolios were part of a state or regional mandate. Going forward, an examination of how disciplinary field impacts eportfolio usage may reveal commonalities associated with assessment practices; for example, in disciplines like Education and Nursing, ePortfolios are often used as part of the accreditation process. Further investigation could explore whether certain regions are more invested in ePortfolio practices and what discursive or disciplinary practices, such as accreditation needs, are driving these mandates. Conversely, the fact that only 7 respondents identified external requirements as influencing ePortfolio assessment suggests that ePortfolios may not be as widely recognized or visible as other High-Impact Practices, such as work-integrated learning.

At the same time, 10 respondents indicated that ePortfolios, as far as they knew, were not connected to assessment efforts at all. The original question may have assumed a shared and expansive definition of “assessment,” potentially impacting users’ responses. In addition, there are scenarios where ePortfolios may not be assessed for learning outcomes or quality, such as when they are primarily used for career preparedness or professional development purposes.

There are few reported instances of ePortfolios being used to assess faculty development or for tenure and promotion despite relatively widespread use for student assessment. This difference among users suggests an implicit hierarchy between what is deemed valuable for learning versus what is appropriate for professional academic purposes, as well as continued disregard of or dismissiveness toward digital scholarly work. While scholarship may impact what is happening in

our classrooms, its impact on academic promotion and tenure processes is limited. An institution is less agile than individual classrooms.

Questions to Consider

1. Does the limited number of institutions using ePortfolios for larger institutional assessment and/or faculty development/tenure & promotion align with earlier questions about the role of infrastructure (Q10) and/or the lack of institution-wide adoption (Q8)?
2. Do responses indicating uncertainty about ePortfolio assessment suggest a specific type of use or a gap in communication about assessment practices?
3. Is there a correlation between a particular type of ePortfolio use and those who say it is not used for assessment, as far as they know?
4. For the 7 who indicated a state or regional mandate, how exactly are ePortfolios involved in such mandates? Which regions are issuing these types of mandates? What resources, if any, are aligned to such external expectations?
5. Are there trends in formal, institutional level assessments? I.e. What is it, at the institutional level, ePortfolios are seen as “doing” or capturing?

Q12 Identify available ePortfolio support services for ePortfolio creators (select all that apply):

Identify available ePortfolio support services for ePortfolio creators (N=243)

select all that apply

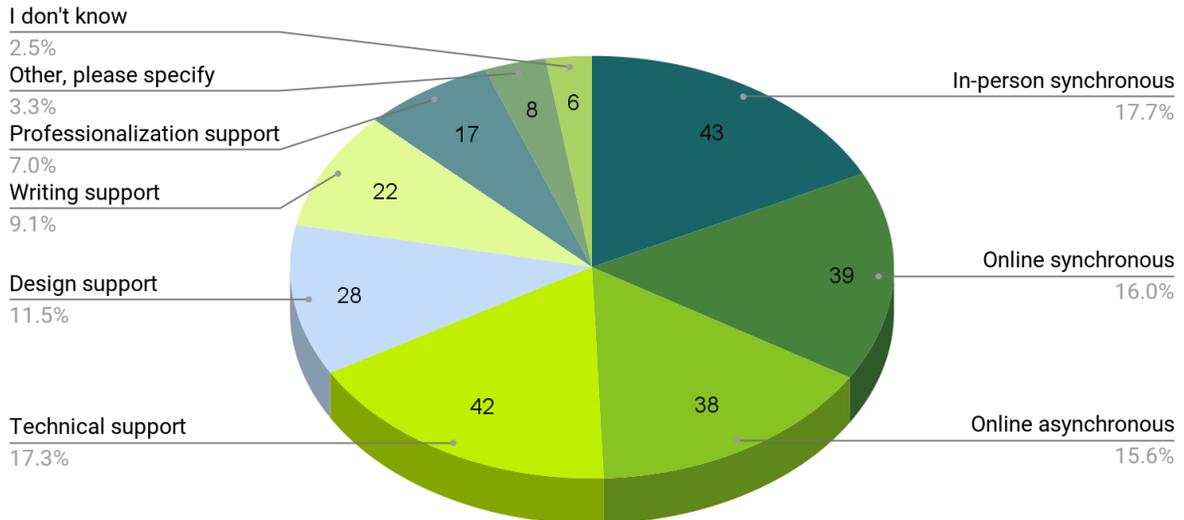


Figure 12: Forty-two respondents reported that the primary type of support offered is technical. Twenty-eight respondents indicated that design support services are available for ePortfolio creators, and 22 reported writing support. The modalities of the support offered (in-person, online synchronous, and online asynchronous) were evenly distributed, with 43, 39, and 38 respondents identifying each, respectively. The respondents who selected “other” (8) primarily noted that there is either no support at their institution or that it is “in its infancy” and, thus, indeterminable at the time of the survey.

Quick Take

The responses indicate that ePortfolio support extends beyond technical assistance, highlighting notable intersections between writing and rhetorical skills, web design, and career preparation. Effective ePortfolio support likely requires collaboration across departments, such as writing centers, career services, and IT, underscoring the interdisciplinary nature of ePortfolio pedagogy. This also points to a need for

integrated support structures that span different expertise areas. The variety in support needs implies that institutions may need to invest in targeted training for staff who can support ePortfolio creation across these areas. Training should ideally blend technical, rhetorical, and professional mentoring skills, aligning with the diverse functions that ePortfolios serve for students.

Additionally, the formulation of the original question really points to two intersecting concerns: the types of services and their mode of delivery. In a future iteration of this project, we would disambiguate these inquiries, recognizing that while they are related, they are distinct from each other. However, the strong representation of both online (synchronous and asynchronous) and synchronous in-person support indicate institutional investment in accessible services.

