College of Behavioral and Social Sciences
DEPARTMENT-LEVEL Elements of the APT Dossier*
AY 2017-2018

1. Candidate Review Materials
2. Teaching Portfolio
3. Supplemental Materials (Optional)

* Please note that the College’s checklist includes elements of the dossier which may not be listed on the “What’s In The Dossier For Different Cases?” table or the Transmittal Form’s list of the Office of Faculty Affairs’ APT manual. For example, the 3. Reputation of Publication Outlets section of the dossier contains four parts. This section must include a) journal rankings, b) impact factor, c) citation counts from Google Scholar, and d) citation counts from Web of Science. These four parts are listed on the College’s checklist.

Please refer to the College’s checklist and notes below, in addition to the materials provided by the Office of Faculty Affairs. This checklist should serve as an aid to organizing the dossier. Additional information on the Teaching Portfolio and Supplemental Materials is found on the Office of Faculty Affairs’ website: https://www.faculty.umd.edu/policies/apt_ndx.php

Please check that the Curriculum Vitae, Personal Statement, and the Unit Promotion Criteria (and Agreement of Modified Criteria if applicable) are signed and dated BEFORE the materials are sent to the external evaluators.

Per the Office of Faculty Affairs:
Candidate must review and sign/date the following documents at least two weeks prior to departmental deliberation on the APT case:
- Summary Statement of Professional Achievements
- Reputation of Publication Outlets
- Summary of Student Evaluations
- Record of Mentoring, Advising and Research Supervision
- Unit Promotion Criteria (and Agreement of Modified Criteria if applicable)
- Sample Letter Requesting External Evaluation
- Reports of Peer Evaluation of Teaching

On the Transmittal Form, please check that the meeting dates, dates of letters, and vote counts match on all documents. Count absent faculty members as absent, NOT as voluntary abstentions. Enter the Date to Present Rank. For tenure cases, it’s the date of hire. Please confirm whether the review is mandatory or non-mandatory. Remember to include room numbers and building names under the Contact Information.
# DEPARTMENT-LEVEL Elements of the APT Dossier*

**AY 2017-2018**

1. **Candidate Review Materials**
2. **Teaching Portfolio**
3. **Supplemental Materials (Optional)**

<table>
<thead>
<tr>
<th>Candidate Review Materials (#0 - #24)</th>
<th>Promotion</th>
<th>New UMD Professor (External Hire)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ = required element</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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0. **New Faculty Appointment Form**
   - for new faculty appointments only

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1. **Transmittal Form (and Optional Candidate Verification Page)**

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2. **Curriculum Vitae**
   - must be signed and dated by candidate

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Addendum(s) to the Curriculum Vitae
   - if applicable
   - must be signed and dated by candidate

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3. **Reputation of Publication Outlets**
   - must be signed and dated by candidate (all parts of R. of P.O.)
   - includes parts a, b, c, and d

   - (✓) (✓)

   a. **Journal Rankings**

   - ✓ ✓

   b. **Impact Factor**
      - a tabular format is preferred

   - ✓ ✓

   c. **Citation Counts from Google Scholar**

   - ✓ ✓

   d. **Citation Counts from Web of Science**

   - ✓ ✓

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4. **Personal Statement**
   - must be signed and dated by candidate

   - ✓
5. **Summary Statement of Professional Achievements**  
   - prepared by Department APT Committee  
   - must be signed and dated by candidate

6. **Optional Rejoinder from Candidate**  
   - must be signed and dated by candidate

7. **Promotion Criteria**  
   - all unit criteria must be dated (month/year; is the criteria presented to the candidate at the time of appointment)  
   - must be signed and dated by candidate

   **Secondary Unit Promotion Criteria**  
   - if applicable; usually for joint appointments  
   - all unit criteria must be dated (month/year; is the criteria presented to the candidate at the time of appointment)  
   - must be signed and dated by candidate

8. **Agreement of Modified Unit Criteria**  
   - if applicable; must be signed and dated by candidate

9. **Department APT Report**  
   - two parts in the following order: Vote Summary and Evaluative Summary reports  
   - must be signed and dated by Department APT Committee

10. **Optional Minority Report**  
    - if applicable; must be signed and dated by Department APT Committee

11. **Department Chair Letter**

12. **Secondary Department Chair Letter**  
    - if applicable; usually for joint appointments

