

APR Process & Criteria:

CT Professors of Practice reviewed within the Writing Programs

Spring 2025 | Finalized on 1/17/25

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PART I: Description of Duties

Teaching

Teaching duties may involve first-year composition, advanced composition, and occasionally undergraduate or graduate courses in the Department of English.

- **FIRST-YEAR COURSES.** The cornerstone to the Writing Programs consists of the composition courses offered to beginning university students. These courses are designed to equip students with tools that will help enable their writing success across the curriculum.
- **ADVANCED COURSES.** The Writing Programs and Department of English offer advanced courses in several aspects of writing, including courses in business and technical writing. Students in fields such as engineering and the sciences are required to take one of these courses.
- **UNDERGRADUATE COURSES IN ENGLISH.** Some instructors have appointments split between the Writing Programs and English courses, and such instructors may teach courses at the 100–400 level, including General Education courses in literature and creative writing.
- **GRADUATE COURSES IN ENGLISH.** Some instructors occasionally may be assigned a graduate seminar in one of the English graduate programs. If assigned a graduate course, it most likely will be ENGL598, the training course for graduate students new to teaching composition in the Writing Programs.

Duties include: providing syllabi and assignments; holding class, usually on a bi-or tri-weekly basis; assigning and providing feedback on appropriate homework and in-class writing; leading workshops and discussions; providing background information, often in the form of readings; coaching students who may need more help; providing challenges for students who might be more advanced; assessing writing; and providing final grades.

In addition, instructors are expected to learn their students' names and a bit about their majors and interests; show sensitivity to any problems or concerns; encourage students on all their efforts; if needed, provide support outside of the classroom via office hours and/or zoom sessions; help students interpret instructor and peer assessment; aid students in their journeys of improvement.

Instructors are also expected to fully address the SLOs (student learning outcomes) dictated by each particular class.

Administration

Administrative duties typically involve leadership on professional teams, mentoring roles, and performing managerial functions that keep programs within the English Department running efficiently and effectively.

Common administrative duties and responsibilities:

- **LEADERSHIP.** Chairing (i.e., planning, organizing, and leading) task forces, professional learning communities, or other committees within our department or for initiatives directly tied to administrative assignments.
- **FACULTY MENTORING & SUPPORT.** Mentoring and supporting Writing Program colleagues (including GATs) and courses as directed by administration, including conducting teaching observations, helping address student concerns, offering pedagogical support to colleagues, and addressing textbook and learning management system questions.
- **ASSESSMENT.** Conducting program, course, and/or SLO assessments within the department. This might include collecting samples, preparing assessment materials, conducting training/norming sessions, analyzing results, and writing reports.
- **CURRICULUM DEVELOPMENT.** Developing courses, teaching materials, and pedagogical resources to support colleagues, courses, or programs within the English department.
- **DOCUMENTATION.** Crafting policies, guides, and procedural documentation to support practices and policies within the English department.

Unless serving as a representative of the Writing Program as directed by administration, these are examples of work that would *not* be considered part of administrative duties:

- Leading projects or initiatives *outside of the English Department*. (This would fall under *Service*.)
- Participating in task forces, committees, or learning communities *outside* the department. (This would fall under *Service*.)
- Participating in—rather than *leading*—task forces, committees, or learning communities *within* the department. (This would fall under *Service*.)
- Mentoring and supporting faculty and/or graduate students outside of the Writing Program and/or as part of being affiliated with another academic program. (This would fall under *Service*.)

Service

Service duties typically involve participation in initiatives that support programs within the English department, connect the department to relevant professional communities, or serve the larger professional community (unless serving as a representative of the Writing Program as directed by administration, which would be considered *Administration*).

Common service activities:

- **DEPARTMENT COMMITTEES.** Participating in professional committees or short-term groups (e.g., hiring committees, task forces) within the English department (unless serving as a representative as directed by administration, which would be considered *Administration*).
- **EXTERNAL COMMITTEES.** Leading or participating in professional committees or short-term groups outside the English department (unless serving as a representative of the Writing Program as directed by administration, which would be considered *Administration*).
- **PROFESSIONAL OUTREACH.** Participating in English department outreach efforts, giving presentations or workshops for UofA colleagues, and being a guest speaker in other classes. This outreach should be within the department or with the purpose of extending the department's reach into relevant communities.
- **MENTORSHIP.** Mentoring colleagues and graduate students within the English department or in other departments (beyond mentorship related to teaching ENGL 598 or core administrative duties), including but not limited to: writing letters of recommendation, serving as an advisor to relevant student research or organizations/associations, etc.

