

Be sure to title your Self-Reflection/Review – Professional Statement, including your Name, Position, the position promoting to, and the years under review:

SELF-REFLECTION/REVIEW (Professional) STATEMENT
FOR Promotion to Associate Clinical/Teaching/Practice Professor/Senior Lecturer
Or
SELF-REFLECTION/REVIEW (Professional) STATEMENT
FOR Promotion to Clinical/Teaching/Practice Professor/Principal Lecturer

The foundation of your application packet is the curriculum vita in FAAR. Workload documents and reports submitted every semester provide base information. Faculty must make sure all activities are appropriately entered using the “Workload” form. This includes attaching any supporting documentation (e.g., conference proceedings, manuscripts, acceptance letters etc.).

Use the activities section or workload form in FAAR to build your vita. Please note the following:

1. Attachments to scholarly products are linked in FAAR, not Review, Promotion and Tenure (RPT). Upload specific documents using the workload form.
2. Make sure to use the "Manage Status" button on the edit screen of an activity to add (rather than overwrite) a new status (e.g., submitted, accepted, published or in service when inactive on a committee).

After any changes are made in FAAR, regenerate your vita below by clicking Regenerate in the Actions column of the Faculty180/FAAR Vita section.

PACKET REQUIREMENTS

Application Information

1. **Unit Criteria for Promotion and/or Tenure:** Upload criteria used by your unit for review of promotion and/or tenure
2. **Official Letter of Approval of Prior Credit:** Upload documentation that indicates approval of prior credit. **This is required only if it applies toward your current application for promotion/tenure.**
3. **Annual Review History (optional):** Upload a history of annual review scores (or full review letters if requested) from your chair/director in this section. An example score template is available here: https://in.nau.edu/wp-content/uploads/sites/144/2019/09/Annual_Performance_Ratings_Summary-ek.pdf

Professional Statement

The candidate must write and upload a professional statement with his/her file.

A. Statement of Objective

Include an opening paragraph stating how long you have been at NAU, within the COE, and in what Department / Program(s). This statement should include an affirmation of the position you are applying to promote to (e.g., Associate Clinical Professor – or Clinical Professor). Be sure to indicate if you have received any prior years of service (include a letter of confirmation from your Department Chair/Director / and co-signed by the COE Dean in the appropriate section). Indicate in your opening introduction or in the overview and goals section the work you did in Teaching, Research, Service and Advising for the prior years of service if it was received.

- a. Include how you meet the criteria for promotion to **Associate/Senior rank(COFS)**. This is ideally placed in your opening paragraph:
 - i. To be eligible for the rank of associate clinical professor, the faculty member must have at least the following:
 - ii. An earned doctorate in the appropriate discipline or other terminal degree and/or certification or licensing in his/her field of competence (where appropriate).
 - iii. A record of performance in the job-related responsibilities that shows substantial effectiveness in the role assigned.
 - iv. The equivalent of six years (12 semesters) of college-level teaching or other relevant professional experience.

OR

- b. Include how you meet the criteria for promotion to **(Clinical/Practice/Teaching Professor or Principal Lecturer rank)**. Ideally, this is placed in your opening paragraph:
 - i. To be eligible for the rank of clinical professor the faculty member must have at least the following:
 - ii. An earned doctorate in the appropriate discipline or other terminal degree and/or certification or licensing in his/her field of competence (where appropriate).
 - iii. A demonstrated record of sustained excellence at the Associate Clinical Professor rank in responsibilities related to the role assignment.
 - iv. The equivalent of six years (12 semesters) of college-level teaching at the rank of Associate Clinical Professor or other relevant professional experience.

Statements above reflect the clinical ranks. Please note similar statements are available for promotion to the other ranks in COFS. Please use the appropriate statements for your rank.

B. Overview and Goals

Your professional statement could include your professional goals related to student-related responsibilities, scholarship where appropriate, and service; teaching philosophy and an overview of accomplishments; and career goals and vision for the future. Generally, this overview can be achieved in no more than 4-5 pages. Candidates are strongly encouraged to provide a summary of specific expectations of rank, and synopsis of how those criteria have been met or exceeded. Use key terms from the Conditions of Faculty Service (COFS) and the COE Promotion and Tenure (P&T) documents. Synthesize your activities into a holistic story of contributions.