13. **College APT Report**  
    - This report is completed at the College-level

14. **Dean’s Letter**  
    - This letter is completed at the College-level

15. **Optional Teaching Statement**  
    - must be signed and dated by candidate  
    - same file as Teaching Statement in the Teaching Portfolio
<table>
<thead>
<tr>
<th></th>
<th><strong>15. Student Evaluation Reports</strong></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>• must be in computation table format as required by Faculty Affairs</td>
<td>✓</td>
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<tr>
<td></td>
<td>• must be signed and dated by candidate</td>
<td>✓</td>
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<td></td>
<td><strong>16. Peer Evaluation Data</strong></td>
<td></td>
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<tr>
<td></td>
<td>• must be signed and dated by candidate</td>
<td>✓</td>
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<td></td>
<td><strong>17. Mentoring, Advising, and Research Supervision</strong></td>
<td></td>
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<tr>
<td></td>
<td>• must be signed and dated by candidate</td>
<td>✓</td>
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<td></td>
<td><strong>18. Credentials of External Evaluators</strong></td>
<td></td>
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<tr>
<td></td>
<td>• in the following order: Unit List, then Candidate List</td>
<td>✓</td>
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<tr>
<td></td>
<td>• in alphabetical order by last name within each of the subcategories</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>19. Responses of External Evaluators</strong></td>
<td></td>
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<tr>
<td></td>
<td>• in the following order: Unit List, then Candidate List</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• in alphabetical order by last name within each of the subcategories</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• six letters total (3 – Unit List and 3 – Candidate List)</td>
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<td></td>
<td><strong>20. Candidate Notification from Chair</strong></td>
<td>✓</td>
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<td></td>
<td><strong>21. Candidate Notification from Dean</strong></td>
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<tr>
<td></td>
<td>This letter is completed at the College-level</td>
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<td></td>
<td><strong>22. Letter Log of Evaluation Requests</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• in the following order: Unit List, then Candidate List</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• in alphabetical order by last name within each of the subcategories</td>
<td>✓</td>
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<tr>
<td></td>
<td><strong>23. Sample Letter Requesting Evaluation &amp; Message Requesting Availability</strong></td>
<td></td>
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<tr>
<td></td>
<td>• must be signed and dated by candidate</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• redact all evaluator information (name, email address, etc.)</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>24. Declines from Evaluators</strong></td>
<td>✓</td>
</tr>
</tbody>
</table>
DEPARTMENT-LEVEL Elements of the APT Dossier
AY 2017-2018

1. Candidate Review Materials
2. Teaching Portfolio
3. Supplemental Materials (Optional)

Teaching Portfolios are now required for all faculty wishing to be considered for promotion.

Per the APT manual, the candidate will prepare a teaching portfolio, according to Department guidelines (if applicable), which could include the following types of items: course syllabi; a statement of teaching philosophy; a statement about how the candidate addresses diversity and inclusion in teaching; reflective assessments; learning outcomes assessment materials; and mentoring accomplishments, such as placement of advisees in academic and professional positions.

There are no specifically required elements in the teaching portfolio, but there are several recommended core elements:

1. Personal Teaching Statement. If the candidate prepares a teaching statement, it should be signed and dated. You should also include a copy of the candidate’s teaching statement in the candidate review materials.
2. Course-related Materials. This includes syllabi, innovative assignments, etc.
3. Assessments. Includes information observations of teaching (not the peer evaluations that are included in the candidate review materials), self-evaluation of courses, student comments or letters, etc.
4. Awards and Invitations.
5. Training Taken (i.e., professional development) and Given
6. Instructional Advancements and Innovation.

The APT manual suggests the broad categories listed above be used as the major bookmarks of the teaching portfolio, while the individual items in a given category are sub-bookmarks.

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. Link: https://tltc.umd.edu/portfolios. Please also read the Planning for the APT Teaching Portfolio section of the APT manual (section attached in the following pages).
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.


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/
1. Candidate Review Materials
2. Teaching Portfolio
3. Supplemental Materials (Optional)

Per the APT manual, a candidate may wish to include representative pieces of scholarship or
descriptions of awards and honors in an optional supplemental dossier. If the materials chosen
for inclusion are publicly available, the candidate is advised to include a description of the item
and a link, rather than copying the full item into the supplemental dossier.

Candidates are encouraged to remember that the supplemental materials file is a place for
representative scholarship and other extraordinary materials. The candidate should choose items
for inclusion carefully. Though there are no rules in this area, the candidate is strongly
encouraged not to exceed 150 pages in the supplemental materials file.