

**Policies and Procedures for Annual Review,
Promotion, and Tenure
[Tenure-Track Faculty]**

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1. Introduction

The mission of Northern Arizona University is to enrich lives and create opportunities in Arizona and beyond. The College of Education (COE) embraces this mission in its quest and mission to prepare compassionate and competent professionals who are equipped with the knowledge and the skills to make positive differences for children, students, and adults in educational and health service settings, and communities and who are committed to building empathetic, inclusive, and just environments. This document outlines the processes and criteria for annual review and promotion and tenure. The faculty recognize the multiple purposes for such review, but emphasize the following: The performance review is designed to a) enhance the overall quality of the educational experience within the college and university; b) enhance the performance of individual faculty members in their various roles; c) provide information relevant to decisions regarding continuing employment, merit adjustments, and rank and tenure.

In accordance with Northern Arizona University Conditions of Faculty Service (COFS), faculty members at the College of Education have established processes for review and evaluation of their work. This document outlines the review processes and review criteria of the college. All processes and criteria outlined here are aligned with university policies, which take precedence over COE processes and criteria.

1.1. Distinction between Annual Review and Promotion and Tenure Processes

The NAU Conditions of Faculty Service (COFS) distinguishes between the annual review process and the retention/promotion/tenure process as follows:

“Typically, units will have different criteria and levels of performance expected for annual performance evaluations (e.g., unsatisfactory, satisfactory, meritorious, highly meritorious) than for retention, tenure, and promotion. Annual evaluations do not cumulate into tenure and/or promotion decisions. For probationary faculty, the annual evaluation should not be confused with the probationary (retention) review. While these may occur simultaneously and be based upon overlapping material, the probationary (retention) review incorporates the unit's estimate of the faculty member's future promise and contributions to the unit and the discipline based on the accomplishments to date. Annual performance evaluations are retrospective of a single year, and summative in nature. Tenure and promotion reviews incorporate an evaluation of the quality of contributions of the faculty member to date and promise of continued excellence.”

All faculty members are subject to annual review. Annual review processes are regulated by the Provost, but colleges and departments are responsible for establishing criteria. The COE operates as a single unit using similar criteria and established levels of performance for annual performance evaluations that apply to all sub-units (departments or areas). Similarly, The COE uses a single set of criteria that apply to all sub-units within COE (departments or areas) for retention, promotion, and tenure. While annual evaluations do not directly lead to promotion and/or tenure, the results of the annual reviews are used as evidence as documented below.

For promotion and tenure, some aspects of the annual review process will be incorporated to provide evaluative detail. Specifically:

- 45 • **Teaching:** The Department Chair Administration & Consistency Annual Review
46 Template (see Appendix B) will be used to document the Administration & Consistency
47 Standards described below.
- 48 • **Scholarship:** The Scholarship Overview Template (see Appendix H) will be submitted in
49 the Annual Review process for tenure track and tenured faculty to show progress toward
50 promotion.
- 51 • **Service:** The Department Chair Administration & Consistency Annual Review Template
52 (see Appendix B) will be used to document the Administration & Consistency Standards
53 described below.

54 1.2. Commitment to Diversity, Equity, and Inclusion

55 The COE is committed to diversity, equity, and inclusion as represented by its Mission and
56 Strategic Goals. The COE’s commitment to these goals further reflects Northern Arizona
57 University’s mission, vision, and values, including its recognition that our community is
58 strengthened through diversity of cultures, experiences, and perspectives. Further, Northern
59 Arizona University’s Diversity Strategic Plan indicates that diversity and inclusion are
60 recognized as institutional strengths and exhibited through a reflection of ideals and participation
61 by all members of the diverse NAU community.

62 Tenured, tenure-track, and non-tenure track faculty play a central role in supporting the
63 university and colleges’ commitment to diversity, equity, and inclusion (DEI). As such, this
64 commitment is an essential and expected dimension of faculty effort in teaching, scholarship,
65 and service, which will be evidenced in applications for promotion and tenure.

66 1.3. Responsibilities of the COE Administration in the Evaluation Process

67 It is the responsibility of the Dean to:

- 68 • Provide educational development and supervision for the department chairs/directors
69 related to their roles in the evaluative process. This includes formal annual assessment of
70 the chairs/directors in their roles providing oversight to the department level reviews
71 (e.g., FSC) and in their own reviews.
- 72 • Provide educational development and supervision for the associate dean(s) related to their
73 role in the development and delivery of promotion and tenure related faculty
74 development.
- 75 • Provide faculty development to those seeking tenure and/or promotion regarding the
76 Dean’s role and perspective in the evaluation process.
- 77 • Provide 3rd year review feedback relative to the promotion and tenure criteria in teaching,
78 scholarship, and service. Feedback should specifically detail whether or not progress in
79 each area is consistent with promotion and tenure guidelines.
 - 80 ○ Per COFS 1.4.2 “Tenure and promotion reviews incorporate an evaluation of the
81 quality of contributions of the faculty member to date and promise of continued
82 excellence.”
 - 83 ○ Per COFS 1.4.6.1.2.e “If there are suggestions for improvement in areas subject to
84 evaluation, the suggestions must accompany the decision for retention and should
85 be addressed in subsequent Statements of Expectations.”

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It is the responsibility of the Associate Dean to:

- Provide faculty development to tenure track and promotion seeking faculty related to all aspects of the promotion and tenure criteria and process.

94 **1.4. Responsibilities of Department Chairs/Directors in the Evaluation**
95 **Process**

96 It is the responsibility of the department chairs/directors to:

- 97 • Provide faculty development to those seeking tenure and/or promotion regarding the
- 98 chair's/director's role and perspective in the evaluation process.
- 99 • Provide 3rd year review feedback relative to the promotion and tenure criteria in teaching,
- 100 scholarship, and service. Feedback should specifically detail whether or not progress in
- 101 each area is consistent with promotion and tenure guidelines.
- 102 ○ Per COFS 1.4.2 "Tenure and promotion reviews incorporate an evaluation of the
- 103 quality of contributions of the faculty member to date and promise of continued
- 104 excellence."
- 105 ○ Per COFS 1.4.6.1.2.e "If there are suggestions for improvement in areas subject to
- 106 evaluation, the suggestions must accompany the decision for retention and should
- 107 be addressed in subsequent Statements of Expectations."
- 108

109 Department chairs/directors are also to ascertain the following in all evaluative processes:

- 110 • That SOEs accurately and consistently reflect consistent workload distribution across all
- 111 faculty in the department.
- 112 • That SOEs are consistent with the department's mission and goals.
- 113 • That all faculty review materials submitted are complete prior to submission to the
- 114 faculty review committee (incomplete submittals will be returned to the faculty
- 115 member).
- 116 • That external letters for faculty applying for tenure and/or promotion are sought
- 117 from appropriate reviewers and that guidance is provided to all reviewers so that a
- 118 fair evaluation can be made.
- 119 • That the evaluation processes are fair and consistent.
- 120 • That all administrative duties assigned to any faculty member are appropriately
- 121 evaluated and documented in the department chair's/director's evaluation of the
- 122 respective faculty member.
- 123 • Provide feedback in a timely manner.
- 124

125 **1.5. Responsibilities of the Department Faculty Service Committees**

126 It is the responsibility of the FSC to:

- 127 • Understand and implement their evaluative process and roles in accordance with NAU
- 128 COFS.
- 129 • Understand and implement their evaluative process and roles in accordance with the COE
- 130 Promotion and Tenure Guidelines.
- 131

1.6. Responsibilities of the College Promotion and Tenure Committee

It is the responsibility of the College P&T Committee to:

- Understand and implement their evaluative process and roles in accordance with NAU COFS.
- Understand and implement their evaluative process and roles in accordance with the COE Promotion and Tenure Guidelines.