Include/identify specific goals in this opening section (for example):

GOALS RELATED TO STUDENT-RELATED RESPONSIBILITIES

1. Continue to increase my effectiveness and skills as an instructor. Thus, providing students with the necessary information, resources, and skills to be successful in their chosen career goals.
2. Continue to create a classroom environment that is professional and courteous, providing an optimal learning environment for students.

GOALS RELATED TO SCHOLARSHIP

While not part of my position contract, I will:

1. Actively seek out research opportunities, not only linked to my research areas, but with other faculty and students. Submit to at least one professional conference or one professional journal each year.
2. Work with other faculty members and students on scholarship opportunities with a focus on academic achievement.

GOALS RELATED TO SERVICE

1. Serve as active member of the EDL Department, through active involvement in department meetings and committees.
2. Seek out leadership roles on committees.
3. Work with departmental committees, Community College Higher Education, Student Affairs, etc.

You may include/identify your Teaching Philosophy, and as applicable, your Research Agenda in this opening section (for example):

TEACHING PHILOSOPHY

My personal teaching philosophy parallels that of Boyer's (1990) interpretation of the "scholarship of teaching." I strive to be well informed and steeped in current knowledge of the field by staying abreast of the current research and readings. I firmly believe students learn through the extension of knowledge of those with whom they encounter. I encourage students to be critical thinkers to be effective consumers of research...

C. Concluding Statements:

You may want to include your Career Goals, and Research Plan (for example):

CAREER GOALS

1. To continue to enhance my effectiveness as an instructor through the use of theoretical and practical (applied) applications as well as maintaining currency in the field and making use of technology that will assist students.
2. To continue to serve as mentor to my assigned graduate assistants and other students.
3. To provide leadership to the EDL departmental committees.

Conclude your Review with your Vision for the Future (for example):

My vision for the future is to be an active participant in the growth and development of our students here at Northern Arizona University. I will continue to work with students to develop and implement their research for dissertations and other future research projects. I will continue to build and expand my mentoring role for students. I would like to continue to strengthen my reputation within the Educational Leadership department and the College of Education as an effective instructor for our students. I will work to stay current in my field and look for continued opportunities to grow as a faculty member.

One document required

The following sections (Narratives on teaching, scholarship, and service) allow you to amplify what you have outlined in this professional statement, and to document your performance and achievements in more detail.

Teaching (Student-Related Activities)

Upload a narrative of student-related activities particularly addressing the extent to which unit criterion for promotion has been met/exceeded. The evaluation of teaching effectiveness and student engagement should be based upon at least additional measures beyond course evaluations. Include evidence of teaching quality and impact. Tell your story and if applicable explain why a particular semester may not have gone well and what you did to address the challenges you may have faced that semester. Your narrative statement should address the following:

- Currency in syllabus, course materials
- Contributions to enhancement of teaching and learning in the community-curricular development, mentoring other faculty (critical for Full Professors) and students.
- Scholarship of Teaching
- Include input from Students in a Tabular form with means, medians, modes, and other helpful information.
 - **NOTE:** be sure your table includes a history of your student ratings to show change across your time at NAU – and if applicable, with prior institution ratings for comparison.
- Written evaluations from class evaluations: A spectrum of comments is useful. Please use moderation in compiling the evaluations and include negative constructive comments that have shaped your teaching. Please comment on how your teaching has been changed by positive and negative evaluations.

Also included in the narrative include evidence based on the following COE criteria:

Commitment to Students & Learning

- Attitude that all students can learn
- Makes knowledge accessible
- Respects individual and cultural differences
- Designs instruction to address differences

Demonstrated Content Expertise

- Current knowledge and expand to new areas
- Understand history, structure, & real-world applications
- Identify and address misconceptions and gaps in skills and knowledge
- Critically examines own knowledge

Demonstrated Pedagogical Expertise

- Engage students in safe & respectful learning environment
- Use multiple methods of instruction and assessment
- Critically examines own practice

Member of Learning Community

- Collaborate with others
- Support students through formal and informal advising and other activities
- Participates in college and university activities and service activities

Practicum Program Leaders (for clinical faculty)

- Establish & maintain relationships with cooperative organizations
- Aligns practicum experiences with program standards and COE mission
- Advocates, nurtures, and sustains practicum experiences that are conducive to learning and professional development

Advising

If applicable, please provide a narrative of your major advising duties, which could include: undergraduate academic and career advising, graduate student advising in research and/or teaching, and club or student professional society advisement. Make sure to indicate your time commitment to each major advising activity. Take care to describe your role in each activity and the impact of your involvement. Describe special accomplishments such as mentoring students, supervising internships, supervising student workers, facilitating student opportunities, serving on graduate student committees, etc. With respect to graduate students: name these students and identify those who have completed degrees under your direction. You could include this information in a table:

SAMPLE TABLE:

Name of Graduate Student Advisees/Mentees	Year	Activity
John Doe	2019-Present	Advisor for Qualifying Research Project (QRP); Academic Advisor; Dissertation Committee Chair (working with student on prospectus)
Jane Doe	2020-21	Academic Advisor (met with students at least twice each semester to discuss Program of Studies (POS) and possible electives; initial discussions regarding QRP)

Documents

Narrative of Student-Related Activities

1-10 required

Summary Table of Courses Taught

1-5 required

Sample Table for Teaching Evaluation Summary

Number of Courses taught from AY 2XXX to AY 2XXX ABC 1 Title (3 sections) XYZ 23 Title (6 sections)						
Semester	Course	Enrolled	Response Rate	Mode	Mean	Standard Deviation
F 2020	ABC 1	25	87%	3	2.82	.93
S 2021	XYZ 23	30	91%	4	3.48	.48
Overall Mean Across Courses					3.54	.58
Mean for Academic Year 1 (AY 20XX – AY 20XX)					3.35	.71
Mean for Academic Year 2 (AY 20XX – AY 20XX)					3.52	.57

NOTE: If you are bringing in prior years of service, be sure to include a Teaching Evaluation Summary Table from that institution.

III. Service

Attach a summary narrative of service and service accomplishments, particularly addressing the extent to which unit criteria for promotion have been met/exceeded. Your service consists of the application of disciplinary expertise to problems or issues of some community or entities. Service activities to (1) the profession, (2) the local, state, national, and international communities, and (3) the University, the College, and the Department are also important and central to all recommendations for continuing employment, promotion, and merit. Faculty are expected to participate actively in-service activities. To assess performance in this area, you must document and provide evidence of their service activities, their level of involvement in those activities, and important accomplishments related to those activities. Demonstrate how you made yourself available to students for mentoring/advising. Faculty members should provide the following:

- Include descriptions of your service role's impact on the department/college/university/community.
- If you have developed leadership roles, please describe them here (important for Promotion to Full).
- Describe your level of contribution and effort, which could include details on the time committed for key service activities. For promotion to the highest rank, document your leadership and the impact of your service to various communities. Include evidence and artifacts of this work.
- Demonstrate continued sustained pattern of service to the department/college, university, and community (including the profession).
- Documentation of service can be provided through letters from appropriate authorities describing participation and contributions, records of public workshops/seminars, evidence of service on professional review boards or associations, awards, and so on. For consideration in the review process, service activities must provide some product that is accessible to reviewers. Faculty members should also provide narrative description of their service accomplishments. Special consideration is given for leadership in service activities.

Advising/Student Mentoring

If applicable, please provide a narrative of your major advising duties, which could include undergraduate academic and career advising, graduate student advising in research and/or teaching, and club or student professional society advisement. Make sure to indicate your time commitment to each major advising activity. Take care to describe your role in each activity and the impact of your involvement. Describe special accomplishments such as mentoring students, supervising internships, supervising student workers, facilitating student opportunities, serving on graduate student committees, etc. Include evidence of your advisement work and any metrics of quality you may have. Demonstrate your impact on students (e.g., time to graduation; success in the field, presented at 3MRP, etc.). If you have prior years of service credit, be sure to talk about it and describe for the committee what you did in those years of service. With respect to graduate students: name these students and identify those who have completed degrees under your direction. You could include this information in a table:

SAMPLE TABLE:

<i>Name of Student Advisees/Mentees</i>	<i>Year</i>	<i>Activity</i>
<i>John Doe</i>	<i>2019-Present</i>	<i>Advisor for Qualifying Research Project (QRP); Academic Advisor; Dissertation Committee Chair (working with student on prospectus)</i>
<i>Jane Doe</i>	<i>2020-21</i>	<i>Academic Advisor (met with students at least twice each semester to discuss Program of Studies (POS) and possible electives; initial discussions regarding QRP)</i>

Attachment to specific service activities should be attached in FAAR on the Workload or Activities section.

