

DEPARTMENT OF ENGLISH

Criteria for Annual Performance Review

Career-track lecturers are evaluated in the areas of

I. Teaching

II Service

The normal expectations are that lecturers will devote 80% of their time to teaching; and 20% of their time to service/outreach. The overall rating for a CT lecturer will usually be weighted accordingly. Any negotiated departure from 80-20 should be noted and explained in the annual report, and the formula for overall rating will be explained therein and adjusted accordingly.

Each of the two areas of review will be assigned a numerical score of 5.0 to 1.0 according to the procedure, which has been approved within the department and is in accord with SBS and UA guidelines. Criteria for assignment to each level are described below.

4.0 - 5.0 Truly exceptional

3.0 - 3.9 Exceeds expectations

2.0 - 2.9 Meets expectations

1.5 - 1.9 Needs improvement

1.0 - 1.4 Unsatisfactory

I. Teaching

Effective and creative teaching is the primary function of the University and an indispensable function of faculty members in the Department of English. For lecturers whose teaching constitutes 80% of their total work assignment, the normal expectation is between 2-4 three-hour courses per semester (4-8 per academic year). The APR evaluation committee will be looking for a cohesive and comprehensive picture of the lecturer's course through the materials submitted from the previous calendar year. Evidence that will be considered for rating in this category will include, but not be limited to, reflective narratives, course materials, written feedback on students' work, peer observation, and student evaluations.

A. Teaching Narrative

Lecturers will submit, as part of the annual performance review, three paragraphs that reflect on the following aspects of teaching from the previous academic year, keeping in mind how your assignment and scaffolding samples might reinforce these ideas further. Please note that this is an opportunity to articulate to the committee what your classroom looks like as a whole, in a way you may feel your materials alone may not fully express. We want you to feel as seen and heard as possible, and here is the place to fill in whatever gaps you feel are necessary:

- Reflect on successes in the course(s) you have taught, including outcomes from TCEs or the previous years' APRs (if applicable).
- Recent activities/assignments that you utilized over the course of the previous academic year, and whether such changes were implemented. Provide context for the assignment sheet and scaffolding materials where and when you feel they are needed (i.e., if you have given additional lectures regarding the assignment or oral feedback that contextualizes any written feedback provided, or vice versa).
- Future plans you have for your course(s) in the upcoming academic year.

B. Service Narrative

Service varies with the role that each individual lecturer has chosen to assume within the department and larger professional community but should show a variety. The emphasis for service should be how it informs one's teaching and/or impacts the Writing Program, English Department, College, University, students, and/or the community.

1-2 paragraphs that reflect on how your service informs your teaching or other contributions to the Writing Program. (Service items are listed in the "Service" portion of UAVitae). This may include:

- How your service and teaching intersect.
- Reflect on the diversity of your service and the impact it has for the Writing Program, English Department, College of SBS, the University, students, and/or the community.

C. Course Materials Examples

An assignment sheet and any scaffolding materials (lesson plans or other assignments that contribute to students' success on the assignment). If you include scaffolding materials, please include no more than three documents that you feel will highlight, clarify, or further articulate the successes of the assignment you discussed in the above paragraphs (I. A).

D. Representative Written Feedback to Students

Three examples of how you provide feedback on major assignments corresponding with the assignment sheet you discussed above (I. A). These comments can appear on either drafts or final essays. The three essays should be from one assignment and should show a range of grade distribution (high, mid, low). Please provide representative samples in an effort to reflect the success or improvement needed in the assignment given to students. The evaluation committee will look at how well the essay drafts with comments connect to the assignment sheet and other scaffolding materials. The instructor's comments need to be in a written format. A point will be awarded if the connection between comments and assignment sheet is clear and if the comments

focus on bettering the student's understanding of the assignment, including how he/she might improve.

E. Third-party Feedback

Upload a completed observation form of your teaching. TCEs are automatically uploaded into UAVitae, and lecturers may reflect on them in the teaching narrative. If there is a completed observation form of your teaching, .5 will be awarded and TCE scores will be awarded .5. The TCE categories that will be considered are as follows: Effectiveness of Teaching=above 3.0, Effectiveness of the Course=above 3.0, and Difficulty of the Course=2.0-4.0. These are ideal ranges for the Writing Program.

Teaching Criteria

- A. Instructors who put course materials, lesson plans, and student feedback in context to express pedagogical success, discuss new ideas, future plans can earn a 1.
- B. Instructors whose teaching efforts and diverse service demonstrate substantive impact can earn a 2.
- C. Instructors who then support all of the above assessments with an assignment sheet and scaffolding materials can earn a 3.
- D. Instructors who then demonstrate that students understand the assignment sheet by providing student essays with comments can earn a 4.
- E. Instructors who then supply all of the above and whose observation and TCEs aligns with the above materials can earn 4.5- 5.

