

2024 Guidelines for Faculty Annual Performance Reviews (APR) Narrative Statement

- Format:** Include Name, Rank, Title Series, and Academic Unit. Single space, 11-point, Calibri font.
Length: Three page maximum
Period: Two-year calendar review period from January 1, 2023, to December 31, 2024.
Reference: [Administrative Regulation 3:10 – Faculty Performance Evaluation and Progress Review](#)

The narrative statement is a faculty member's opportunity to elaborate about their program emphases, explaining scholarly activities and accomplishments in the areas of Instruction, Research, and Extension/Service, as determined by the faculty member's Distribution of Effort (DOE). Articulate your approach and how your scholarly activity contributes to the success of the academic unit, college, university, and profession. Please do not simply list what you have already included on the enhanced CV from Faculty Success. The narrative should put in context, explain impact, and demonstrate the synergy of your program that is not easily or completely understood from the enhanced CV alone. The enhanced CV and narrative statement are considered separate documents, but they should synergistically tell your faculty story. If your enhanced CV is your list of accomplishments for the review period, then the narrative statement should be an explanation of why those accomplishments matter in the context of your field, academic unit, college, and beyond.

Use your DOE to structure your narrative statement. A good rule of thumb is to appropriate the same amount of space roughly equal to your effort planning percentages. As an example, faculty with a DOE of Instruction 33%, Research 33%, Extension/Service 34% might spend about a third of the narrative statement covering each of those areas, whereas those with Instruction 10% and Extension/Service 90% may spend the bulk of the narrative statement discussing Extension and about 10% discussing Instruction. The concluding paragraphs of the narrative statement should describe how the faculty member is tying work in the different areas of effort together into a cohesive program and the importance of that work to the academic unit, college, university, and profession. The following sections provide more specific guidance on how the different effort areas should be addressed within the narrative statement.

Research/Scholarship

This portion should provide contextual information about your research program not evident from the enhanced CV alone. Some areas to consider are:

- What scholarship impact indications should be considered but are not included on the enhanced CV (i.e., journal metrics beyond Impact Factor, total cites, times cited, journal rank, or other journal reputation indicators)?
- Where appropriate, show your total times cited, *h*-index, or other Snowball/SciVal metric(s).
- Indicate the competitive agency funding rate for program.
- Indicate any notable awards earned and/or patent filings.
- Describe efforts to develop new scholarship/grant submissions/external funding efforts that are under way, but are not included on the enhanced CV.
- How are you working toward building collaborative partnerships in our college and beyond?
- If grant applications have been unsuccessful, how are you working to improve future applications?
- How is your research/scholarship supporting your Instruction and/or Extension activities?
- How is your research addressing areas of need for the commonwealth, nation, and/or international community and what are the broader impacts?
- How are you involving undergraduate/graduate students, postdoctoral scholars, and visiting scholars in the scholarship?

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Instruction

If you are submitting a teaching portfolio in the APR software, then state the following in this section of your narrative: *See Teaching Portfolio*.

If you are not submitting a teaching portfolio because your instructional DOE is very small, you may choose instead to include instruction in your narrative statement. Some possible areas to consider in crafting an instructional narrative statement are:

- How are experiential learning, service or other recognized high impact instructional practices improving the course-level student learning outcomes?
- How are you utilizing Canvas and other instructional mediums to enhance student learning?
- Are you using any collegial or formative observation sessions to seek ways for additional instructional improvement approaches and what have been the outcomes?
- How are you using feedback from students to continuously improve your teaching?
- How are you using instructional planning strategies to analyze, design, develop, implement, and evaluate for improvement?
- How are you incorporating research findings into instruction?
- How are you incorporating Extension into instruction?
- How does your work in the classroom make you a better overall scholar?
- If you are developing new pedagogical methods or publishing around pedagogy, how does that fit in to what you are doing in other effort areas?

Extension

Faculty members working in Extension should provide an overall summary of the nature and direction of their Extension program. Please elaborate on programming, objectives, and outcomes/impacts in the narrative. Organize the narrative in two sections: first a bulleted list of the most significant accomplishments during the review period and second, follow with succinct paragraphs on major program emphases, including outcomes/impacts.

The Extension narrative should convey the scope of the program, reflect a clear and grounded educational strategy, direction, and purpose. Your narrative should discern how your program is designed to make a demonstrable impact. It should incorporate a plan for the systematic process of collecting and analyzing data to determine the extent to which a program or curriculum achieved its intended outcomes/impacts, demonstrating best practices in program evaluation. If you have questions about program evaluation, please reach out to [Dr. Lola Adedokun](#). [Dr. Ken Jones](#) also supports extension faculty development. They provide technical guidance, trainings, and resources to build and sustain the capacity of UK Extension faculty. Please use the narrative to demonstrate how publications, programs, trainings, service, and applied research contribute to a clear set of program priorities. Provide details of any innovative delivery methods for programs or information. Quantify contributions to multi-disciplinary/team efforts within academic units, colleges, the University, or national colleagues. Please specifically discuss how you incorporate agents and county staff in your program from planning through implementation and evaluation. Connections to county, regional, or state needs assessments are especially noteworthy. Do not limit your statement to those concerning formal, funded projects or programs.

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Your [Kentucky Extension Reporting System \(KERS\)](#) success stories will be loaded into the APR software for you. There is no need to repeat success stories in the narrative statement. The KERS success stories should communicate credible evidence of the outcomes and overall impact of your program. Examples of outcome and impact measures include increased (or new) knowledge, skills, attitudes, aspirations; changes or improvements in desired behaviors; adoption of new or best practices; and measures of economic impact (e.g., dollars saved by adopting practices and what participants would have paid to learn the skills elsewhere). The key to writing an effective success story is to demonstrate how your Extension program has contributed to improvements in the social, health, economic, and/or environmental situations of individuals and/or communities.

Service

Service is an investment in your academic unit, college, university, profession, professional organization, student groups, or community. Sometimes, it is an opportunity to take part in faculty governance which may have a lasting effect on important policies, serving on a promotion and tenure committee, Faculty Senate, or an institutional review board. Service is not an addition to an already full load but instead a way for faculty to apply their disciplinary expertise to service needs.

Administration

If you hold an administrative appointment, you should describe your major responsibilities in that position. Then, describe your major accomplishments in that role during the review period and finally, describe how these accomplishments tie into your overall mission as a faculty member. Integrate how your research affects your role as an administrator or how your teaching informs your decision-making in your administrative role as appropriate. How does your administrative effort better serve your academic unit, the college, or the university? Contextualize your role as an administrator within our greater mission as a land-grant institution.

Professional Development

If you participated in substantial professional development during the review period and it appears in your DOE (i.e., sabbatical, scholarly leave, etc.), you should describe those activities in detail. What were the goals of your professional development and how did you achieve them? Even more importantly, how will what you learned through professional development impact your academic unit, college, university and beyond?