Assumption #1:

Eportfolios have various stakeholders, students, faculty, program directors, campus-wide initiatives, administrators, others.
Assumption #2:
An eportfolio is a collection of multimedia-rich, linked documents that students, faculty, programs, and/or administrators compose, maintain, synthesize, and develop over time.

Assumption #3:
Eportfolios make possible an integration of multiple venues for learning, including class, course, program, and extracurricular input.

Assumption #4:
Eportfolios encourage users to make connections in their interdisciplinary learning.
Assumption #5:

Eportfolios help developers make sense of higher education through reflective practices that encourage users to connect their learning experiences.

Assumption #6:

Eportfolio development and sharing needs to be based on developer choice.

Read:

What is an eportfolio?

V3 EDUCAUSE Portfolios to Webfolios and Beyond: Levels of Maturation By Douglas Love, Gerry McKean, and Paul Gathercoal

<http://www.educause.edu/pub/eq/eqm04/eqm0423.asp?print=yes>
Action Step:
Collaborate to develop "matrix thinking" rubrics for eportfolios.

Action Step:
Discuss with others and emphasize the integration of eportfolios in cross-curricular or program development practice.

And then?
Share your work broadly.
And then:

Move to Level 5

“We considered eight physical and theoretical qualities inherent in portfolio/webfolio processes and applications to determine five levels of maturation.” From Love, McKean and Gathercoals:

Level 1—Scrapbook
Level 2—Curriculum Vitae
Level 3—Curriculum Collaboration Between Student and Faculty
Level 4—Mentoring Leading to Mastery
Level 5—Authentic Evidence as the Authoritative Evidence for Assessment, Evaluation, and Reporting

Support Expectations

Before programmatic assessment through eportfolios, faculty should be well-informed and using the software willingly with few glitches. You need templates or grids for collection and display of various versions of eportfolios.

More Support Expectations

Online manuals for students and for faculty, with multiple learning styles embedded. Examples of eportfolios that inform administrators, accreditors, politicians, Board of Regents or the public.
Our Administrative Expectations

Funding for professional development.
Praise for faculty who use eportfolios and document their use in reviews, requests for merit raises, or other forms of remuneration.
A budget that plans for long-term support.

First or Last But Not Least
Document use of eportfolio use for administrative reporting.
Show long-term budgetary commitment to hardware and software use.

And by the way:
Be creative about the flexibility of the matrix tool.
Allow for individuals, courses, programs, disciplines, extracurricular groups to enjoy the challenge of designing their matrix and having their own CIG (Common Interest Group).
References