Teaching Criteria (expanded)

Teaching materials to be submitted for evaluation include:

- A. 3 paragraphs reflecting on the current academic year-successes of your course (s), new ideas, future plans, and context for any materials you have provided that you feel need further explanation.
- B. 1-2 paragraphs discussing how your service (listed in the "Service" portion of UAVitae) informs/complements your teaching, its impact on those it serves, and the diverse levels it encompasses.
- C. An assignment sheet and any scaffolding materials (lesson plans or other assignments that contribute to students' success on the assignment). If you include scaffolding materials, please include no more than *three documents* that you feel will highlight, clarify, or further articulate the successes of the assignment you discussed in the above paragraphs.
- D. Three examples of how you provide feedback on major assignments corresponding with the assignment sheet you discussed above. These comments can appear on either drafts or final essays. The three essays should be from one assignment and should show a range of grade distribution (high, mid, low). Please provide representative samples in an effort to reflect the success or improvement needed in the assignment given to students. The evaluation committee

will look at how well the essay drafts with comments connect to the assignment sheet and other scaffolding materials. The instructor's comments need to be in a written format. A point will be awarded if the connection between comments and assignment sheet is clear and if the comments focus on bettering the student's understanding of the assignment, including how he/she might improve.

E. Observation and TCE scores. If there is a completed observation form of your teaching, .5 will be awarded and TCE scores will be awarded .5. The TCE categories that will be considered are as follows: Effectiveness of Teaching=above 3.0, Effectiveness of the Course=above 3.0, and Difficulty of the Course=2.0-4.0. These are ideal ranges for the Writing Program.

****Please adhere to the above length requirements.** Reflections and materials exceeding the length and number of required sections of documents will not be considered.

II. Service Criteria

- 5 Truly exceptional
Lecturers whose activities impact teaching and contribute to the Writing Program, English department, College of SBS, the University, students, and the community. Diversity of service demonstrates ongoing development of expertise in the field. Lecturer's effort meets or exceeds the amount required by the lecturer's contract.
- 4 Exceeds Expectations
Activities impact teaching or contribute to the Writing Program, English department, College of SBS, the University, students, or the community and engage in diversity of service. Distribution of effort meets the required percentage by the lecturer's contract.
- 3 Meets expectations
Activities somewhat impact teaching or contribute to the Writing Program, English department, College of SBS, the University, students, or the community and shows adequate but less diverse service. Distribution of effort meets the required percentage by the lecturer's contract.
- 2 Needs improvement
Activities minimally impact teaching or contribute to the Writing Program, English department, College of SBS, the University, students, or the community and show minimal service. Distribution of effort falls short of the required percentage by the lecturer's contract.

1

Unsatisfactory

No evidence of activities that impact teaching or contribute to the Writing Program, English department, College of SBS, the University, students, and the community or diversity of service. Distribution of effort does not meet the required percentage by the lecturer's contract.

Service (internal document to be used as a guideline)

Service varies with the role that each individual lecturer has chosen to assume within the department and larger professional community but should show a variety. *The emphasis for service should be how it informs one’s teaching and/or impacts the Writing Program, English Department, College, University, students, and/or the community. Evidence that may be considered in this category for lecturers includes, but is not limited to, the following:

University or College committees	4
Departmental committees	4
Program committees	4
Other administrative or faculty governance assignments	4
Presenting a workshop or lecture for colleagues	3
Presenting at a conference	3
Publications: scholarly and/ or creative	3
Editorial Boards	3
Ongoing Semester-long or Year-long Partnerships with Writing-Centered Organizations (ex. Wildcat Writers)	3
Attending a conference	2
Developing instructional resources	2
Mentoring a new lecturer for an academic year	2
Mentoring a student for an academic year in ways that go beyond regular duties	2
National Day On Writing (or other similar event) participant	2
National boards and review panels	2
Attending or presenting at public lectures and readings	2
Organizing panels or colloquia at professional meetings	2
Offices held in professional associations	2
Teaching grants awarded/grant proposals	2
Evaluating book or article manuscripts or externally-funded proposals	2
Judging of contests (local, regional, national, international)	2
Other community service related to professional expertise	2
Attend a teaching-related workshop, such as OIA, Brown Bag, etc. (there is a cap of 2 points)	1
Organizing panels or colloquia at professional meetings	1