1.7. Expectations for Faculty Development

Faculty development for faculty members eligible for promotion and/or tenure is essential for a thriving College faculty. The following section outlines recommended actions for departments and the COE to nurture tenure track faculty towards their promotion and/or tenure. Note that some of these ideas may be available through the Faculty Development Program. Ideas might include:

- Promotion and tenure criteria workshop for new tenure track faculty members in their first year.
- FAAR/Faculty180 workshop for new tenure track faculty members in their first semester.
- Promotion to full professor workshop for newly promoted associate professors.
- Annual workshop on effective peer evaluation.
- Annual workshops related to the use and completion of the templates.
- Promotion and tenure workshop for new department chairs/directors and administrators.
- Understanding the timeline and goal setting to achieve tenure.
- Specialized workshops related to specifics such as:
 - Scholarly impact ratings, how to set them up, maintain, etc.
 - Finding, applying for, and managing external grants
 - How to write for practitioner audiences
 - Workshop on confidential external evaluation process
 - How to write for research audiences
 - The dean's role and perspective in the evaluation process
 - The chair's/director's role and perspective in the evaluation process

2. Annual Review Criteria and Process

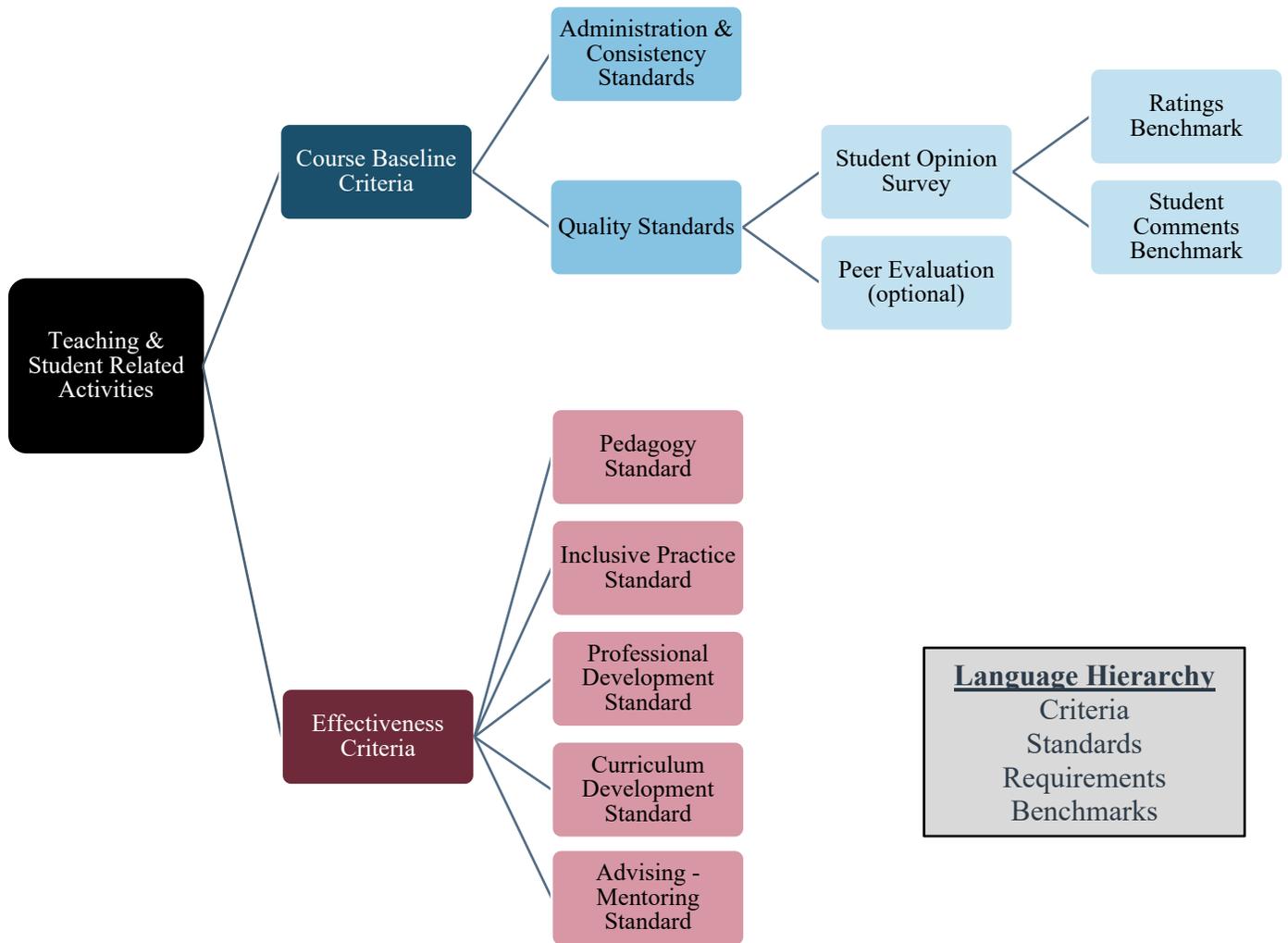
[To be added Fall 2021; will incorporate COE existing Annual Review Criteria Guidelines]

3. Promotion and Tenure Process and Criteria

3.1. Teaching and Other Student Related Activities Promotion Criteria

Overview

Teaching in the college is of utmost importance and may be defined as interactions with students including teaching in undergraduate and/or graduate classes, seminars, workshops and institutes; supervision of students in student teaching, practicums, and other courses, and internships; and advising of students with respect to coursework, programs, theses and dissertations, careers, and so forth. Faculty members will be evaluated in this category by the following criteria, and as outlined in Figure 1:



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176 Figure 1: Overview of Teaching & Student Related Activities

177 Description: This figure is a hierarchical map that shows the breakdown of teaching and student
178 related activities into two criteria, 1) course baseline, and 2) effectiveness. It further depicts how
179 each criterion is supported by the standards and requirements that are articulated in the text
180 version.

181 *Figures in this document are intended to provide a general synthesis of information and do*
182 *not provide all of the details necessary to meet the promotion and tenure criteria.*

183

184 **3.1.1. Course Baseline Criteria**

185 The course baseline criteria consist of two standards that must be met for promotion.

186

187 **3.1.1.1. Administration & Consistency Standards**

188 Courses in COE are offered as part of specific programs and each course-line is part
189 of an interrelated curriculum and set of learning outcomes. Additionally, courses in
190 COE are offered within the broader context of academics at NAU. Therefore, it is

191 minimally expected that faculty teach consistent with the master syllabus, including
 192 the course description, student learning outcomes and signature assessments, as well
 193 as NAU academic policies and procedures (when applicable).

194
 195 As part of the annual review, department chairs/directors will determine if faculty
 196 have met the course administration and consistency standards by reviewing faculty
 197 syllabi and relevant documentation and/or meeting with the faculty to assess and
 198 reflect on this standard. The culmination of this yearly review will be the completion
 199 of the Department Chair/Director Administration & Consistency Annual Review
 200 Template (see Appendix B).

201
 202 For Promotion and/or Tenure, it is expected that faculty will have had a successful
 203 Annual Review of Administration & Consistency Standards. Concerns should be
 204 addressed in the Teaching and Other Student Related Activity Professional Statement
 205 and also in the chair's/director's letter (See Appendix G).

207 **3.1.1.2. Quality Standards**

208 Faculty members are expected to meet the benchmarks set forth in each of the quality
 209 standards. Evidence will be submitted on the Teaching and Other Student Related
 210 Activities Professional Statement (see Appendix G). The number of courses needed to
 211 meet minimums in this area is commensurate with the annual SOEs. Department
 212 chairs/directors and others with reduced teaching loads may require fewer courses to
 213 meet the minimums in this area.

215 **3.1.1.2.a. Student Opinion Survey Requirements**

216 Course-based student opinion surveys are one important indicator of teaching
 217 quality. This includes both the numerical ratings as well as the student comments.
 218 The college recognizes the challenges associated with student opinion surveys
 219 such as extenuating circumstances, identity-based discrimination, or other faculty-
 220 determined cases¹.

- 221 ○ **Ratings Benchmark**: Faculty members should present summaries of the
 222 student opinion surveys that date within the promotion period. Summaries can
 223 be arranged by year or by course to provide a holistic understanding of student
 224 opinion surveys. Specific requirements can be found in Section 4.
- 225 ○ **Comments Benchmark**: Overall trends in positive comments as well as
 226 negative comments should be addressed in a reflective statement that notes
 227 strategies that were implemented to mitigate student concerns as well as the
 228 results of those efforts, and possible connections with positive comments.
- 229 ○ **Peer Evaluations Option**: Faculty members may choose to include one or
 230 more formal peer course evaluations to augment the evidence for this standard
 231 included in the student opinion surveys. Evaluations from multiple or different
 232 faculty from within the college or university are encouraged. Optional peer

¹ Heffernan, T. (2021). Sexism, racism, prejudice, and bias: A literature review and synthesis of research surrounding student evaluations of courses and teaching. *Assessment & Evaluation in Higher Education*. Advance online publication. <https://doi.org/10.1080/02602938.2021.1888075>

233 evaluations must be conducted within the bounds of one of the COE approved
 234 formal peer course evaluation processes (if applicable).
 235

236 **3.1.2. Effectiveness Criteria**

237 In addition to the Course Baseline Criteria detailed above, faculty members should
 238 provide evidence of effective teaching and/or student related activities. Evidence of
 239 effectiveness includes but is not limited to the following:
 240

