

Career-Track Professors' APR Teaching and Service Rubric

Teaching

4.8-5	Reflection and/or supporting documentation demonstrates teaching innovation(?) and effectiveness(?). Reflection and supporting documents align. Reflection contains thoughtful discussion of TCEs, carefully considering student feedback. Reflection contains thoughtful engagement with relevant scholarship. Engagement with scholarship, student comments and instructive failure looks toward future curricular and pedagogical development and/or improvement demonstrating emerging development of professional expertise. Reflection and/or supporting documents demonstrate a consistent teaching philosophy. Distribution of effort meets or exceeds the 60% required in the contract.
3.8-4.7	Reflections and/or supporting documentation demonstrates teaching innovation(?) or effectiveness(?). Reflection and supporting documents align. Reflection contains thoughtful discussion of TCEs, carefully considering student feedback. Reflection discusses instructive failure. Reflection <i>might</i> consider relevant scholarship in discussion of past and future teaching. Reflection and/or supporting documents might demonstrate a consistent teaching philosophy. Distribution of effort meets or exceeds the 60% required in the contract.
3-3.7	Submission includes a copy of TCEs, including student commentary. Reflection carefully considers student feedback and looks to future curricular or pedagogical development. Reflection might discuss instructive failures. Distribution of effort meets the 60% required in the contract.
2-2.9	Submission either does not include a copy of TCEs or discussion is shallow. Reflection does not engage with student comments and does not look future curricular or pedagogical development or improvement. Distribution of effort may or may not meet the 60% required in the contract.
1-1.9	Submission is lacking in key components, such as TCEs and/or reflection on them. Distribution of effort may not meet the 60% required in the contract.

Service

4.5-5	Reflection and/or supporting documents demonstrate activities that both contribute to the writing program and/or department and at the state and/or national level. Engages in discussion of scholarly and/or creative work or outreach that demonstrates ongoing development of expertise in the field or engages in inquiry and that addresses the needs of both internal and external audiences. Distribution of effort meets or exceeds the required 20% required by the contract.
4	Reflection and/or supporting documents demonstrate activities that both contribute to the writing program and/or department and at the university, community, state and/or national level. Engages in discussion of scholarly and/or creative work or outreach that demonstrates knowledge in the field or engages in inquiry and that addresses the needs of both internal and external audiences. Distribution of effort meets or exceeds the 20% required by the contract.
3	Reflection and/or supporting documents demonstrate activity consistent with defined service obligations, including the status of those activities and their contribution to the writing program and/or department. Distribution of effort meets the required 20% required by the contract.
2	Reflection and/or supporting documents demonstrate activity below that of defined service obligations. Reflection does not discuss status of defined service obligations or their contribution to the writing program and/or department. Distribution of effort might fall short of the 20% required by the contract.
1	Reflection and supporting documents provide no evidence of activity near that of defined service obligations. Writer seems unable or unwilling to discuss how their activities contribute to the writing program and/or department. Distribution of effort might fall short of the 20% required by the contract.