Unless serving as a representative of the Writing Program as directed by administration, these are examples of work that would *not* be considered part of service:

- Conference presentations or workshops for audiences *outside* of UofA (e.g., TESOL, AAAL). (This would fall under *Research and Creative Activity*.)
- Participating in professional growth activities. (This would be professional growth.)

Research and Creative Activity:

Research and creative activity are evaluated by the criteria of *Type* and *Quality*, and for publications, *Stage*. The type of research and/or creative activity varies according to rank, program, and discipline or field. Quality indicators and stage of publication activity should be reported to the APR committee.

TYPE OF RESEARCH AND/OR CREATIVE ACTIVITY refers to activity types including, but not limited to:

- Publication of scholarly book reviews, chapters, articles, monographs, books, or creative works by professional/disciplinary journals or publishing houses
- Publication as editor of a volume or collection of writings by multiple authors
- Publication of research-based textbooks or instructional materials that have been peer-reviewed
- Publication in digital, open-source, or otherwise non-print venues, including blogs, websites, and online journals or news outlets
- Publication of reprints of creative works in anthologies, or of translations of works
- Receiving grants or awards to do scholarly or creative activity
- Readings or presentations of scholarly papers or creative work at local, regional, national, and international professional meetings or events
- Participation in professional colloquia and scholarly conferences
- Editing of a scholarly or creative journal
- Serving as program chair of a professional colloquia, scholarly conference, or other disciplinary event
- Reviews of scholarly or creative work
- Preparing and submitting grant proposals

- Other editing, compiling, translation, or bibliography work, etc.

STAGE OF PUBLICATION refers to whether a piece is in progress, submitted, under review, under revision, accepted, in press, and published. In process stage criteria are applied only to work leading to publications or to grant submission (scholarly presentations are only labeled as *published*).

- *In progress/Under revision* designates a piece that has not been submitted, or that has been submitted but has been returned and is under revision. In progress work may take years.
- *Submitted/Under review* designates a piece that has been submitted but is still under review, requiring only minimal work by the author.
- *Accepted* designates a piece that has been accepted for final publication and may or may not require additional revision and editing work. A piece is only counted as accepted once. Authors should have evidence of acceptance available (e.g., email, letter)
- *In press* designates writings that are in their final form and are in production, requiring only minimal work by the author.
- *Published* designates writings that are published in the APR year. Except for reprints in new venues or translations, a piece is normally only counted as published once.

QUALITY refers to the creative, scholarly, pedagogical, and/or original nature of the work as suggested by referee processes or other indicators of reputability and can range from serious to substantial to truly exceptional. For publications, quality may be indicated by whether the work was peer-reviewed, or blind peer-reviewed, as well as the professional reputation of the venue(s) in which the work was published.

PART II

Criteria Descriptions

Duty	Meets expectations	Does not meet expectations
Teaching	APR materials briefly summarize the instructor's teaching, which may include experiences concerning courses newly taught or revised or new assignments or shifts in pedagogical philosophies.	APR materials do not summarize the instructor's teaching. They also fail to include other instructional materials as demonstrative artifacts related to the teaching summary.

	APR materials might also include other instructional materials as demonstrative artifacts related to the teaching summary.	
Administration	APR materials demonstrate contributions that meet or exceed the administrative expectations of their job. The administrative work is timely, purposeful, and effective for keeping the Writing Programs functioning.	APR materials do not demonstrate contributions that meet the administrative expectations of their job. It is unclear how their administrative work is timely, purposeful, and/or effective for keeping the Writing Programs functioning.
Service	APR materials demonstrate contributions that meet or exceed the service expectations of their job. The service duties described support the Writing Programs and/or connect the unit to relevant communities in meaningful ways.	APR materials do not demonstrate contributions that meet the service expectations of their job. It is unclear how the service duties described support the Writing Programs and/or connect the unit to relevant communities in meaningful ways.
Research and Creative Activity	APR materials demonstrate contributions and effort that meet or exceed the research and/or creative activity-related expectations of their job. The scholarly and/or creative activities in question show a commitment to and engagement with the field that aligns with the research and creative activity expectations in the faculty member's role statement. Every year something should either be submitted/under review or accepted/in press/published (including presenting at a conference with a peer reviewed acceptance process).	APR materials do not demonstrate contributions and effort that meet the research and/or creative activity-related expectations of their job. The scholarly and/or creative activities in question do not meet the standards outlined in the research and creative activity expectations in the faculty member's role statement. The faculty member has not made progress on submitting or publishing research or creative work within the assessed timeframe.