241 **3.1.2.1. Pedagogy Standard** *(required for both associate and full)*

242 Pedagogy is defined as the faculty member’s approach to teaching and generally
 243 indicates how the faculty member plans to effectively achieve course student learning
 244 outcomes. Approaches consistent with current best practices and research on teaching
 245 and learning should be evidenced.
 246

Suggested Examples of the Pedagogy Standard	
Suggestion 1	Implementing new or innovative teaching methods consistent with current best practices.
Suggestion 2	Effectively incorporating new technologies in classrooms/labs.
Suggestion 3	Developing new learning experiences that significantly enhance program or course learning outcomes. Examples might include site visits/fieldtrips, student attendance/presentation of student work at conferences and meetings, or international experiences.
Suggestion 4	Appropriately including active-learning techniques, research experiences, evaluation projects, and experience-based projects (e.g., curriculum assessments, creation of a new program as a final project, art installations).
Suggestion 5	Creating innovative assessment projects (e.g., presentations, zines, conference presentations).
Suggestion 6	Syllabi and course materials are current and updated and consistently followed throughout the semester.
<i>Evidence of this standard should be outlined in the teaching narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

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 248
 249 **3.1.2.2. Inclusive Practice Standard** *(required for promotion to both associate and*
 250 *full)*

251 Inclusive practices are pedagogical strategies which support the needs of a diverse
 252 student body such that success is equally attainable for all learners.
 253

Suggested Examples of the Inclusive Practice Standard	
Suggestion 1	<ul style="list-style-type: none"> Implementing inclusive pedagogy consistent with current research-based practices, and formal and informal feedback from students and peer teaching evaluators.
Suggestion 2	<ul style="list-style-type: none"> Syllabus and assignments reflect inclusive language (e.g., pronouns, correct identity-based terminology) and explicitly supports the success of all students.
Suggestion 3	<ul style="list-style-type: none"> Syllabus outlines participation and assignment expectations clearly and explicitly including how participation occurs in the classroom space (e.g., learning community standards, explains multiple forms of participation, and outlines equitable measurements that assess participation).
Suggestion 4	<ul style="list-style-type: none"> Syllabus includes a land acknowledgement, and should also include verbiage that connects the course content to the land acknowledgement.
Suggestion 5	<ul style="list-style-type: none"> Syllabus readings reflect a wide array of author identities (e.g., Asian American, Black, disabled) and social issues (e.g., anti-racism, sexism, classism, genderism).
Suggestion 6	<ul style="list-style-type: none"> Course projects, lectures/presentations, and case studies reflect asset-based examples from a wide array of identities and social issues.
Suggestion 7	<ul style="list-style-type: none"> Presentations and other course materials are provided to students before class periods or within a reasonable timeframe.
Suggestion 8	<ul style="list-style-type: none"> Course design, when appropriate, provides increased flexibility for nontraditional students, distance learners, and others with disabilities, or other needs.
Suggestion 9	<ul style="list-style-type: none"> Required texts are submitted via the university-approved process and presented to students with ample time to purchase texts. All other required materials are provided to students in a timely manner. Open educational resources (OERs) are used when possible.
<p><i>Evidence of this standard should be outlined in the teaching narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i></p>	

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3.1.2.3. Professional Development Standard (required for both associate and full)

Faculty are expected to further their knowledge of best practices in teaching and learning by pursuing professional development opportunities.

Suggested Examples of the Professional Development Standard	
Suggestion 1	<ul style="list-style-type: none"> Attending seminars, workshops, or conferences on teaching, DEI, or other related topics that foster your development as an educator.
Suggestion 2	<ul style="list-style-type: none"> Leading seminars, workshops, or conferences on teaching, DEI, or other related topics that foster others development as educators (including p-12 audiences).
Suggestion 3	<ul style="list-style-type: none"> Conducting self or group studies on topics related to your development as an educator.
<p><i>Evidence of this standard should be outlined in the teaching narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i></p>	

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3.1.2.4. Curriculum Standard (required for full, optional for associate)

Effective teaching includes deep knowledge of the discipline as well as the ability to organize and provide access to that knowledge through the update and design of courses that support the program of study.

Suggested Examples of the Curriculum Standard	
Suggestion 1	<ul style="list-style-type: none"> • Designing new courses or curriculum.
Suggestion 2	<ul style="list-style-type: none"> • Significantly revising course content and/or redesigning existing courses.
Suggestion 3	<ul style="list-style-type: none"> • Modifying existing course curricula to be responsive to student needs, social contexts, or other extenuating and special circumstances.
<i>Evidence of this standard should be outlined in the teaching narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

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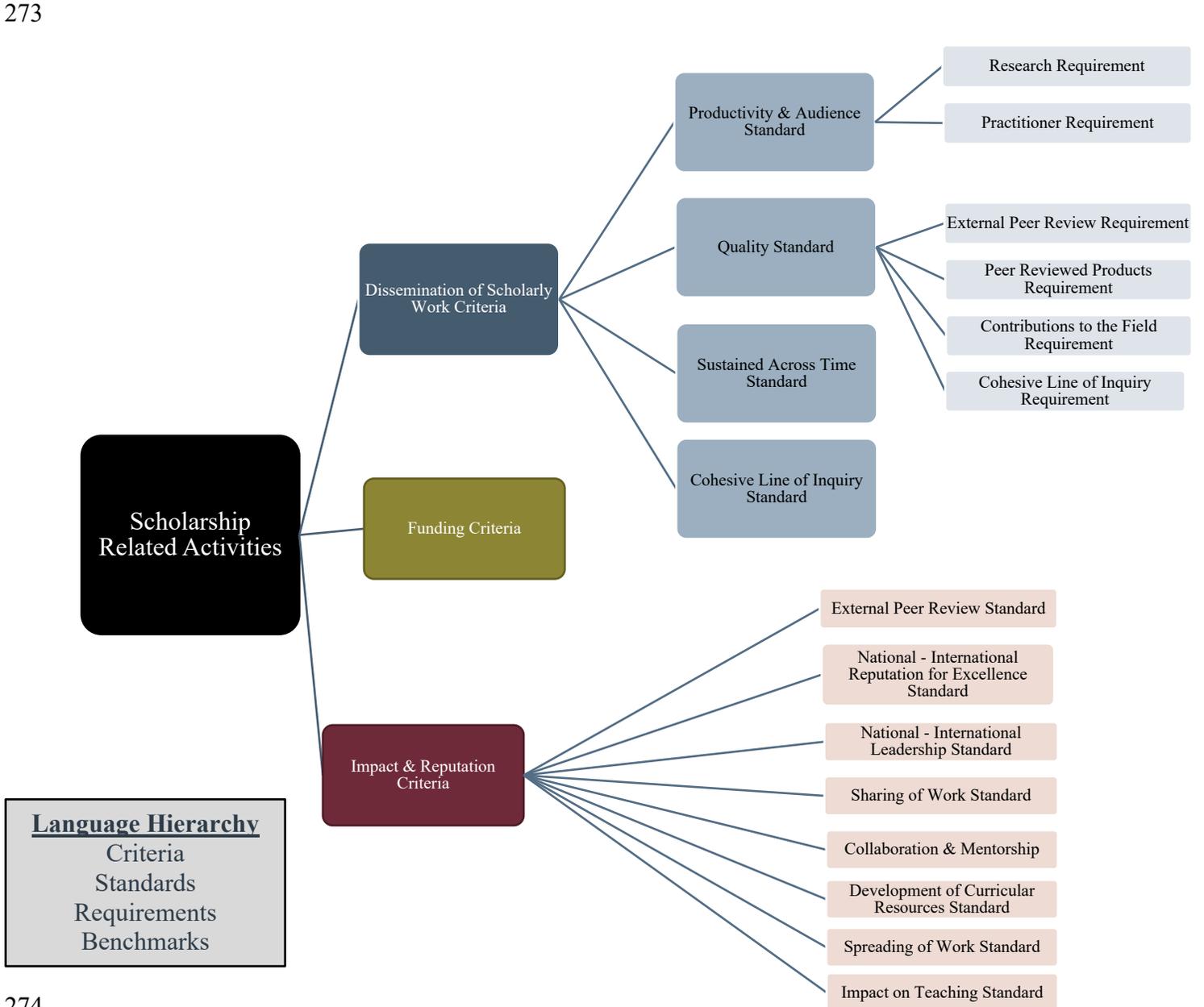
3.1.2.5. **Advising/Mentoring Standard** (optional)

Faculty engagement with students outside the bounds of formal coursework is an important element of students’ professional development.