Questions to Consider

1. Who is providing these ePortfolio support services? Are they offered by dedicated ePortfolio teams, writing centers, career services, or other departments?
2. Which types of support are most in demand, and how are these needs identified?
3. How well-resourced are the current ePortfolio support efforts, both in terms of funding and staffing?
4. What is the volume and demographic of traffic for these support services, and what trends can be observed?
5. How are ePortfolio support staff trained, and how are their roles defined? Are they positioned primarily as technical support, writing/composition support, or mentors?
6. Where are these support services housed, and how does this placement influence the design and accessibility of support for ePortfolio creators?
7. Pivot table: How many people selected multiple functions and which ones? Also, compare to responses from Q9 about campus collaborators.

Q13 Identify the type of ePortfolio platform(s) commonly used at your institution (select all that apply):

Identify the type of ePortfolio platform(s) commonly used at your institution (N=106)

select all that apply

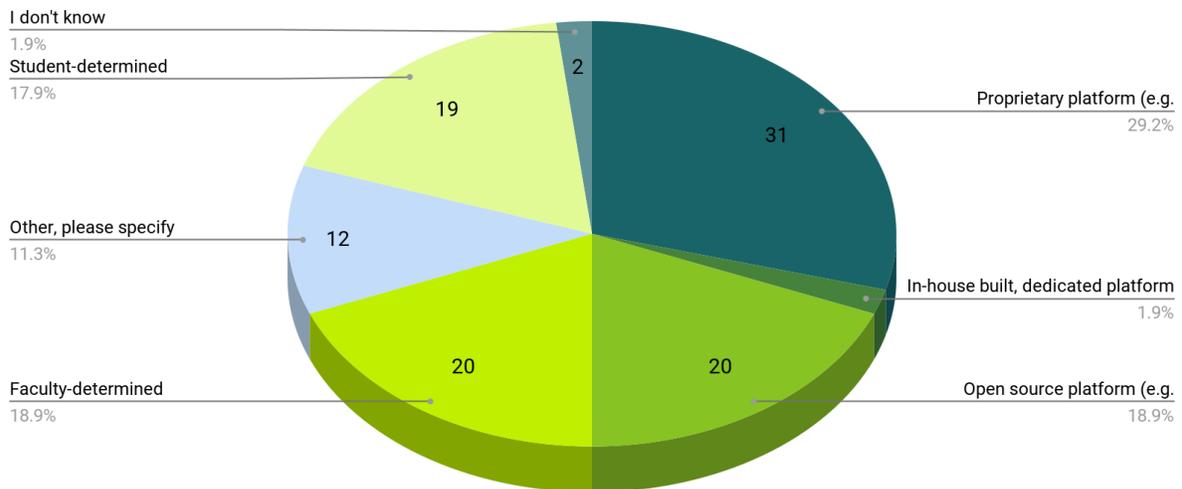


Figure 13: Thirty-one respondents reported using proprietary ePortfolio platforms, 20 used open-source platforms, and 2 had custom in-house platforms. For platform selection, 20 respondents noted that faculty chose the platform, while 19 said students made the choice. Of the 12 respondents who selected “Other,” 2 indicated that the platform choice is still undecided, 3 listed Canvas or Blackboard, and 6 mentioned a mix of platforms, including Google Sites, Canva, Weebly, Wix, WordPress, and Adobe.

Quick Take

This question aims to explore multiple aspects of ePortfolio platforms, including the types of platforms in use and who decides which platform students will use. Based on responses, it is clear to us that we oversimplified the categories that define what an ePortfolio platform is, as well as the people who might be involved in decision-making about their use.

Given the current formulation of the question, there is a notable balance between the use of proprietary and open-source platforms. However, the design of the survey assumed a shared understanding of the categories “proprietary” and “open-source,” which may not have been well understood or cleanly defined, as evidenced by the inclusion of Learning Management Systems (LMS) with portfolio capabilities, such as Canvas and Blackboard, as alternatives further complicated the question’s categories for respondents.

Respondents also showed a similar balance between platforms chosen by students and those mandated by faculty, highlighting differing educational priorities in ePortfolio practices. Allowing students to select their platform can help them evaluate a tool’s suitability for their needs, while faculty-mandated platforms may ensure consistency and prioritize data privacy. This reflects a potential tension between personalized learning and institutional standardization. Additionally, institutions may rely on free, third-party tools or underdeveloped LMS portfolio functions due to budget constraints rather than educational philosophy.

Questions to Consider

- Are LMSs’ ePortfolios?
 - LMSs that have “portfolio function” vs. LMS materials as portfolio—both definitions are possible.
- What context-specific factors (individual, disciplinary, institutional) impact variations in type of platform(s) used?
 - When students have a choice, what factors motivate their choice?
 - Do certain platforms align better with certain disciplinary conventions, ethics, or needs?
 - What ethical, financial, and assessment considerations and constraints play a role in institutional choices?
- To what degree does institutionalization of ePortfolio efforts inform the types of platform(s) selected?
- For institutions with an ePortfolio requirement, who chooses the platform?
- When institutions provide an ePortfolio platform, to what extent do users have the agency to eschew the use of the platform?
- Are there trends in who provides support and the types of support needed for different ePortfolio platforms?

- Do students and faculty view the ability to choose their platform, or the availability of different platform types, as increasing or decreasing the workload involved in ePortfolio practice?

