

## **DEPARTMENT OF ENGLISH**

### **Criteria for 2021 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. However, due to the changes and uncertainties in 2021, each lecturer may have different contractual requirements. \*\*At the top of the APR submission, each lecturer is required to list their FTE distribution for service. Please list per term (i.e. SP21 .2 service FA21 .1 service).**

**Each of the two areas of review will be assigned a numerical score of 5.0 to 1.0 down to increments of 0.5 which has been approved within the department and is in accord with ABOR/SBS scoring guidelines. Criteria for assignment to each level are described below.**

**5.0 Truly exceptional**

**4.0 Exceeds expectations**

**3.0 Meets expectations**

**2.0 Needs improvement**

**1.0 Unsatisfactory**

#### **Table of Contents for required APR components:**

**Section I (\*the three components below combine to equal a total of 5 points)**

- **Teaching Narrative (2 pages single-spaced maximum)**
- **Course Materials (2-3 scaffolding materials)**
- **Observation *or* 3 student essays with comments**

#### **Section II**

- **List of Service Activities from 2021 (each accompanied by a brief (2-4 sentence) description)**

## Section I-Teaching

### A. Teaching Narrative

The goal of the 2021 teaching narrative is to focus on an element of teaching that you tackled this year and then articulate what you've done, how you've done it, and what you'll do next regarding this theme or topic in your teaching. This narrative may cover the entire 2021 calendar year or focus on a certain course. The teaching narrative should be no longer than 2 pages single spaced and should address the following questions:

- What aspect of your pedagogy did you focus on during 2021 and what did you learn?
- What pedagogy was effective or what needs more improvement? What are you looking forward to bringing into your classes next year?
- Comment on how the SCS feedback you received affirms or challenges your pedagogical approach going forward.

\*In answering the questions for Part "A," Teaching Narrative, be sure to explain how your 2-3 teaching artifacts demonstrate, support, or are in response to the points you discussed. Make sure to contextualize how the course material examples you've included in Part "B," Course Materials Examples, exemplify the work you've done in your classes.

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### \*Rubric:

3 points available for teaching narrative

- 1 point rewarded for explaining the connections between what you did, learned, and the course material examples
  - 1 point rewarded for explaining what was effective or what needs improvement for the following year
  - 1 point rewarded for discussing some aspects of the SCSs in relation to your pedagogical approach
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## **B. Course Materials Examples**

Course materials should consist of a **minimum of two and a maximum of three** artifacts described within your courses in the Part “A” Teaching Narrative. These artifacts may consist of any of the following: major project assignment sheets, scaffolding materials for major projects, peer review materials, (short) instructional videos, and/or ongoing portfolio materials. If you are teaching from a PDC, please feel free to include materials that highlight how you taught elements from within the PDC (for example, announcements or videos you made).

While your Teaching Narrative should clarify these artifacts, a brief contextual framing (like a label and a few sentences) for each artifact can be helpful to your peer reviewers, especially in the case of longer or more dense artifacts. If you are submitting instructional videos, consider the best practices for video length (5 minutes).

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### **\*Rubric:**

1 point available for (B) Course Material Examples

- 1 point rewarded for successfully including *two* artifacts that support the teaching narrative
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## **C. \*\*Observation *or* Student Essays with Comments**

- Observation from an administrator or colleague  
-or-
  - 3 student essays with comments. These should correspond with the course materials you provided in Part “B” and show a range of abilities. They may be drafts or final essays.
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### **\*Rubric:**

1 point available for (C) Observation *or* Student Essays with Comments

- 1 point rewarded for submitting a completed observation or submitting 3 student essays with comments that support the course materials provided.  
\*\*please note that to earn 1 point you only need to complete one of the above options
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## **Section II-Service**

### **Service list and Criteria**

In this section, please create a list of your service contributions for 2021 each accompanied by a brief (2-4 sentence) description, which may include context, level of impact (national, regional, institutional, departmental, program), responsibilities, time commitment, etc.

### **Rubric:**

5 for .1-.2 FTE service, three (3) service items one (1) of which supports the WP

5 for less than .1 FTE service, two (2) service items one (1) of which supports the WP

4 for .1-.2 FTE service, two (2) service items one (1) of which supports the WP

4 for less than .1 FTE, one (1) service item and it supports the WP

3 for .1-.2 FTE service and for less than .1 FTE service one (1) service item that supports the WP

2 for one (1) service item that does not support the WP

1 for no evidence of service