Suggested Examples of the Advising/Mentoring Standard	
Suggestion 1	<ul style="list-style-type: none"> • Serving in an academic advising or mentoring role with students.
Suggestion 2	<ul style="list-style-type: none"> • Serving as the lead mentor/advisor/guide to projects, independent studies, or undergraduate/graduate research.
Suggestion 3	<ul style="list-style-type: none"> • Supervising graduate teaching assistants.
Suggestion 4	<ul style="list-style-type: none"> • Actively advising student organizations/clubs.
Suggestion 5	<ul style="list-style-type: none"> • Actively supporting students qualifying and dissertation research work.
Suggestion 6	<ul style="list-style-type: none"> • Helping students improve their résumés and/or providing additional career advice, such as helping students navigate the job market, prepare for job interviews, etc.
<i>Evidence of this standard should be outlined in the teaching narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

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272 **3.2. Scholarship Promotion Criteria Overview**



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276 Figure 2: Overview of Scholarship Related Activities

277 Description: This figure is a hierarchical map that shows the breakdown of scholarship into three
278 criteria, 1) dissemination, 2) funding, and 3) impact. It further depicts how each criterion is
279 supported by the standards and requirements that are articulated in the text version.

280 ***Figures in this document are intended to provide a general synthesis of information and do***
281 ***not provide all of the details necessary to meet the promotion and tenure criteria.***

282

283 There are three criteria by which a faculty member’s scholarship will be reviewed, 1)

284 Dissemination of Scholarly Work, 2) Impact and Reputation, and 3) Funding. The following

285 sections detail activities in each of the sub-areas above that are to be considered when evaluating

286 faculty.

287

288 **3.2.1. Dissemination of Scholarly Work Criteria**

289 In the College of Education, scholarly activity encompasses any activity that advances
 290 education and human development by creating, extending, integrating, applying, or
 291 promoting knowledge and/or modes of inquiry. The goal is to foster the production of
 292 high-quality scholarship, acknowledging that the faculty member’s work must be judged
 293 holistically in the context of their field or discipline. An important measure of scholarly
 294 activity is a faculty member's record of dissemination. Acceptable forms of dissemination
 295 may include but are not limited to journal and conference publications, presentations and
 296 invited talks, books and book chapters, and grant proposals. COE also recognizes that
 297 faculty members publish a mix of both research- and practitioner-focused scholarship.
 298 Dissemination products involving undergraduate and graduate students are encouraged.
 299 See Appendix H for a template on how to document your work.

300

301 Evaluation will be based on the faculty member’s evidence of scholarship, the faculty
 302 member’s narrative explanation and documentation of the impact of the work, the
 303 professional judgment of external reviewers, and the recommendations of department
 304 chairs/directors, department FSCs, the COE promotion and tenure committee, and the
 305 dean.

306

307 The following standards must be met in terms of dissemination of scholarly work. Faculty
 308 members should provide evidence of their dissemination of scholarly work in the
 309 following categories:

310

311 ***3.2.1.1. Productivity & Audience Standard***

312 To meet this standard, a faculty member must meet or exceed college standards for
 313 productivity, which requires refereed/juried publications as described in the table
 314 below. Scholarly evidence should include dissemination to both research and
 315 practitioner audiences. See specific requirements for the number of peer reviewed
 316 and/or invited products in Section 4 below. Additional scholarly products such as
 317 papers presented at conferences, invited talks, etc. should be used to provide an
 318 argument for a sustained scholarly record as well as for the impact of one’s
 319 scholarship as described in the next standards. In press articles count for this standard
 320 although impact may be difficult to address.

321

<p>Research Audiences (Educational researchers, such as university faculty)</p>	<p>Practitioner Audiences* (In-service teachers, counselors, school psychologists, p-12 leaders, teacher educators, etc.)</p>
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Peer reviewed** products (in press or published) including journal articles, books, book chapters, and conference proceedings that are disseminated primarily for the benefit of research audiences.	Peer reviewed** products (in press or published) including journal articles, books, book chapters, and conference proceedings that are disseminated primarily for the benefit of practitioner audiences.
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* Appropriate publication venues for publications aimed at a practitioner audience vary by field. It is up to the faculty member to provide a rationale for a publication to count for either audience. Publications for a practitioner audience may or may not be empirical in nature depending on the audience. For example, an elementary education scholar may publish a paper applying their work in an example lesson for a journal serving elementary teachers. Whereas an educational psychology scholar may publish an empirical paper in a journal serving teacher educators. Both are examples of applying a faculty member’s scholarship to practitioners in their field. Practitioner audience publications are not curriculum. Curricular innovations can be documented in Section 3.2.3.1.f below.

** See Section 3.2.1.2.b below for clarification on the peer review requirement.

3.2.1.2. Quality Standard

This standard is met through a combination of confidential letters of review and the narrative presented by the faculty member. The faculty member must provide evidence that their products described above were of high quality. That evidence should be provided through documentation of the following requirements:

3.2.1.2.a. Confidential External Review Requirement

Confidential external letters of reference are required and will speak to the scholarly quality of the faculty member’s disseminations. The faculty member should work with their chair/director, in a timely manner, to ensure these letters are solicited. Due to their confidentiality, the faculty will not have access to these letters. See Appendix E for complete details.

3.2.1.2.b. Peer Review Requirement

A hallmark of quality is the dissemination of work in peer reviewed journal articles, books, book chapters, and/or conference proceedings. Peer review is one of the fundamental determinants of high-quality scholarship; however, it is recognized that there are various levels of rigor in the peer review process. It is the faculty member’s responsibility to provide evidence of the process and rigor in the review of their works. Work may be in press or published. The productivity criteria must all be met in peer reviewed, editorially reviewed, and/or invited publications. Vanity press publications are not acceptable to meet this standard. However, paid open access journals are acceptable.

- Books, book chapters, and monographs constitute valuable contributions to knowledge; it is the faculty member’s responsibility to provide evidence that such publications make significant contributions to the scholarship of the field or discipline. Publications with a recognized publishing house or a reputable journal that conducts a rigorous review process indicate the

- 362 quality of a book or a book chapter in an edited volume.
- 363 • Both individual and collaborative scholarship is valued without
- 364 automatically assigning higher value to one over the other.
- 365 Interdisciplinary inquiry is supported and often results in publications with
- 366 multiple authors or in scholarly outlets of multiple fields. Furthermore,
- 367 faculty members who choose to collaborate may be able to publish a
- 368 greater number of items than those working alone. Faculty members
- 369 should describe their contributions to collaborative scholarship in their
- 370 promotion application.
- 371 • In different fields, order of authorship conveys different information about
- 372 relative contribution to the work; however, serving as lead author on
- 373 publications is an important recognition of the faculty member's research
- 374 scope. It is incumbent on the faculty member to explain their contributions
- 375 to each work in listings that include multiple authors.
- 376 • Conference proceedings may be included if evidence is provided
- 377 indicating additional peer review after conference acceptance. Examples
- 378 include annual meetings of the International Society of the Learning
- 379 Sciences (ISLS), the Psychology of Mathematics Education – North
- 380 America (PME-NA), and the American Society for Engineering Education
- 381 (ASEE), among others.

382

383 **3.2.1.2.c. Contribution to the Field Requirement**

384 The quality of disseminations can be evidenced in a number of ways including

385 journal impact factors, reputation of publishing houses, and conference

386 acceptance rates. Explanatory comments can also be included addressing, for

387 example, the significance of the applicant's contribution to scholarly publications

388 resulting from collaborative work, collaborations with the faculty member's

389 doctoral advisor and outlining the degree of departure from doctoral work, and the

390 degree to which the faculty member has built on or branched out from

391 publications associated with their doctoral research or publications co-authored

392 with the faculty member's doctoral advisor.

393

394 **3.2.1.2.d. Sustained Across Time Requirement**

395 To meet this standard, faculty members must describe a record that shows a

396 sustained pattern of scholarly activity or other creative endeavors related to the

397 faculty member's discipline since joining NAU (including years of service). This

398 standard includes publications as defined in the table above as well as conferences

399 papers, invited talks, competitive grants (funded or unfunded), and other forms of

400 disseminations.