Q14 Indicate ways in which faculty's ePortfolio work is acknowledged (select all that apply):

Indicate ways in which faculty's ePortfolio work is acknowledged (N=72)

select all that apply

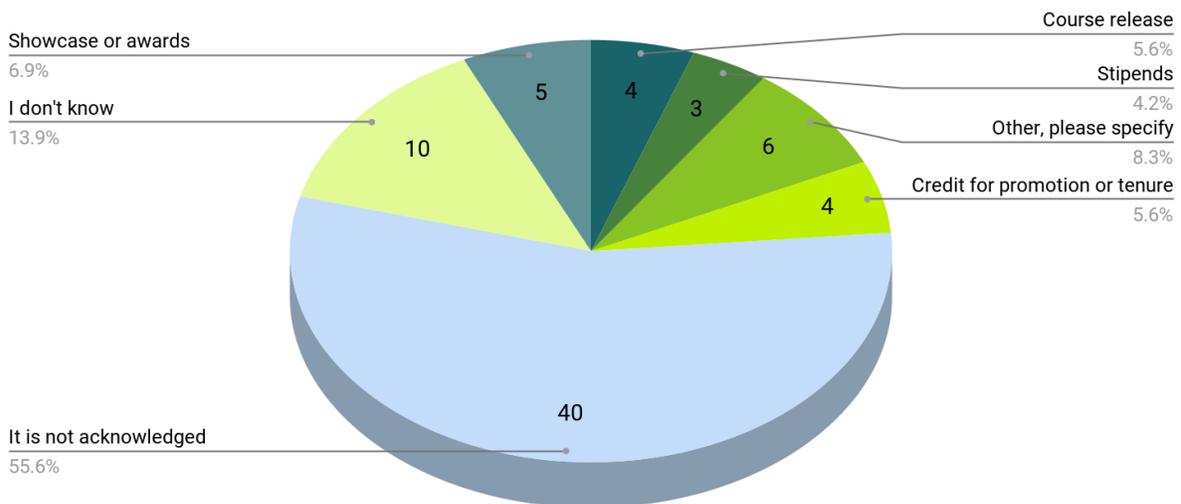


Figure 14: Over half (40) of respondents report that their work with ePortfolios as faculty is not acknowledged. There are limited showcase/awards (5), course releases (4), or stipends (3) for faculty ePortfolio work. Although there are few instances of ePortfolios being used to assess faculty development or for tenure and promotion, 4 respondents note that they earn credit for tenure and promotion for their work with ePortfolios (see also Figure 11). Other forms of support included faculty fellowships and grants through institutional teaching and learning centers, as well as workshops and “robust support” from a dedicated ePortfolio office to reduce faculty workload during implementation.

Quick Take

As a noted High Impact Practice, ePortfolios require sustained time and effort to design, implement, and support effectively (see AAEEBL principles). While the survey findings suggest that this time and effort are not currently being acknowledged to the degree necessary for broad buy-in and long-term sustainability, it is important to note that respondents were asked whether **faculty work around ePortfolios is acknowledged institutionally**, not whether they themselves had been personally acknowledged. These responses therefore reflect perceptions of structural recognition rather than individual experiences, underscoring a potential gap between the labor required to support ePortfolio initiatives and the ways that labor is formally valued within the institution.

