

EXED APR Anchors

| APR Category Activities required for a Satisfactory rating are denoted with a *. | Year's In Profession | Unsatisfactory Anchors | Satisfactory Anchors <i>College Committee</i> | Excellent Anchors |
|---|----------------------|------------------------|--|-------------------|
| Teaching | | | | |
| | 0-5 years | | <i>Good evaluations that indicate students benefited from taking the course</i> | |
| 1. Student evaluations* Quantitative and Qualitative | 5-10 years | | <i>Good evaluations that indicate students benefited from taking the course</i> | |
| | 10 ^ years | | <i>Good evaluations that indicate students benefited from taking the course</i> | |
| | 0-5 years | | <i>Evidence of specific insights gained from teaching experiences and/or feedback from evaluations</i> | |
| 2. Self-reflections* Links specific actions or understandings to feedback from students, discussions with colleagues and informal evidence gathered through teaching Content [currency, reflect evidence based practice, reflect recommended practice/CEC standards, etc., integration of technology and diversity, linkages with prior/succeeding courses, etc] | 5-10 years | | <i>Evidence of specific insights gained from teaching experiences and/or feedback from evaluations</i> | |
| | 10 ^ years | | <i>Evidence of specific insights gained</i> | |

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| | | | <i>from teaching experiences and/or feedback from evaluations</i> | |
| | 0-5 years | | <i>Overall positive feedback</i> | |
| 3. Peer and/or AU head evaluations | 5-10 years | | <i>Overall positive feedback</i> | |
| | 10 ^ years | | <i>Overall positive feedback</i> | |
| | | | | |
| 4. Teaching load <ul style="list-style-type: none"> ▪ New preparations ▪ Enrollment size ▪ Delivery model ▪ Number of credits | | | | |
| | | | | |
| | 0-5 years | | <i>Evidence of commitment to advising</i> | |
| 5. Student Advising * | 5-10 years | | <i>Evidence of commitment to advising</i> | |

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| | 10 ^ years | | <i>Evidence of commitment to advising</i> | |
| | 0-5 years | | <i>Evidence of efforts to keep courses and delivery current, which could also include efforts to design new courses and/ or engage in collaborative activates</i> | |
| 6. Innovations in teaching* Content [currency, reflect evidence based practice, reflect recommended practice/CEC standards, etc., integration of technology and diversity, linkages with prior/succeeding courses, etc] Process [information delivery, competency demonstration, reflection and assessment, active learning and student involvement, etc] | 5-10 years | | <i>Evidence of efforts to keep courses and delivery current, which could also include efforts to design new courses and/ or engage in collaborative activates</i> | |
| | 10 ^ years | | <i>Evidence of efforts to keep courses and delivery current, which could also include efforts to design new courses and/ or engage in collaborative activates</i> | |
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| 7. Contribution to curriculum development or revision [course development, program development, | | | | |

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| university development] | | | | |
| | | | | |
| | 0-5 years | | <i>Evidence of work with independent studies or student organizations</i> | |
| 8. General student relations | 5-10 years | | <i>Evidence of work with independent studies or student organizations</i> | |
| | 10 ^ years | | <i>Evidence of work with independent studies or student organizations</i> | |
| Scholarship | | | | |
| | 0-5 years | | <i>At least one per year</i> | |
| 1. Presentations at professional conferences* Affiliation – recognized professional organization Degree of involvement – poster, round-table, presentation, workshop, invited keynote Participation vs Presentation [invited – individual recognition, invited – mass invitation, proposal submitted, proposal accepted, attendee, facilitator, key note, etc | 5-10 years | | <i>At least one per year</i> | |
| | 10 ^ years | | <i>At least one per year</i> | |