401

402 **3.2.1.2.e. Cohesive Line of Inquiry Requirement**

403 Faculty must demonstrate that their scholarly work has a cohesive line of inquiry

404 or multiple related lines of inquiry. A cohesive line of inquiry can be

405 demonstrated through showing how one's work builds upon a few distinct themes

406 and builds upon their own and others' past research. If there are multiple lines of

407 inquiry, the faculty member must connect and relate these multiple lines into a

408 coherent narrative.
409

410 **3.2.2. Funding Criteria**

411 Obtaining extramural grant support for one's research is a valued scholarly activity in
412 most fields represented in the COE, and success in seeking grant support, particularly
413 from national sources, offers significant evidence of scholarly reputation if the awarding
414 of the grant is based on rigorous peer review.
415

416 Tenure-track and tenured faculty must work to attract funding for their scholarly activity.
417 Thus, a record of preparing and submitting grants is required. Funded external grants,
418 particularly those that lead to peer-reviewed scholarship or the creation of new
419 instructional materials, are highly valued.
420

421 External funding is not only a form of validation of the candidate's research impact, but
422 also provides a means to support undergraduate and graduate student research experiences.
423 Applications for fellowships and other awards are considered part of this category. As it is
424 recognized that funding supporting some fields of research are limited and that such
425 opportunities are extremely competitive and difficult to obtain, this category includes the
426 preparation and submission of proposals (i.e., the success of funding is not the only
427 concern). However, successful proposals will receive special consideration in annual
428 evaluation, retention, tenure and promotion decisions. Proposals are categorized as
429 follows:

- 430 • Internal proposals (e.g., Dean's Research Grant Award, Creative and Scholarly
431 Award, etc.).
- 432 • Local/state/regionally-based proposals and fellowships.
- 433 • National/international proposals and fellowships.
434

435 It is recognized that writing proposals and implementing grants are time-consuming and
436 demanding activities that may temporarily decrease other scholarly activity. It is
437 incumbent upon faculty members to document the impact of their grant support,
438 particularly in terms of dissemination of project results.
439

440 **3.2.3. Impact and Reputation Criteria**

441 A reasonable expectation for promotion is the establishment of a national and/or
442 international visibility in the applicant's area(s) of scholarship. This is a challenging metric
443 to evaluate, and ultimately it is left to the faculty member to demonstrate that they have
444 national visibility as a scholar. A primary indicator is the authorship of publications in
445 national venues; other indicators could include presentations at national or international-
446 level workshops and conferences, participation in national or international conference
447 organizational or program committees, participation in grant agency review committees,
448 collaborations with colleagues from other universities, adoption and use of the faculty
449 member's scholarly products by users outside the university, citations of the faculty
450 member's publications, or a high h-index. Confidential external letters of reference are
451 required and will also speak to the quality of the faculty member's disseminations. See
452 Appendix E for more details.
453

454 In order to better evaluate the significance of scholarly publications, it is critical that the
 455 committees involved in the review process are made keenly aware of factors that often
 456 differ between research areas, including but not limited to the relative importance of
 457 publication venues, conventions regarding author ordering, the degree of departure from
 458 the applicant’s previous work, and the differences between disseminations for research
 459 and practitioner audiences. In order to achieve this, faculty are strongly encouraged to
 460 provide explanatory narratives that address these concerns.
 461

462 **3.2.3.1. Required and Potential Standards**

463 To meet this standard, faculty members must provide evidence of impact and
 464 reputation across the specific benchmarks (below) required for promotion to
 465 tenure/associate professor and professor as described in section 4. Inclusion of
 466 evidence towards other benchmarks listed below provide additional avenues for
 467 evidence in this category. Benchmarks for this standard include:
 468

469 **3.2.3.1.a. Confidential External Review Standard** *(Required for promotion to*
 470 *associate and full professor)*

471 Confidential external letters of reference are required and in addition to speaking
 472 to the quality of the faculty member’s disseminations, letters will also speak to the
 473 scholar’s impact and reputation. The faculty member should work with their
 474 department chair/director, in a timely manner, to ensure these letters are solicited
 475 (see Appendix D for an example timeline). Due to their confidentiality, the faculty
 476 will not have access to these letters and the chair/director will provide them to the
 477 FSC for review. For each promotion level, a total of three confidential external
 478 letters are required with two from arms-length reviewers. See Appendix E for
 479 complete details.
 480

481 **3.2.3.1.b. National or International Reputation for Excellence Standard**
 482 *(Required for promotion to associate and full professor)*

483 The attainment of a national or international reputation for excellence in the
 484 appropriate profession or field of scholarly activity that extends beyond the
 485 university.
 486

Suggested Examples of the National or International Reputation for Excellence Standard	
Suggestion 1	<ul style="list-style-type: none"> Awards and recognition by national groups, invitations to serve on national editorial boards, and departmentally-solicited external reviews by prominent scholars, invited colloquia at other universities, academic conferences, plenaries or keynotes.
Suggestion 2	<ul style="list-style-type: none"> Externally validated scholarly products such as non-refereed professional publications (e.g., magazine or newsletter articles, short stories, poems, which are relevant to the profession); reviews (book, test, other) published in an appropriate scholarly publication.
<i>Evidence of this standard should be outlined in the scholarship narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

487 **3.2.3.1.c. Sharing of Work Standard** *(Required for promotion to associate and full*
 488 *professor)*
 489

490 Quality scholarship may have been presented at professional and scholarly
 491 gatherings. This may have occurred prior to meeting the dissemination standard
 492 for the purpose of getting feedback from peers, acknowledging the potential
 493 quality of the work in progress. Alternatively, this may have occurred after
 494 meeting the dissemination standard as acknowledgement that the work is of the
 495 quality that is worthy of sharing at professional events.
 496

Suggested Examples of the Sharing of Work Standard	
Suggestion 1	<ul style="list-style-type: none"> Refereed presentations at international, national or regional professional and scholarly meetings.
Suggestion 2	<ul style="list-style-type: none"> Invited colloquia at other universities, academic conferences, plenaries or keynotes.
Suggestion 3	<ul style="list-style-type: none"> Presentations at state professional and scholarly meetings (documentation must make these presentations accessible to reviewers).
<i>Evidence of this standard should be outlined in the scholarship narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

497
 498
 499 **3.2.3.1.d. National or International Leadership Standard** *(Required for*
 500 *promotion to full professor. Optional benchmark for promotion to associate)*
 501 The attainment of a national or international leadership appointments that
 502 recognize scholarly expertise.
 503

Suggested Examples of the National or International Leadership Standard	
Suggestion 1	<ul style="list-style-type: none"> Editorship of professional journal with a national audience (extended term, not a special issue)
Suggestion 2	<ul style="list-style-type: none"> Leadership positions in national organizations in your discipline or field of study.
<i>Evidence of this standard should be outlined in the scholarship narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

504
 505 **3.2.3.1.e. Mentorship and Collaboration Standard** *(Required for promotion to full*
 506 *professor. Optional benchmark for promotion to associate)*
 507 Scholars should have impact on others around them through mentoring and
 508 collaboration activities.
 509

Suggested Examples of the National or International Leadership Standard	
Suggestion 1	<ul style="list-style-type: none"> Significant mentoring of graduate students, postdoctoral scholars, and/or junior faculty through inclusion in scholarly activities, projects, and grant work, etc.
<i>Evidence of this standard should be outlined in the scholarship narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

510
 511
 512 **3.2.3.1.f. Development of Curricular Resources Standard** *(Optional benchmark*
 513 *for promotion to associate and full professor)*
 514 The evolution of scholarly expertise may be applied to the development of
 515 materials that directly link research to practice.
 516

Suggested Examples of the Development of Curricular Resources Standard	
Suggestion 1	<ul style="list-style-type: none"> Original curriculum products (e.g., software, videos, tests, clinical instruction documents, ancillary materials for textbooks, assessments) with wide dissemination.
Suggestion 2	<ul style="list-style-type: none"> Workbooks/Study guides (Vanity press publications are not acceptable).
Suggestion 3	<ul style="list-style-type: none"> Research or program/service grants awarded through external, peer-review processes that involve practitioner audiences.
Suggestion 4	<ul style="list-style-type: none"> Evaluation, grant, government and agency publications, and other technical documents.
Suggestion 5	<ul style="list-style-type: none"> Written cases with instructional materials.
Suggestion 7	<ul style="list-style-type: none"> Development of instructional technology, software, or equipment used for instruction, research, or clinical practice.
Suggestion 8	<ul style="list-style-type: none"> Encyclopedia entries.
<i>Evidence of this standard should be outlined in the scholarship narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

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3.2.3.1.g. Spreading of Work Beyond Original Publication Standard *(Optional benchmark for promotion to associate and full professor)*

Quality scholarship is often evidenced when it is disseminated in additional mechanisms beyond the original product.