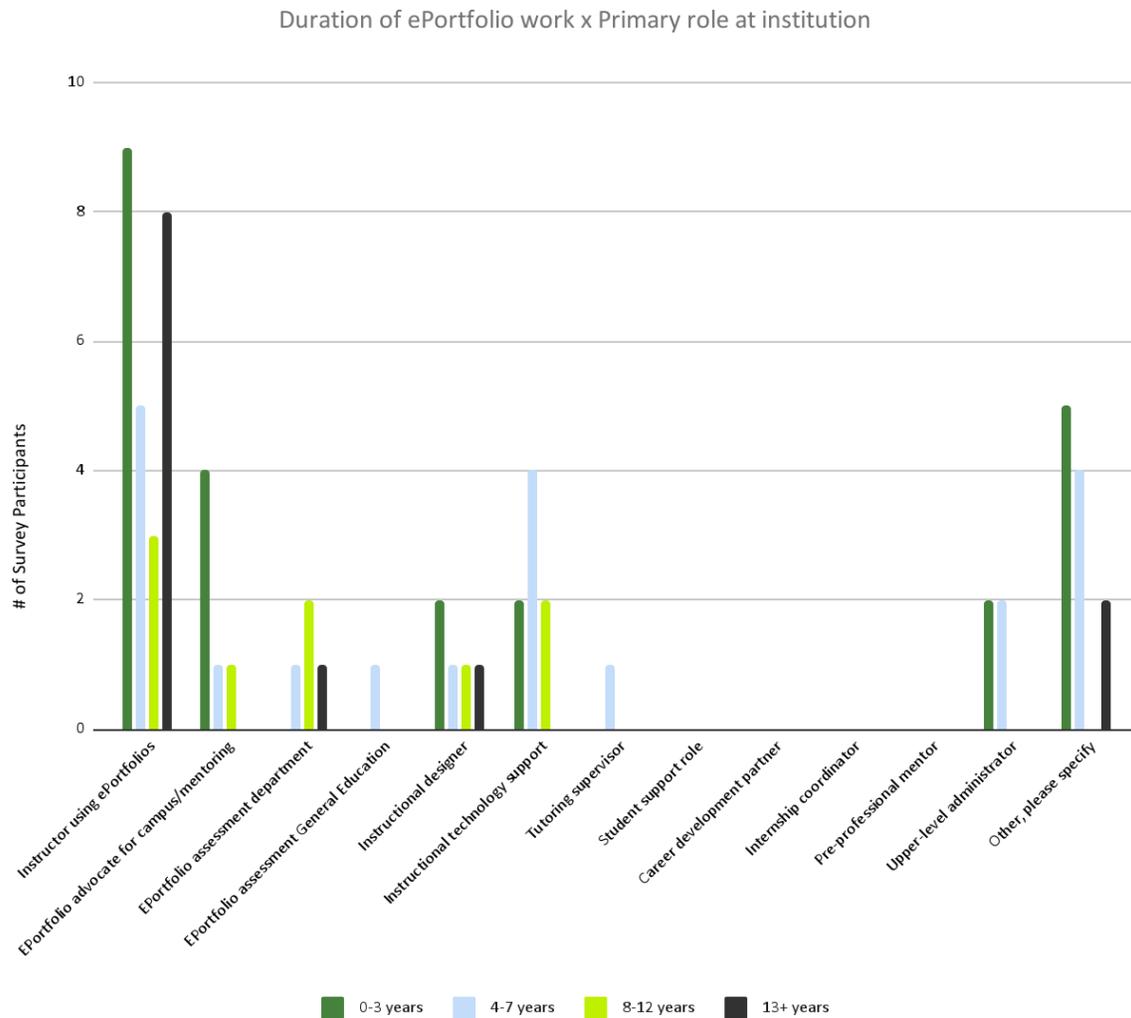
Questions to Consider

- Does a lack of acknowledgement relate to burnout of faculty and/or failure of ePortfolio initiatives?
- What would appropriate acknowledgement include, and how can it be advocated for by instrumentalizing the findings of this study?
- Which forms of institutional acknowledgement do faculty find most compelling for sustained labor?
- Is there a difference in how this pedagogical effort is valued or acknowledged across disciplines?
- Does the respondent's employment status affect the likelihood of this effort being formally acknowledged?

Further Inquiry

This first phase of analysis was intended to establish a descriptive baseline before undertaking more complex analyses. To illustrate the potential of further analysis without overextending interpretation at this stage, we include a preliminary cross-tabulation of respondents' primary roles in relation to ePortfolios (Q1) and their years of experience working with ePortfolios (Q2). This example demonstrates how role-based differences in labor distribution, experience, and longevity emerge in comparative analysis.

Demonstration: Q1 x Q2 Cross-Tabulation



This chart compares a respondent's primary role in relation to ePortfolios at their institution with the number of years they've been working with ePortfolios.

People who have a **primary role other than instructor** represent the majority (62%, n=40) of respondents. Collectively, they have slightly less experience than the instructors have with ePortfolio work: 15 are relatively new to ePortfolios (0-3 years), 15 have considerable ePortfolio experience (4-7 years), and 10 are ePortfolio veterans (8+ years). The veteran non-instructors represent a wide variety of roles, but we cannot identify any significant trends from the data.

The 25 **instructors** who use ePortfolios represent over a third (38%) of the survey respondents. Those instructors have varying levels of experience with ePortfolio work: 9 are relatively new to ePortfolios (0-3 years), 8 have considerable ePortfolio experience (4-12 years), and 8 are ePortfolio veterans (13+ years). This continuum demonstrates a healthy community with equivalent numbers of people beginning ePortfolio work as veterans potentially cycle out (e.g., advancement, retirement).

Looking at the **entire sample**, there are many possible reasons to explain the small number (18%) of long-standing veterans (13+ years). Future research might explore reasons for this trend. Additionally, the limited responses from veteran **instructional designers** or **upper-level administrators** suggests either a limitation in the survey's distribution or a persistent challenge in securing sustained leadership support for ePortfolio initiatives. Regrettably, none of the respondents identified the following as their primary role: **student support, career development, internship coordinator, or pre-professional mentor**. This oversight likely obscures some of the labor we hoped to highlight, inadvertently shifting the focus more towards the instructional aspects of ePortfolios and less on their role in professionalization.

The Q1 × Q2 demonstration also suggests the importance of knowledge transfer between veteran practitioners and those newer to ePortfolio work, particularly in contexts where local mentorship structures may be limited. Future research could examine how institutional memory is preserved, or lost, across ePortfolio initiatives, and what structures support sustained engagement over time.

Building on this example, several additional cross-tabulations warrant deeper analysis in future research. These include relationships between institutional context and acknowledgment of faculty labor (e.g., Q2 × Q3), between types of ePortfolio use and available support services (e.g., Q2 × Q7), and between perceived barriers and

forms of institutional support (e.g., Q10 × Q14; Q11 × Q10 × Q8). Examining overlap among multiple selections in Q12 may further clarify how ePortfolio responsibilities intersect across roles, while cross-tabulating professional roles with modes of support and recognition (e.g., Q13 × Q7) could illuminate how labor is differentially acknowledged across institutional contexts.

Data from the second half of the survey, which focuses more explicitly on administrative roles, time allocation, compensation, and obstacles, will be examined in a subsequent report to further explore the ethical and institutional implications of ePortfolio labor.

In addition, we foresee a second phase of this research conducting follow-up interviews with willing respondents to obtain more qualitative data that can deepen our descriptive understanding of the challenges highlighted by the survey. The initial proposed survey, approved by IRB, is Appendix B below.

Conclusion

This report represents the first phase of analysis from the *North American ePortfolio Labor Mapping Survey*, focusing on descriptive findings related to institutional context, ePortfolio use, support structures, and the recognition of labor. Taken together, these results provide insight into where ePortfolio work is occurring, who is most directly engaged in that work, and how such labor is currently supported and acknowledged across institutions.

