Revised Language Centre KPIs for Performance Review (2025)

**Document Summary**

The revised KPIs aim to provide a clear, structured, and equitable framework for evaluating the performance of Language Centre colleagues. The KPIs are organized into three core areas:

1. **Teaching and Curriculum/Course Design** (60-80% weighting)

* This area emphasizes classroom teaching effectiveness (as reflected in CFQ scores), reflective practice, curriculum/course design, and contributions to ongoing LEP initiatives.
* Scoring is based on evidence such as student feedback, curriculum leadership, and active contributions to programme enhancements.

**2. Scholarship of Teaching and Learning** (10-20% weighting)

* Recognizes scholarly activities such as obtaining competitive teaching and learning grants, publishing peer-reviewed academic work, and presenting at conferences.
* Points are awarded based on the impact and scope of these scholarly contributions.

**3. Service** (10-20% weighting)

* Encompasses roles such as committee chairmanship, active participation in panels or task forces, coordination of LC activities, and demonstration of professionalism and collegiality.
* Service to both the Centre and the wider university community is recognized.

**Additional Features**

* **Bonus Items**: At the panel’s discretion, extra points may be awarded for exceptional achievements such as outstanding CFQ scores, significant awards, major curriculum initiatives, impactful teaching innovations, and external professional contributions.
* **Weighted Scores**: The KPIs offer differentiated weighting for staff at different levels (SL, LI & LII, AL), ensuring alignment with role expectations and responsibilities.

Thank you very much.

Language Centre KPIs Task Force

There are 4 items in Column C.

There are 3 items in Column B.

There are 4 items in Column A.

Colleague will receive a certain number of items based on the work done.

**LC KPIs for Performance Review**

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| **1. Teaching (80%-90%)** | | | | | |  |  | **2. Service (10%-20%)** | |  |
| 1. **Teaching and Curriculum/Course Design** | |  |  | **B. Scholarship of Teaching and Learning** | |  |  |  |  |  |
| Outstanding Level (OS) | |  |  | Outstanding Level (OS) | |  |  | Outstanding Level (OS) | |  |
| **Core items** | | Raw Score |  | **Core items** | | Raw Score |  | **Core items** | | Raw Score |
| A.1 | **Classroom teaching:** having an average CFQ score rated below 4, | 0/1/2 |  | B.1 | obtaining a TDG/CoP (or other teaching-and-learning grants) as a PI (holding the funding at HKBU) or Co-I for projects related to the development of the Centre, student learning, the professional development of colleagues, and institutional goals; | 0/1/2 |  | C.1 | serving as a committee chair or programme/course coordinator at the centre/university level; | 0/0.5/1 |
| between 4 and 4.29, |
| at 4.3 or above; |
| A.2 | having ongoing reflection on classroom practices; evidence of attending to students’ needs and providing constructive and timely feedback on in-class and out-of-class work. | 0.5/1/1.5/2 |  | B.2 | Publishing academic papers in peer-reviewed journals or scholarly books/chapters by reputable publishers, or producing creative works such as poetry, fiction, or drama that are related to language education and contribute to the advancement of language teaching and learning. | 0/1/1,5 |  | C.2 | actively contributing to the Centre’s or University’s panel(s), committee(s), task-force(s), or working group(s); | 0/0.5/1 |
| A.3 | **Curriculum/course design:** as course coordinator, playing a leading role in designing new or revising teaching and assessment materials that promote learner-centred or other pedagogical approaches to teaching and assessment within the LC; | 0.5/1/1.5/2 |  | B.3 | delivering paper presentations on language education as an external speaker at seminars/international conferences/ symposia recognized by the LC | 0/1/1.5 |  | C.3 | coordinating/organising LC functions/activities and/or collaborating with other units (e.g. International Office or Student Affairs Office)/centres/departments/faculties and other institutions in alignment with the Centre’s/University’s goals; | 0/1/2 |
| as course team member, contributing substantially to curriculum revision and development of new courses/materials/activities; |  |  | (Max. Raw Score: 5 marks) |  |  | C.4 | demonstrating exemplary professionalism, collegiality and communication with colleagues and students, through supporting regular events/activities at the Centre and Sectional level. | 0/0.5/1 |
| A.4 | actively contributing to an existing LEP initiative, course, or service, including revamping or scaling its impact. | 0.5/1/1.5/2 |  |  |  |  |  |  | (Max. Raw Score: 5 marks) |  |
|  |  | |  |  |  |  |  |  |

(Max. Raw Score: 8 marks)

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|  | **Bonus items at the discretion of Review Panel of LC** | **Weight** |
| D.1 | having an average CFQ score rated above 4.5; | 0/1/2 |
| D.2 | receiving awards, prizes, or honours specifically related to language teaching and learning (including being the lead recipient of awards for scholarly activities), or attaining fellowships in scholarly organisations and/or associations related to language education. |
| D.3 | introducing a new major initiative or contributing substantially to the reconstruction of curriculum; |
| D.4 | contribution to evidence-informed language teaching and learning outcomes as requested by the LC; |
| D.5 | contributing to internal university seminars by making knowledge transfer from TDG or other language teaching-and-learning projects and integrating insights into the University’s teaching/learning/assessment practices; |
| D.6 | making a contribution to external professional communities; delivering professional external development events and providing language consultancies as a lead or core speaker or consultant. |

(Max. Raw Score: 2 marks)

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|  | **Teaching/**  **Course design (8 marks)** | **Scholarship**  **(5 marks)** | **Service**  **(5 marks)** | **Central Panel** | **Final Score (out of 20)** |
| **SL** | Weighting: 60% | Weighting: 20% | Weighting: 20% | Up to 2 scores | Sub-total + Panel |
| **LI & LII** | Weighting: 70% | Weighting: 15% | Weighting: 15% | Up to 2 scores |
| **AL** | Weighting: 80% | Weighting: 10% | Weighting: 10% | Up to 2 scores |

20-point scale is applied to the four-level rating categories as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outstanding  (OS) | Very Satisfactory  (VS) | | Satisfactory  (ST) | | Below Satisfactory  (LS) |
| OS | VS+ | VS | ST+ | ST | LS |

20 15 12.5 10 7.5 5 0