Suggested Examples of the Spreading of Work Beyond Original Publication Standard	
Suggestion 1	<ul style="list-style-type: none"> Reprints of articles in books of readings that are peer reviewed.
Suggestion 2	<ul style="list-style-type: none"> Publication of a new edition of a book or textbook.
Suggestion 3	<ul style="list-style-type: none"> Development of a substantial research clearinghouse or website portal.
<i>Evidence of this standard should be outlined in the scholarship narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i>	

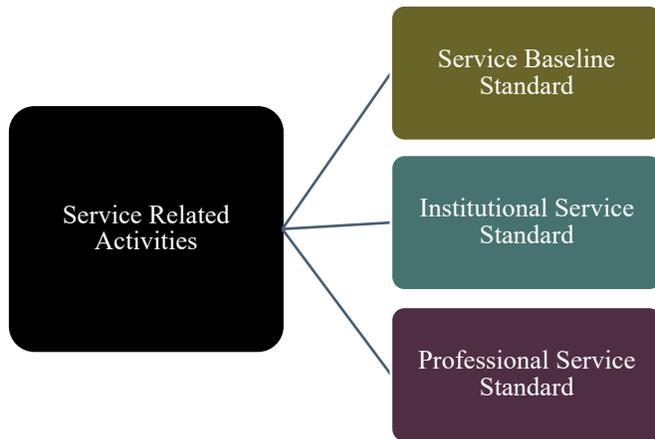
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3.2.3.1.h. Impact on Teaching Standard *(Optional benchmark for promotion to associate and full professor)*

Scholarship may have measurable impacts on student learning outcomes in individual courses or programs at NAU. This may also include significant scholarly work conducted with undergraduate or graduate students and/or postdocs.

3.3. Service Promotion Criteria Overview

531 Service includes activities that make significant positive contributions to the advancement of the
532 educational, scholarly and governance goals and missions of the department, college, university,
533 and/or the profession. Faculty members are expected to participate actively in service activities
534 consistent with their SOE.



535
536

537 Figure 3: Overview of Service Activities

538 Description: This figure is a hierarchical map that shows the breakdown of service into three
539 standards, 1) service baseline, 2) institutional services, and 3) professional service.

540 *Figures in this document are intended to provide a general synthesis of information and do*
541 *not provide all of the details necessary to meet the promotion and tenure criteria.*

542

543 Note that for any committee work, faculty members are expected to attend meetings on a regular
544 basis, be on time, attend the entire meeting, provide active and constructive input to committee
545 discussions, contribute to the committee deliverables, and to document/estimate time associated
546 with this work.

547

548 Faculty with reassigned time for other duties will be assessed for those duties in the appropriate
549 category (Student Related, Scholarly, Service) based on the percent allocated on the SOE.

550

551 Faculty members will be evaluated in this category by the following standards:

552

553 **3.3.1. Service Baseline Standard**

554 The following minimum service activities are expected of all faculty members:

- 555 • Participate and be fully engaged in department and college meetings and other service
556 obligations consistent with the SOE.
- 557 • Provide appropriate and timely input and feedback for program-level assessment and
558 accreditation activities (as required).
- 559 • Attend graduation ceremonies as requested and appropriate.

560

561 **3.3.2. Institutional Service Standard**

562 Faculty members are expected to provide service to the department, college, and
563 university.

564

Suggested Examples of Institutional Service	
Suggestion 1	<ul style="list-style-type: none"> • Serve as a member of a department, college, or university committee with significant workload or high impact. Examples include the faculty status committee (FSC), the graduate committee, search committees, college promotion and tenure (P&T) committee, college academic appeals committee, accreditation committees, program review committees, etc.
Suggestion 2	<ul style="list-style-type: none"> • Organize or contribute to major events (e.g., UGRADS Poster Symposium).
Suggestion 3	<ul style="list-style-type: none"> • Serve as advisor for student organizations.
Suggestion 4	<ul style="list-style-type: none"> • Participate in recruiting activities outside of the department (e.g., open houses, Discover NAU events, etc.).
Suggestion 5	<ul style="list-style-type: none"> • Serving on a university-level committee.
Suggestion 6	<ul style="list-style-type: none"> • Organize or contribute to major events (e.g., UGRADS Poster Symposium, Diversity Symposia, etc.).
Suggestion 7	<ul style="list-style-type: none"> • Serve as advisor for student organizations, including those focused on marginalized groups (e.g., PRISM, BSU, NAU4All, etc.)
Suggestion 8	<ul style="list-style-type: none"> • Participate in recruiting activities inside and outside of the department, including for diverse and under-represented students at all levels (e.g., open houses, Discover NAU events, etc.).
Suggestion 9	<ul style="list-style-type: none"> • Program-related administrative duties (e.g., school site partnerships), such as partnership activities (team planning), collaboration with practitioners, assessment activities, program development, teaching in school classrooms, observations of students, etc. that occur outside of that required in your SOE.
Suggestion 10	<ul style="list-style-type: none"> • Grant-related administrative duties, such as project director, management, enrollment of students, partnership/collaboration with schools, assessment, coordinator of staff/faculty, evaluation of staff/faculty/students that occur outside of that required on your SOE.
<p><i>Evidence of this standard should be outlined in the service narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i></p>	

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3.3.3. Professional Service Standard

Faculty members are expected to provide service to the profession.

Suggested Examples of Institutional Service	
Suggestion 1	<ul style="list-style-type: none"> Perform promotion and tenure reviews for other universities.
Suggestion 2	<ul style="list-style-type: none"> Lead, organize, or moderate conferences or serve on conference programming boards.
Suggestion 3	<ul style="list-style-type: none"> Review manuscripts for a conference, journal, or other publication forums.
Suggestion 4	<ul style="list-style-type: none"> Serve as an editor or member of an editorial board for a journal or edited collection.
Suggestion 5	<ul style="list-style-type: none"> Review proposals for a funding agency.
Suggestion 6	<ul style="list-style-type: none"> Lead, organize, or moderate conferences specific to DEI topics or sit on such conference programming boards (e.g., National Association of Bilingual Education, Society for Disability Studies, National Association of Multicultural Education, etc.).
Suggestion 7	<ul style="list-style-type: none"> Serve as an elected official position in specific committees of professional organizations.
<p><i>Evidence of this standard should be outlined in the service narrative. This table provides examples of such evidence. These examples are offered as suggestions only and are not meant to be a prescriptive or exhaustive list.</i></p>	

570 **4. Criteria for Promotion of Tenure Track Faculty**

571 The intent to apply for tenure and/or promotion should be discussed with faculty member’s
 572 department chair/director prior to the April 1 deadline for notification that an application will be
 573 submitted, so that the process of soliciting reference letters may begin in a timely manner and
 574 allow ample lead time for the references to submit their letters prior to the start of the review
 575 process in Fall. The duration of service/experience at any given rank prior to applying for
 576 promotion and/or tenure is to be based on the provisions of the NAU COFS.
 577

578 **4.1. Criteria for Tenure/Promotion to Associate Professor**

579 Tenure generally accompanies the promotion from Assistant Professor to Associate Professor
 580 but, in some cases, is awarded to faculty who start employment at NAU at the Associate
 581 Professor rank. If duration of employment at another institution is to be counted toward
 582 promotion and tenure, this must be negotiated and agreed upon at the time of accepting initial
 583 employment at NAU in accordance with Section 1.3 of NAU COFS and the Prior Service Credit
 584 Policy house in the University Policy Library. Typically, an assistant professor becomes eligible
 585 to apply for the rank of associate professor in the sixth year of full-time service at NAU
 586 (including any prior service credit). Early promotion is possible and should be first discussed
 587 with the Dean. This section specifies the criteria to be met in the areas of teaching, scholarship,
 588 and service for promotion to this rank.
 589

590 **4.1.1. Teaching and Other Student Related Activities**

591 The faculty member must demonstrate both activity and progress in the practice and
 592 development of pedagogy and educationally related activities. Reviewers will use two
 593 criteria to assess whether the faculty member’s trajectory has reached a level that meets
 594 the following criteria: (i) course baseline, and (ii) effectiveness. Evidence of
 595 accomplishment in all areas is required. Specific requirements include:
 596

597 **4.1.1.1. Course Baseline Criteria**

598 **4.1.1.1.a. Administration and Consistency Standards**

599 This standard is met through Annual Reviews. A consistent rating of ‘meritorious’
 600 is expected in this category across all years of Annual Reviews. It is expected that
 601 concerns were minor and were successfully addressed. Faculty members should
 602 provide evidence of their ratings in this area and comment on any inconsistencies
 603 in their record.

604

605 *4.1.1.1.b. Quality Standards*

606 Faculty should present summaries of their student opinion surveys and (optional)
 607 peer evaluations and use their evaluation evidence that supports their narrative
 608 statement. Faculty may also provide any context needed related to extenuating
 609 circumstances, identity-based discrimination, or other faculty-determined cases
 610 (see Heffernan, 2021).