By foregrounding descriptive patterns and identifying avenues for cross-tabulation, this phase also offers a methodological baseline on which future research can build. The preliminary findings underscore the complexity of ePortfolio labor, which spans instructional, design, administrative, and support roles, yet is not always fully visible or consistently recognized within institutional structures.

Making ePortfolio labor visible is an iterative process. This initial analysis is intended to support continued research and institutional conversations about how ePortfolio work can be more sustainably and equitably supported, particularly as ePortfolios continue to expand as infrastructure for learning, assessment, and professional development.

Researchers interested in discussing these findings or exploring related research initiatives are encouraged to contact the AAEEBL (connect@aaeebl.org).

Appendix A: Survey

Mapping ePortfolio Use and Labor in Higher Ed

Introduction

The Association for Authentic, Experiential, and Evidence-Based Learning's (AAEEBL) Digital Ethics Taskforce advocates for acknowledging and valuing ePortfolio labor. Putting this principle into practice requires capturing what is often ephemeral or undervalued. As such, the Digital Ethics Task Force aims to better understand and map the field of ePortfolio work within higher education in **the US and Canada**. Similar projects will be conducted internationally to generate a comprehensive view of the field.

This project is indebted to models such as the *International WAC/WID Mapping Project* (WAC stands for writing across the curriculum and WID stands for writing in the disciplines) and *National Census of Writing*, which demonstrated pragmatic approaches to rendering labor visible and defining the parameters of a field. In the same vein, this project seeks to identify and analyze activity related to ePortfolio use in higher education.

We are interested in answering the following questions:

- Who is doing ePortfolio work in tertiary institutions?
- How is this work supported in tertiary institutions?
- How is this work acknowledged by tertiary institutions?
- What elements contribute to the sustainability and success of ePortfolio use?

The initial phase of the project aims to:

- Identify which institutions engage in portfolio use and to what degree they do so;
- Examine elements related to ePortfolio support, such as personnel, time, training, and institutional acknowledgement;
- Mark local context and its impact on ePortfolio labor;
- Consider trends that may impact the sustainability and success of such

efforts.

You are invited to participate because you conduct work on ePortfolios in some aspect of your role. This survey is anonymous and will take about 20 minutes to complete. If you no longer wish to participate, you can close the survey at any time.

Informed Consent

Q45 Purpose and Investigators:

This multi-institutional study aims to identify, compile, analyze, and facilitate activity and interest in ePortfolios in higher education by surveying ePortfolio practitioners and related professionals in the US and Canada. Please contact the study's co-principal investigators, Dr. Megan Mize, Director, ePortfolios & Digital Initiatives, Student Success Center, Old Dominion University ([REDACTED]) or, Dr. Sarah Zurhellen, Assistant Director, Writing Across the Curriculum Program, Appalachian State University ([REDACTED]) with any questions or concerns about the research or to inquire about the study's results. If you have questions about your rights as a research participant, you may contact you may contact Tancy Vandecar-Burdin, the head of Old Dominion University's IRB ([REDACTED]) as well as the co-principal investigators, Dr. Megan Mize and Dr. Sarah Zurhellen.

Procedures, Dissemination and Confidentiality:

By clicking the "Next" button at the bottom of this page, you indicate your voluntary participation in the ePortfolio Mapping Project survey. You are invited to participate in this study because you are familiar with ePortfolio use at your institution.. The anonymous responses will be shared with project co-PIs. The survey data will be stored on a secured server at Old Dominion University.

Megan Haskins, Megan Mize, Sarah Zurhellen, J. Elizabeth Clark, Theresa Conefrey, Morgan Gresham, Kevin Kelly, Peter McLellan, Kristina Hoepfner, and Christine Slade will code and analyze data, interpret the findings, and disseminate the study's context, purpose, methods, findings, limitations, and conclusions through presentations and publications in higher education conferences, journals, and/or books. No individual names of the ePortfolio Mapping Project participants will be identified in any reports, presentations, or publications.

Benefits/Risks and Voluntary Participation:

Your participation in this research is voluntary. Your decision to participate, decline, or withdraw from participation will have no impact on your present or future relations with Old Dominion University, Appalachian State University, University of Denver, University of South Florida, LaGuardia Community College, Santa Clara University, San Francisco State University, and Oxford College at Emory University, University of Queensland, and Catalyst IT. There are no known risks from participation in this study beyond those that exist in normal daily life. There may not be immediate direct benefits to you as a participant. You may benefit from this project by becoming more aware of the impact of ePortfolio practice and implementation, as well as what works best within the context in which you work. You will be providing valuable information about your experience that will help institutions and faculty to improve ePortfolio experiences for students and faculty. You may withdraw from this study at any time without penalty.

I HAVE READ THE INFORMATION ABOVE AND CONFIRM THE FOLLOWING STATEMENTS:

My participation is entirely voluntary. I may refuse to participate or may discontinue participation at any time during the project without penalty. I am 18 years of age or older. The investigators will disseminate aggregate data from this survey in reports of this research at professional meetings and in professional publications, and names of participants will not be permanently recorded or revealed. I indicate my voluntary participation by clicking next on this survey.

By selecting “Next” you are consenting to participate in this study.

Section One: Respondent Context

Q1 Please indicate your primary connection to ePortfolio work at your institution:

- Instructor using ePortfolios (1)
- EPortfolio advocate for campus/mentoring programs (2)
- EPortfolio assessment department committee (3)
- EPortfolio assessment General Education (4)
- Instructional designer (5)
- Instructional technology support (6)
- Tutoring supervisor (7)
- Student support role (8)
- Career development partner (9)
- Internship coordinator (10)

- Pre-professional mentor (11)
 - Upper-level administrator (12)
 - Other, please specify (13)
-

Q2 How long have you been connected to ePortfolio work?