Documents

Narrative of Service

1-5 required

Sample Table for Service Summary

Year	Activity / Service	Role	Contribution
2012 – 2016	Department Committee	Member	Attended all bi-weekly meetings throughout semester to review program matters, including curriculum, recruitment, and retention. Helped to draft the curriculum changes for the following courses XXX610 and XXX612; and completed the annual program assessment for XXXXX program (see Appendix A).
2013 – 2015	COE Committee*	Co-Chair	Served as Co-Chair at monthly planning meetings – worked closely with Department Chairs and COE Dean on college improvement items. Specific items that I helped to create includes criteria for the Innovation and Scholarship section in the COE Draft Strategic Plan (see Appendix B).
2014	Professional Committee	Member	Regularly reviewed conference applications and served as conference committee member.
2015 – 2016	Community Service*	Co-Sponsor	Co-founded the K-3 reading initiative and completed a feasibility study (see Appendix C). Planned and assisted with monthly read-a-thons for local school.

* Denotes Leadership Role

NOTE: The table can be organized chronologically by year – or by areas of service, e.g., Department, College, University, Profession, Community.

(Optional) An opportunity to share your scholarly activities.

Scholarship and Creative Activities

Optionally for non-tenure track faculty, you may attach a summary narrative of scholarly activity. Describe and document your accomplishments as a scholar including a description of your scholarship agenda. What do you consider to be your most important achievements and contributions to your discipline? How has your scholarly work grown and developed over the period evaluated here?

Scholarly products submitted must be representative of one's discipline and address the mission of the college and university. To be recognized in the area of research, work should require a high level of discipline-related expertise and should be made publicly available, ideally through a peer review process. The most salient evidence of scholarly achievement derives from publication of the results of inquiry and research, broadly conceived. You may also provide information on the quality and impact of your scholarship.

Scholarly productivity involves the following components: a) inquiry activities that lead to the discovery/integration/application of knowledge (in any of Boyer's four domains); b) the public representation of the results or findings from these activities; c) the assessment of peers as to the scholarly impact or quality of the inquiry. Inquiry activities may not lead to published results in the short run; at the same time, it is the results that form the central object of evaluation. Established peer-review processes provide a mechanism for accomplishing the third component of assessing scholarship.

Note: The vita will list all efforts (including unfunded grants) that are added using the workload form in FAAR. Make sure this is complete including attachments (manuscripts, abstracts, conference proceedings – refer to the FAAR handbook for directions).

A Few TIPS

1. Be sure that you have reviewed (and use as a reference) the **Promotion Criteria for Non-Tenure Track Ranks** (COE, 2008)
 - a. Use keywords from the document to assist with your narrative (for example)
 - i. Encourages student-faculty contact
 - ii. Encourages cooperation among students
 - iii. Encourages active learning
 - iv. Gives prompt feedback

- v. Emphasizes time on task
 - vi. Communicates high expectations
 - vii. Respects diverse talents and ways of learning
- b. Be sure to address ALL of the Propositions
- i. As noted above and in the document, guidelines for how to share your story are provided
 - ii. Refer to the table that shows the Proposition, the talking points, and possible ways to demonstrate the identified skills
2. Review, and use for reference wording, the **Annual Review Evaluation and Criteria** (COE, 2018)
- a. Review the criteria for Satisfactory and ensure that you have met that on a regular basis.
 - b. Review the criteria for Meritorious / Highly Meritorious and utilize the language for these items/events to help tell your story.
 - c. Do not forget to include the history of these accomplishments – spanning the entire review timeframe.
 - d. **NOTE:** a review of these items also provides a GREAT template/map on what to include in your FAAR to ensure that it is up-to-date.
3. Be sure your FAAR data is Up-to-date
- a. Consult with your Department Chair/Director to work through the FAAR system.
 - b. Consult with your Colleagues to provide ideas/reminders of items to include.
 - c. If you have prior years of service, be sure you have uploaded/included that information into the FAAR system.
 - d. When it doubt – **ADD IT**
 - e. **Review for duplicate entries and delete all duplicate entries, especially in the area of scholarship.**
4. Be sure you are clear in your narrative, with tables/charts, as applicable, to guide the reviewer through your materials. **DO NOT** make them guess/speculate on your accomplishments – or hunt for needed evidence.
- a. As we are largely visual learners/readers/reviewers – provide applicable tables/charts to help share your story.
 - b. Do not forget to provide information that spans the timeframe of your review.
5. Be sure to link your Teaching and Service – show the relationship among these areas – past information – current activities – and future plans.
- a. Optionally, you may include Scholarship into this common relationship.
6. Even if not required from your specific Department, you may consider asking a colleague to conduct a Peer Review of your Classroom Instruction.