- 611 • **Student Opinion Survey Requirement** - Faculty members should present
 612 summaries of their course evaluations during the time under review.
 613 Normally, evaluations with mean scores of 3.0 (out of 4.0) or above across all
 614 domains are expected. For faculty members with mean scores below 3.0, a
 615 pattern of improvement and mean score over the past three years is
 616 acceptable. While specific negative student comments should be examined
 617 during the Annual Review process, the faculty member should comment on
 618 overall trends in student comments as well as describe the changes to courses
 619 made in response to negative comments.
- 620 • **Peer Evaluations Option** – If a faculty member chooses to include one or
 621 more formal peer course evaluations to augment the evidence for this
 622 standard, it is expected that the evaluations are largely positive and the faculty
 623 member has appropriately responded to suggestions for improvement.

624

625 *4.1.1.2. Effectiveness Criteria*

626 To meet requirements in this area, the faculty member must at a minimum demonstrate
 627 effectiveness in standards 3.1.2.1-3 (pedagogy, inclusive practice, and professional
 628 development). Additional benchmarks may be included as needed.

629

630 **4.1.2. Scholarship**

631 The faculty member must demonstrate both activity and progress in initiating, developing,
 632 and completing scholarly projects. Reviewers will use three criteria to assess whether the
 633 faculty member’s trajectory has reached a level that meets the following norms: (i)
 634 dissemination of scholarly work, (ii) funding, and (iii) impact and reputation. Evidence of
 635 accomplishment in all areas is required. Specifics include:

636 *4.1.2.1. Dissemination of Scholarly Work Criteria*

- 637 • Faculty must produce a minimum of one product for the practitioner audience and
 638 three products for the research audience with a combined total number of 5
 639 products across both audiences. This assumes a minimum standard 20% research
 640 load.
 - 641 ○ Increased research load for new faculty in the first two years of
 642 appointment does not increase the total number of products required.
 - 643 ○ If a faculty member has above 20% research load for more than half of the
 644 years in the current rank, additional products are required. Note: Buyouts

- 645 for grant administration may not affect the total number of products
 646 required.
- 647 ○ Adjustments to scholarship productivity should be documented in writing,
 648 with appropriate signatures and included with the promotion materials.
 - 649 ● Original, editorially reviewed monographs (books) from a recognized publishing
 650 house may count for up to three products. Edited books and book chapters count
 651 as one product.
 - 652 ● Faculty must be the first author on at least one research audience product and two
 653 total products.
 - 654 ● Funded, multi-year, peer-reviewed external grants as PI or Co-PI may be
 655 considered as a product if the faculty member played a significant role in proposal
 656 preparation (as noted in the template). The faculty member will identify the
 657 primary audience for the grant. A maximum of two funded grants may be
 658 considered as products.

659 **4.1.2.2. Funding Criteria**

- 660 ● A minimum of one external grant submitted AND either one funded external
 661 grant (i.e., federal, state, foundation) attained in the first 5 years OR consistent
 662 effort submitting external grant proposals would be considered as demonstrating a
 663 sustained pattern in this standard. Grants can be submitted as PI, Co-PI, MPI, Co-
 664 I, or other roles that indicate significant leadership.

665 **4.1.2.3. Impact and Reputation Criteria**

- 666 ● A reasonable expectation for promotion to Associate Professor is the
 667 establishment of a national and/or international visibility in the applicant's area(s)
 668 of scholarship. This is a challenging metric to evaluate, and ultimately it is left to
 669 the faculty member to demonstrate that they have national and/or international
 670 visibility as a scholar. For promotion to associate professor and/or tenure, faculty
 671 members must provide significant evidence in benchmarks 3.2.3.1.a-c as outlined
 672 in section 3 above. They may also provide evidence from additional benchmarks
 673 as needed.

674 **4.1.3. Service**

675 The faculty member must demonstrate activity in service related activities. Reviewers will
 676 use three criteria to assess whether the faculty member's trajectory has reached a level that
 677 meets the following criteria: (i) service baseline, (ii) institutional service, and (iii)
 678 professional service. Evidence of accomplishment in all areas is required. Specific
 679 include:
 680

681 **4.1.3.1. Service Baseline Criteria**

682 This standard is met through Annual Reviews. A consistent rating of 'satisfactory' is
 683 expected in this category cross all years of Annual Reviews. It is expected that
 684 concerns were minor and were successfully addressed. Faculty members should
 685 provide evidence of their ratings in this area and comment on any inconsistencies in
 686 their record.
 687
 688

689 **4.1.3.2. Institutional Service Criteria**

690 Faculty members should provide evidence of a minimum of one institutional service
691 activity in each year of service at NAU. In addition, the faculty member should
692 demonstrate at least one activity where they contributed at the leadership level.

693

694 **4.1.3.3. Professional Service Criteria**

695 Faculty members should provide evidence of a minimum of one professional service
696 activity in each year of service at NAU.

697

698 **4.2. Criteria for Promotion to Professor**

699 This section specifies the specific criteria to be met in the areas of teaching, scholarship, and
700 service for promotion to this rank. The phrase “outstanding accomplishments” indicates that the
701 faculty member has reached a higher (or truly noteworthy) level of teaching-related or
702 scholarly/creative activities than what is considered a “sustained pattern”. The faculty member
703 must make the case for “outstanding accomplishments” in their application materials. Typically,
704 a faculty member becomes eligible to apply for the rank of professor in the sixth year of full-time
705 service at the rank of associate professor at NAU (including any prior service credit). Early
706 promotion to professor is possible and should be first discussed with the Dean.

707

708 **4.2.1. Teaching and Other Student Related Activities**

709 The faculty member must demonstrate both activity and progress in the practice and
710 development of pedagogy and educationally related activities. Reviewers will use two
711 criteria to assess whether the faculty member’s trajectory has reached a level that meets
712 the following criterion: (i) course baseline, and (ii) effectiveness. Evidence of
713 accomplishment in all areas is required. Specific requirements include:

714

715 **4.2.1.1. Course Baseline Criteria**

716 **4.2.1.1.a. Administration and Consistency Standards**

717 This standard is met through Annual Reviews. A consistent rating of ‘meritorious’
718 is expected in this category cross all years of Annual Reviews. It is expected that
719 concerns were minor and were successfully addressed. Faculty members should
720 provide evidence of their ratings in this area and comment on any inconsistencies
721 in their record.

722

723 **4.2.1.1.b. Quality Standards**

724 Faculty should present summaries of their student and (optional) peer evaluations
725 and use their evaluations evidence that supports their narrative statement. Faculty
726 may also provide any context needed related to extenuating circumstances,
727 identity-based discrimination, or other faculty-determined cases (see Heffernan,
728 2021).

729

- 730 • **Student Opinion Survey Requirement**
- 731 Faculty members should present summaries of their course evaluations during
- 732 the time under review. Evaluations with mean scores above 3.0 across all
- 733 domains are expected. While specific negative student comments should be
- examined during the Annual Review process, the faculty member should

734 comment on overall trends in student comments as well as describe the
735 changes to courses made in response to negative comments.

736 • **Peer Evaluations Option**

737 If a faculty member chooses to include one or more formal peer course
738 evaluations to augment the evidence for this standard, it is expected that the
739 evaluations are largely positive and the faculty member has appropriately
740 responded to suggestions for improvement.

741

742 **4.2.1.2. Effectiveness Criteria**

743 To meet requirements in this area, the faculty member must demonstrate a sustained
744 pattern of effectiveness in standards 3.1.2.1-4 (pedagogy, inclusive practice,
745 professional development, and curriculum development). Additional benchmarks may
746 be included as needed.

747

748 **4.2.1.3. Outstanding Accomplishment in Teaching Criteria**

749 Demonstrated leadership in teaching activities at the university, national, and/or
750 international level demonstrates outstanding accomplishment in this area. Specifically,
751 leadership in teaching requires the application of disciplinary and/or scholarly
752 expertise to the activity. It is expected that these accomplishments made an impact at
753 the university level or beyond. Impact on university (e.g., faculty) or practitioner (e.g.,
754 K-12 teacher, principals, counselors) audiences are appropriate.

755

756 More traditional administrative service, even in disciplinary contexts, does not
757 demonstrate outstanding accomplishments in this area.

758

759 Examples include but are not limited to:

- 760 • Leading changes at the department or college level in terms of curricular
761 revision, establishment of new programs, and program assessment.
- 762 • State or national curriculum revision, development, or assessment.
- 763 • College, university, or national level teaching awards (e.g., President's
764 Distinguished Teaching Award).
- 765 • Assuming a major role in new curriculum design/program design initiatives at
766 the university level or above.
- 767 • Significant publication of peer reviewed work related to the Scholarship of
768 Teaching and Learning.
- 769 • Significant intellectual leadership in national or international organizations
770 (e.g., AERA, APA, NSTA, etc.) aimed at improving teaching in the field of
771 study.
- 772 • A formal role within professional accreditation, certification, or standards
773 bodies such as APA, HLC, NASP, CASS, or CAEP.