- 0-3 years (1)
- 4-7 years (2)
- 8-12 years (3)
- 13+ years (4)

Section 2: Institutional Information

Q3 What is your institution's Carnegie Classification? Please verify the classification here by entering your institution here:

<https://carnegieclassifications.iu.edu/>

- R1: Doctoral very high research activity (8)
 - R2: Doctoral high research activity (9)
 - D/PU: Doctoral/Professional (10)
 - M1: Master's large (11)
 - M2: Master's medium (12)
 - M3: Master's small (13)
 - Baccalaureate (14)
 - Baccalaureate/Associate's (15)
 - Associate's (16)
 - I don't know (17)
 - Other, please specify (7)
-

Q4 Is your institution private or public?

- Private (1)
- Public (2)

Q5 What is your institution's size?

- Very small (fewer than 1,000 students) (11)
- Small (1,000-2,999 students) (5)
- Medium (3,000-9,999) (12)
- Large (10,000-30,000) (6)

- Very large (more than 30,000) (13)

Q6 Please describe any characteristics of your institution not already addressed (e.g. liberal arts, vocational, etc.)?

Section 3: Institutional ePortfolio Use

Q7 How long have ePortfolios been used at your institution?

- Less than 1 year (5)
- 1-5 years (6)
- More than 5 years (7)
- I don't know (8)

Q8 Identify where ePortfolios are used at your institution (select all that apply):

- General Education Program (1)
 - Graduate and/or Professional Programs (2)
 - Discipline-Specific Certificate or Degree Pathway Program (13)
 - Faculty Tenure & Promotion or Annual Review (3)
 - Individual Students (4)
 - Individual Classes (5)
 - Departmental Level (6)
 - Institution-wide (7)
 - Faculty group working together within a department (8)
 - Working Group in a Center for Teaching and Learning (9)
 - Career Services (10)
 - I don't know (12)
 - Other, please specify (11)
-

Q9 Identify campus collaborators that participate in or support ePortfolio use (select all that apply):

- Center for Teaching and Learning (4)
- Writing Center (5)
- Department-level Committee (6)
- University-level Committee (7)
- Technology Support and Instruction Office (8)
- Library/Research Instruction (9)

- Separate ePortfolio Office (10)
 - Assessment Office (11)
 - Career Services (12)
 - I don't know (14)
 - Other, please specify (13)
-

Q10 Why are you using ePortfolios at your institution? (select all that apply):

- Applying new technologies to learning (4)
 - Integrative learning (archiving, application, synthesis, reflection) (5)
 - Composing with multiple forms of media (6)
 - Reflection (7)
 - Assessment (8)
 - Longitudinal learning (9)
 - Web design conventions (10)
 - Preparing students for the workplace (11)
 - Capturing faculty/administrative work (12)
 - There are not specific areas of emphasis (14)
 - I don't know (16)
 - Other, please specify (13)
-

Q11 Indicate how ePortfolios are used for assessment (select all that apply):

- State or regional mandated assessment (2)
 - Ongoing formal assessment by institutional committee (1)
 - Assessment explicitly targets student digital proficiency (3)
 - Individual course assessment (9)
 - Assessment explicitly targets faculty development components (5)
 - Assessment explicitly targets student competencies for course, certificate, or major (6)
 - They are not (as far as I know) (7)
 - Other, please specify (4)
-

Q12 Identify available ePortfolio support services for ePortfolio creators (select all that apply):

- In-person synchronous (4)

- Online synchronous (5)
 - Online asynchronous (6)
 - Technical support (7)
 - Design support (8)
 - Writing support (9)
 - Professionalization support (10)
 - I don't know (12)
 - Other, please specify (11)
-

Q13 Identify the type of ePortfolio platform(s) commonly used at your institution (select all that apply):

- Proprietary platform (e.g. Digication, Pebblepad) (1)
 - Open source platform (e.g. Mahara, WordPress) (3)
 - In-house built, dedicated platform (2)
 - Faculty-determined (4)
 - Student-determined (6)
 - I don't know (10)
 - Other, please specify (5)
-

Q14 Indicate ways in which faculty's ePortfolio work is acknowledged (select all that apply):

- Course release (1)
 - Stipends (2)
 - Credit for promotion or tenure (4)
 - Showcase or awards (8)
 - It is not acknowledged (5)
 - I don't know (7)
 - Other, please specify (3)
-

Section 4: ePortfolio Administration and Support Roles

Q15 If known, name any administrative roles whose work connects to ePortfolio work and support.

Q16 Indicate additional roles connected to ePortfolio work (select all that apply):

- Student workers (1)
 - Full-time staff (2)
 - Part-time staff (3)
 - I don't know (4)
 - None (6)
 - Other, please specify (5)
-

Q17 Is there a primary administrator for ePortfolio work at your institution or department?

- Yes (1)
- No (2)
- I don't know (3)

Display This Question: If Is there a primary administrator for ePortfolio work at your institution or department? = Yes

Q18 Are you the primary administrator for ePortfolio work at your institution or department?

