
Planning for the APT Teaching Portfolio

GUIDELINES FOR ASSEMBLING ARTIFACTS

Assembling the teaching portfolio for a promotion dossier need not be daunting. Using the templates below as a guide, collect potential portfolio materials after every semester, ensuring you have the artifacts that may be needed for the final portfolio. The University provides access to data storage services (e.g., umd.box.com) or personal storage solutions may be used. Each of the templates below may be used to assist with organizing stored artifacts for later assembly. Faculty are encouraged to work with the Teaching and Learning Transformation Center (TLTC) in the development of their portfolio, following department, school, or university guidelines. University APT guidelines are provided at faculty.umd.edu. Information about the effectiveness of portfolios is provided at the end of this document, as are additional resources useful in the development of portfolios.

Depending on the requirements or guidelines of the home unit, several organizational structures can be envisioned for the teaching portfolio. There is no one way to present a teaching portfolio because there is no one way to teach. The goal is to represent the breadth of your approaches and thinking about teaching while also showing enough depth to communicate what actually goes on in your classes. Typical organizational structures are outlined below, but are merely suggestions to make it easier for you to get started; faculty are free to develop personalized portfolio structures as long as they meet department requirements. Note that the fixed expectation is that the Personal Teaching Statement is the leading element in all of the organizational structures described below and should be the lead element in any portfolio.

TYPE 1: CHRONOLOGICAL PORTFOLIO STRUCTURE

Organized by semester or academic year, this structure is useful for showing progression of teaching activities and student learning over time. Especially if significant changes and improvements are being emphasized in the portfolio, evidence of such change can be shown through the progression of artifacts from the beginning to end of the time period included in the portfolio. Care should be taken to ensure the personal statement follows a similar structure and that the portfolio is easily organized to ensure easy review of materials.

CHRONOLOGICAL PORTFOLIO ELEMENTS:

Personal Teaching Statement outlining change and growth over time

Year 1

- Course-Related Materials (syllabi; learning outcomes; assignments; student artifacts; etc.)
- Assessments (peer reviews; course evaluation summaries; learning outcomes assessment, or LOA; etc.)
- Awards/Invitations
- Training Taken and Given (i.e., professional development activities)
- Instructional Advancements and Innovation

Years 2-5

- Repeat for each year

TYPE 2: COURSE-BASED PORTFOLIO STRUCTURE

Some faculty will teach very few different courses during the period of promotion, repeating those offerings nearly every year. A portfolio structured around those courses may be useful in this case, such that each course is presented separately with relevant artifacts and elements. Chronological presentation of materials within each course is often recommended, demonstrating change and improvement in instruction and student learning over time.

COURSE-BASED PORTFOLIO ELEMENTS:

Personal Teaching Statement

Course 1

- Course-Related Materials (syllabi; learning outcomes; assignments; student artifacts; etc.)
- Assessments (peer reviews; course evaluation summaries; learning outcomes assessment, or LOA; etc.)
- Awards/Invitations
- Training Taken and Given (i.e., professional development activities)
- Instructional Advancements and Innovation

Course 2...

- Repeat for each course

TYPE 3: COMPONENT/THEME PORTFOLIO STRUCTURE

Teaching portfolios contain typical elements and a portfolio may be structured around those key elements, even across different course types. In this case, faculty may wish to outline instructional change and growth over time across these components or themes, rather than being specific to a course or seamlessly chronological. For example, changes in pedagogy and improvements in student learning may be evidenced across various courses over time and will be demonstrated through changes in course materials, student artifacts, assessments, etc. The following organizational structure may be useful for this approach.

COMPONENT/THEME PORTFOLIO ELEMENTS:

Personal Teaching Statement

(The following elements may be presented in any order, but should coincide with the organization of the teaching statement. For each, provide exemplars for multiple courses, showing progression over time.)

- Course-Related Materials (syllabi; learning outcomes; assignments; student artifacts; etc.)
- Assessments (peer reviews; course evaluation summaries; learning outcomes assessment, or LOA; etc.)

- Awards/Invitations
- Training Taken and Given (i.e., professional development activities)
- Instructional Advancements and Innovation

The Value of Portfolios

The use of a teaching portfolio for describing and demonstrating teaching-related activities places a stronger emphasis on teaching quality and student learning than information provided simply from student course evaluations. The teaching portfolio provides an opportunity for faculty to document their teaching performance beyond these course evaluations or other metrics of teaching performance. The preparation of a portfolio also serves as an impetus to improve teaching, as it requires faculty to reflect on their practice, recognize weakness, and seek assistance for improvement. In that way, portfolios are best prepared in consultation with a teaching mentor and should be envisioned as a process that is pursued over time, allowing for reflection and improvement. Faculty are encouraged to begin assembling portfolio materials in their first year and engage closely with their teaching mentors, peer evaluators, and other faculty in the development of the portfolio over time.

Seldin P. & Associates. (1993). Successful use of teaching portfolios. Bolton, MA: Anker.

Seldin, P., Annis, L., Zubizarreta, J. (1995). Answers to common questions about the teaching portfolio. *Journal on Excellence in College Teaching*, 6 (1).

Seldin, P. (1997). The teaching portfolio. A practical guide to improved performance and promotion/tenure decisions. Second edition. Bolton, MA: Anker.

Zubizarreta, J. (1994). Teaching portfolios and the beginning teacher. *Phi Delta Kappan*, Dec. 1994: 323-326.

ADDITIONAL RESOURCES:

The use of teaching portfolios is a common practice at many top research institutions. Beyond the resources provided by the University of Maryland, additional information on the use of portfolios can be found at the following websites:

- <http://cte.illinois.edu/resources/topics/portfolio.html>
- <https://cndls.georgetown.edu/media/documents/teachingportfolio.pdf>
- <http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>