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| | 0-5 years | | <i>At least one of the following publication types every three years: journal articles, book or book chapter</i> | |
| 2. Preferred publications* Affiliation – professional organization journal, newsletter, proceedings from conference, popular media, textbook, chapter in text Editor or Reviewer – affiliation, consistency, role/responsibility | 5-10 years | | <i>At least one of the following publication types every three years: journal articles, book or book chapter</i> | |
| | 10 ^ years | | <i>At least one of the following publication types every three years: journal articles, book or book chapter</i> | |
| | 0-5 years | | <i>Evidence of quality if research that informs the profession</i> | |
| 3. Engaging in research | 5-10 years | | <i>Evidence of quality if research that informs the profession</i> | |
| | 10 ^ years | | <i>Evidence of quality if research that informs the profession</i> | |
| | 0-5 years | | <i>Evidence of success in and attempts to obtain external funding</i> | |

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| 4. Grant writing | 5-10 years | | <i>Evidence of success in and attempts to obtain external funding</i> | |
| | 10 ^ years | | <i>Evidence of success in and attempts to obtain external funding</i> | |
| | 0-5 years | | <i>Evidence of insights gained from attending professional conferences and/ or engaging in formal coursework</i> | |
| 5. Professional development* | 5-10 years | | <i>Evidence of insights gained from attending professional conferences and/ or engaging in formal coursework Participation in professional development opportunities [focus: teaching, service, scholarship, expansion into new interest, refinement of knowledge and skills in existing/continuing are of interest]]</i> | |
| | 10 ^ years | | <i>Evidence of insights gained from attending professional conferences and/ or engaging in formal coursework</i> | |
| | 0-5 years | | <i>Evidence of collaborative work that uses scholarly expertise</i> | |

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| 6. Consulting | 5-10 years | | <i>Evidence of collaborative work that uses scholarly expertise</i> | |
| | 10 ^ years | | <i>Evidence of collaborative work that uses scholarly expertise</i> | |
| | 0-5 years | | <i>Evidence of working with students to write an honor's or master's thesis</i> | |
| 7. Supervision of student writing | 5-10 years | | <i>Evidence of working with students to write an honor's or master's thesis</i> | |
| | 10 ^ years | | <i>Evidence of working with students to write an honor's or master's thesis</i> | Involving students in scholarly writing |
| Service | | | | |
| | 0-5 years | | <i>Evidence of personal contributions. Take leadership role(s) after third year</i> | |
| 1. Department, College, and/or University committee attendance and contributions* Consultation vs. service [paid or non-paid, one-time involvement or on-going involvement, information delivery or multi-faceted, etc] Time commitment [are you a nominal | 5-10 years | | <i>Evidence of personal contributions. Take leadership role(s) after third year</i> | |

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| <p>member, attending meetings, participating on sub-committees, taking a leadership role] Responsibilities assumed Outcomes generated [products produced, goals achieved, etc]</p> | | | | |
| | 10 ^ years | | <p><i>Evidence of personal contributions. Take leadership role(s) after third year</i></p> | |
| | 0-5 years | | <p><i>Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization or workshops for teachers.</i></p> | |
| <p>2. State and/or local engagement* Consultation vs. service [paid or non-paid, one-time involvement or on-going involvement, information delivery or multi-faceted, etc] Time commitment [are you a nominal member, attending meetings, participating on sub-committees, taking a leadership role] Responsibilities assumed Outcomes generated [products produced, goals achieved, etc]</p> | 5-10 years | | <p><i>Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization or workshops for teachers.</i></p> | |
| | 10 ^ years | | <p><i>Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization or workshops for teachers.</i></p> | |

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| | 0-5 years | | <i>Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization or workshops for teachers</i> | |
| <p>3. National/international engagement in professional organizations Consultation vs. service [paid or non-paid, one-time involvement or on-going involvement, information delivery or multi-faceted, etc] Time commitment [are you a nominal member, attending meetings, participating on sub-committees, taking a leadership role] Responsibilities assumed Outcomes generated [products produced, goals achieved, etc]</p> | 5-10 years | | <i>Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization or workshops for teachers.</i> | |
| | 10 ^ years | | <i>Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization or workshops for teachers.</i> | |