- Yes (1)
- No (2)

Display This Question: If Are you the primary administrator for ePortfolio work at your institution or department? = Yes

Q21 Indicate the number of years you have held this role:

- Less than 1 year (1)
- 1-5 years (2)
- More than 5 years (3)
- I don't know (4)

Display This Question: If Are you the primary administrator for ePortfolio work at your institution or department? = Yes

Q22 Identify your duties and responsibilities as the primary ePortfolio administrator (select all that apply):

- Faculty development (1)
- Instructional design (2)
- Technology support (3)
- Research support (4)
- Assessment support (5)
- Student support (tutoring/workshops) (7)
- Supervising student workers (8)
- Marketing (6)
- I don't know (9)
- Other, please specify (10)

Display This Question: If Are you the primary administrator for ePortfolio work at your institution or department? = Yes

Q23 Indicate the approximate amount of time you commit to your ePortfolio-related duties and responsibilities identified in the previous question.

Duty / Responsibility	None (0)	Little (1)	Some (2)	A Lot (3)	All (4)
Faculty development	<input type="checkbox"/>				
Instructional design	<input type="checkbox"/>				
Technology support	<input type="checkbox"/>				
Research	<input type="checkbox"/>				
Assessment support	<input type="checkbox"/>				

Student support (tutoring/workshops)

Other, please specify

Display This Question:

*If Are you the primary administrator for ePortfolio work at your institution or department?
= Yes*

Q19 To whom do you primarily report? (select all that apply):

- Department/Program Chair
- Academic Vice President/Vice Provost
- College or Division Head
- I don't know
- Other, please specify

Display This Question:

*If Are you the primary administrator for ePortfolio work at your institution or department?
= Yes*

Q20 Identify sources of funding for ePortfolio work (select all that apply):

Internal—department (1)

- Internal—central administration (2)
- Internal—cross-college system (3)
- Internal—college or division (4)
- External—government / multinational agency (5)
- External—foundation or private donor (6)
- I don't know (7)
- Other, please specify (8)

Display This Question: If Is there a primary administrator for ePortfolio work at your institution or department? = No Or Is there a primary administrator for ePortfolio work at your institution

or department? = I don't know

Q24 Who do faculty and students go to if they need ePortfolio help?

Section 5: Respondent's Labor

Q44 What percent of your time is contractually obligated to ePortfolio work (percentage of FTE where applicable):

- 0% (1)
 - 25% (2)
 - 75% (3)
 - 100% (4)
 - Other, please specify (5)
-

Q25 Identify ways you support and provide leadership for ePortfolio programs, pedagogy, or institutional implementation (select all that apply):

- Individual consultations with faculty stakeholders (4)
 - Individual consultations with administrative stakeholders (5)
 - Faculty workshops without reimbursement (6)
 - Faculty workshops with reimbursement (7)
 - Targeted pilot with early adopters (8)
 - Budget advocacy (16)
 - University-wide steering/planning committee (9)
 - Collaborative faculty research projects (10)
 - Informal but regular gatherings (11)
 - Instructional design meetings with faculty (12)
 - Online training modules (13)
 - Consultation with student organizations (17)
 - ePortfolio platform vetting and support (18)
 - Online resources (videos, written guides, etc.) (14)
 - Student support (19)
 - Other, please specify (15)
-

Q27 To what degree do you feel you are adequately compensated for your ePortfolio work:

- Not well (1)

- Somewhat well (2)
- Fair (3)
- Well (4)
- Very well (5)

Q28 Are there any obstacles to your ePortfolio work (optional):

Q30 Is there anything else you would like to share regarding ePortfolio use and work at your institution (optional):

Section 6: Demographic Information

Demographic Info Please provide some basic demographic information about yourself.

Q31 What is your identified race/ethnicity (select all that apply):

- I decline to answer (1)
 - Alaska Native (2)
 - Asian (3)
 - Black / African American (4)
 - Hispanic or Latino (5)
 - Native American/American Indian (6)
 - Native Hawaiian or Other Pacific Islander (7)
 - White (10)
 - Other, please specify (8)
-

Q32 What is your identified gender (select all that apply):

- I decline to answer (1)
 - Agender (2)
 - Cisgender (3)
 - Female (8)
 - Genderqueer/ non-conforming/ variant/ non-binary (4) Intersex (5)
 - Male (7)
 - Transgender (6)
 - Other, please specify (9)
-

Q33 What is your primary academic rank/title (select one):

- Part-time Adjunct/Non-Tenure Track Faculty or Instructor (2)
 - Full-time Adjunct/Non-Tenure Track Faculty or Instructor (4)
 - Tenure-Track Faculty (untenured) (5)
 - Tenure-Track Faculty (tenured) (6)
 - Academic Affairs Staff or Administrator (1)
 - Students Affairs Staff or Administrator (10)
 - Graduate Student (7)
 - Other, please specify (9)
-

Q34 Which of the following best represents your academic disciplinary background? (select one):

- Arts and Humanities (1)
 - Behavioral & Social Sciences (4)
 - Biological Sciences, Agriculture, and Natural Resources (2)
 - Business (5)
 - Career & Technical Education (17)
 - Communication, Media, and Public Relations (6)
 - Education (7)
 - Engineering (8)
 - Health Professions (9)
 - History (18)
 - Physical Sciences, Mathematics, and Computer Science (3)
 - Social Service Providers (10)
 - Other, please specify (11)
-

Section 7: Redirect to Contact Information

Submitting Responses Thank you for taking the time to complete this survey. Please select "Finish" at the bottom of this page to ensure that your responses are submitted. Once you select "Finish," your responses will be recorded.

You will then be taken to an additional form which asks you to provide identifying information for potential follow-up interviews, if you are willing. This identifying information is not connected and cannot be linked to the responses you provided in

this survey. If you choose not to respond to the questions in the next form, your answers to the initial survey will still be collected only if you select "Finish."

Appendix B: Proposed Interview Questions

Below is the script we plan to use to interview participants. The interview questions below will be narrowed down once survey responses have been analyzed.

ePortfolio Mapping Project: Interview Questions

Dialogue: Thank you for taking the time and agreeing to be interviewed as part of our study on ePortfolios.

As a reminder from our invitation email, my co-investigators and I are engaging in a multi-institutional study that aims to identify, compile, analyze, and facilitate activity and interest in ePortfolios in higher education by surveying and interviewing ePortfolio practitioners and related professionals in the US and Canada. The project aims to identify the labor and common practices related to ePortfolio work in order to define an emerging field. We are beginning with an expansive concept of “labor” including intellectual, affective and emotional labor. Please think about “labor” broadly, considering the work you do.

We are interviewing a small subset of faculty at various institutions about their experience in order to gain direct qualitative data. From this data, we will develop and share resources to help ePortfolio stakeholders advocate for resources and equity of compensation.

This interview should take about 30 minutes. Do you have any questions before we get started? Finally, is it okay if I audio record and take notes throughout our conversation? **We will only record audio; no visuals will be recorded.**

Your ePortfolio experience

- Can you briefly describe your work with ePortfolios?
 - Type (general ed, program specific, etc.)
 - Are they required? In what capacity?
 - How long have you been working with ePortfolios? In what capacity?
 - How did you come to work with ePortfolios?
- Tell me about a particularly successful ePortfolio experience you have had,

either in the development or the implementation of. What made it successful?
What could you do to repeat it?

- To what extent, if any, do you think that your work with ePortfolios contributes to your professional growth and identity?

Preparation/support

- How prepared did you feel to work with ePortfolios when you started?
- Have you had classes or were you trained in working with eportfolios in some way?
- What knowledge/skills did you feel you lacked...did you feel were useful?
- How could you have felt more prepared?
- How do you feel supported in your current work with ePortfolios? What additional resources, if any, do you wish you had?
- Was the ePortfolio work/initiative developed individually, by a team of faculty, through a university initiative, etc.?

Influences/pressures

- How, if at all, do you feel working with ePortfolios has impacted your professional (and personal life)? Is there labor associated with ePortfolios that has influenced your professional choices?
- How would you describe the labor associated with ePortfolios? Is it recognized? Rewarded?
- What are the various influences and pressures that inform the way you work with ePortfolios? (For example, institutional strategic plan, accrediting agencies, HIPs literature, etc.?)
- How do you navigate the various influences and pressures that inform the way you work with ePortfolios?
- In what ways would you be willing to share your experience, offer support to colleagues considering using ePortfolios?

Questions for faculty teaching with ePortfolios:

- From a faculty perspective, how does the ePortfolio impact the student/student labor?

- What faculty labor is required for working with students on ePortfolios?
- Is your labor recognized and/or rewarded? If so, in what ways?
- What support do you need to develop a successful ePortfolio experience for your students?
- What is the likelihood that you will get the support you need at your current institution (or what are the barriers preventing access to that support)?
- How do you see your work with ePortfolios continuing or changing in the future?

Questions for staff supporting ePortfolios:

- What labor is required for working with students on ePortfolios?
- What labor is required for working with faculty on ePortfolios?
- How supported do you feel you are in your role supporting students/faculty?
- Is your labor recognized and/or rewarded? If so, in what ways?
- What support do you need?
- What is the likelihood that you will get the support you need at your current institution (or what are the barriers preventing access to that support)?
- Given your role, experience, and future goals, how do you see the role of staff in ePortfolio work evolving?

Questions for ePortfolio advocates:

- What labor is required for advocating for ePortfolios at your institution?
- Is your labor recognized and/or rewarded? If so, in what ways?
- What support do you need?
- What is the likelihood that you will get the support you need at your current institution (or what are the barriers preventing access to that support)?
- Given your role, experience, and future goals, how do you see ePortfolio work continuing or evolving?

Appendix C: Publications/Presentations

- Gresham, M., Mize, M., & Zurhellen, S. (2025, April 10). ePortfolios and Multimodal Composition. SIG. College Composition and Communication. Baltimore, MD.
- Gresham, M., Mize, M., & Zurhellen, S. (2024, June 21). ePortfolios as Thirdspace: Making Labor Visible. Computers & Writing Conference [poster]. Ft. Worth, TX
- Gresham, M., Mize, M., & Zurhellen, S. (2024, June 27). ePortfolios and Third Space Professionals. Across the Disciplines (ATD) Presentation. Virtual.
- Gresham, M., Mize, M., & Zurhellen, S. (2023). High-Impact Practices and Third Spaces: Connecting across Disciplines. *Across the Disciplines*, 20(3/4), 9.
<https://doi.org/10.37514/ATD-J.2023.20.3-4.09>
- Gresham, M., Mize, M., & Zurhellen, S. (2023, July 14). Mapping ePortfolio Labor: Insights from a Year Long North American Survey. Presentation at the AAEEBL Annual Meeting 2023. Virtual.
- Gresham, M., Hoepfner, K., Mize, M., & Zurhellen, S. (2023, July 13). Have Your Say. Presentation at the AAEEBL Annual Meeting 2023. Virtual.
- Gresham, M., McLellan, P., Mize, M., & Zurhellen, S. (2023, June 25). ePortfolios as Third Space: Challenging Notions of Identity, Labor, and Professionalism. Paper presented at the Computers & Writing Conference, University of California, Davis.
- Gresham, M., Mize, M., & Zurhellen, S. (2023, January 23). Making Visible the Value of ePortfolio Work. Presentation at the AAC&U Annual Meeting, January 23, 2023. Virtual.