774

775 **4.2.2. Scholarship**

776 The faculty member must demonstrate both sustained activity and high quality in
777 initiating, developing, and completing scholarly projects. Reviewers will use three criteria
778 to assess the faculty member's record: (i) dissemination of scholarly work, (ii) funding,
779 and (iii) impact and reputation. Evidence of accomplishment in all areas is needed.

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4.2.2.1. Dissemination of Scholarly Work Criteria

- Faculty must produce a minimum of two products for the practitioner audience and three products for the research audience with a combined total number of 7 products across both audiences since promotion to associate professor. This assumes a minimum standard 20% research load.
 - This number should be adjusted based on the faculty member's research load. Note: Buyouts for grant administration do not affect the total number of products required.
- Original, editorially reviewed monographs from a recognized publishing house may count for up to three products. Edited books count as one product.
- Faculty must be the first author on at least one research audience product and two total products.
- Funded, multi-year external grants (as PI or Co-PI) will be considered as a product. The faculty member will identify the primary audience for the grant.

4.2.2.2. Funding Criteria

- A minimum of one external grant submitted AND either one funded external grant (i.e., federal, state, foundation) attained since promotion OR consistent effort submitting external grant proposals would be considered as demonstrating a sustained pattern in this standard. Grants can be submitted as PI, Co-PI, MPI, or other roles that indicate significant leadership, but the faculty member must be a PI (or the equivalent) on at least one external proposal. A candidate for professor should be providing leadership in the college and/or university by creating opportunities for colleagues and students through successful grant writing efforts.

4.2.2.3. Impact and Reputation Criteria

- A reasonable expectation for promotion to professor is the establishment of a national and/or international reputation in the applicant's areas(s) of scholarship along with leadership in their disciplinary area. For promotion to full professor, faculty members must provide significant evidence in benchmarks 3.2.3.1.a-e as outlined in section 3 above. They may also provide evidence from additional benchmarks as warranted. Outstanding accomplishment would include a national and/or international reputation along with noteworthy leadership in their disciplinary area.

4.2.2.4. Outstanding Accomplishment in Scholarship Criteria

- Outstanding accomplishment in this area would be indicated by greater numbers of publications meeting the scholarship standards, truly noteworthy publications, very high impact publications, or an exceptional record of funded external grants. Evidence of accomplishment in all areas (dissemination of scholarly work, funding, and impact and reputation) is needed. Confidential external letters are important evidence of outstanding accomplishment in scholarship.

4.2.3. Service

To achieve the rank of professor, a candidate should demonstrate a continued sustained

825 pattern of service to the institution and profession. Beyond the criteria articulated for
 826 associate professor, which also apply to promotion to professor, candidates must
 827 demonstrate further service leadership since appointment to associate professor.
 828

829 The faculty member must demonstrate with evidence activity in service related activities.
 830 Reviewers will use three criteria to assess whether the faculty member's trajectory has
 831 reached a level that meets the following criteria: (i) service baseline, (ii) institutional
 832 service, and (iii) professional service. Evidence of accomplishment in all areas is required.
 833

834 Specific requirements include:

835 **4.2.3.1. Service Baseline Criteria**

836 This standard is met through Annual Reviews. A consistent rating of 'meritorious' is
 837 expected in this category cross all years of Annual Reviews. It is expected that
 838 concerns were minor and were successfully addressed. Faculty members should
 839 provide evidence of their ratings in this area and comment on any inconsistencies in
 840 their record.
 841

842 **4.2.3.2. Institutional Service Criteria**

843 Faculty members should provide evidence of a minimum of one institutional service
 844 activity beyond membership in departmental and program level committees in each
 845 year of service at NAU. In addition, the faculty member should demonstrate at least
 846 three activities where they made significant contributions. At least two of these must
 847 be at the leadership level.
 848

849 **4.2.3.3. Professional Service Criteria**

850 Faculty members should provide evidence of a minimum of one professional service
 851 activity in each year of service at NAU. In addition, the faculty member should
 852 demonstrate at least one activity where they contributed at the leadership level.
 853

854 **5. Sabbatical Applications**

855 To be considered for sabbatical leave, an eligible faculty member may submit a sabbatical
 856 application no earlier than the sixth year of full-time service to NAU. Potential sabbaticals
 857 should be discussed with department chairs/directors prior to the April 1 deadline for notification
 858 that an application will be submitted to ascertain whether the department can support the
 859 sabbatical. See NAU COFS section 1.7.1 for additional details.
 860

861 Recommendations on sabbatical applications are either "approve" or "deny" and are made by the
 862 FSC, department chair/director, dean, and the Provost. Qualitative evaluation of sabbatical
 863 proposals provides feedback to the applicant if they are not successful. For multiple applications,
 864 a prioritized ranking will be made. Criteria to approve are "Yes" answers to questions A-B below
 865 and "Yes" to either C or D.

- 866 a) Project completely described, including tasks, timeline, and locations (funding
 867 information not required unless grant funding will be used). Is the project understandable
 868 and of sufficient depth/complexity? Can the project be completed in the timeframe?
 869 b) Value to the Department, College, and University. Will the project enhance the current

- 870 expertise in the Department or will it develop a new area of scholarly work in the
871 Department? If a new area, is the area consistent with the mission of the Department?
872 Will the work bring meaningful, additional skills to the Department's ability to provide
873 excellent programs, through either enhanced teaching or scholarly work?
- 874 c) Potential to contribute to knowledge in the discipline/area well explained. Will this
875 project contribute to the body of knowledge of the faculty member's intellectual and
876 professional communities?
 - 877 d) If applicable, the outcomes of the previous sabbatical showed productivity sufficient to
878 suggest that another sabbatical will also be productive.
- 879
880

881 **Appendix A - Annual Performance Review Self Evaluation Template**

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[To be added in Fall 2021]

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887 **Appendix B - Department Chair Administration & Consistency**
888 **Annual Review Template**

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[To be added in Fall 2021]

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Appendix C – Faculty Annual Review Service Template

[To be added in Fall 2021]

Appendix D – Promotion & Tenure Review Timeline

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Continuously: Faculty enter activities and other information into the Profile/Workload (Curriculum Vita) sections of their My Data tab in Faculty Activity and Achievement Reporting (FAAR) henceforth referred to as Faculty 180.

After each semester: Faculty enter teaching/advising information into the Workload Forms section of their Faculty 180. These workload forms are generated centrally each semester.

April 1st: Faculty enter Statement of Expectation for next academic year.

April 1st: Faculty notify chair/director and dean of their intention to apply for tenure and/or promotion or sabbatical – the dean’s office initiates the P&T application in Faculty 180 so that faculty may begin entering materials.

April 15: Faculty member provides chair/director and dean with list of external and arm’s-length reviewers including the nature of the professional relationship (following guidelines in Appendix E). This list is then verified by the dean to confirm arm’s-length decisions.

May: Chair/director begins soliciting letters (prior to semester end) by contacting selected external and arm’s length reviewers and confirming their participation.

Mid June: Faculty provide chair/director with external review package (described in Appendix H) – chair/director sends review package to external and arm’s length reviewers along with information to return solicited letters to the dean’s office.

July: Chair/director provides reminders to external and arm’s-length reviewers to ensure the proper number of letters are sent to the dean’s office for each faculty member applying for promotion and/or tenure.

August 1: All solicited external and arm’s length review letters are received in the dean’s office and uploaded to Faculty 180 by the beginning of the P&T review cycle, ensuring all received letters are loaded and there is the proper number for the rank being sought. The dean’s office notifies each chair/director if insufficient review letters have been received.

Early August: Chair/director creates Faculty 180 evaluations (for FSC & chair/director level reviews). Prior to Review Start: Chair/director revises evaluations in Faculty 180 as needed to assign evaluations to the department Faculty Status Committee.

Early September: Faculty member ensures that all review materials are in the Faculty 180 system by the deadline.

Appendix E – Confidential External Review

942
943
944 The chair/director receives a list of six possible internal and external arm's length reviewers from
945 the faculty member by April 15th of the calendar year the faculty member plans to apply for
946 promotion and/or tenure. This list is provided to the Dean's office and is verified by the Dean to
947 confirm arm's length decisions while allowing chairs/directors time to contact the chosen
948 reviewers before the end of the spring semester. Faculty members may also provide a list of
949 scholars whom should not be contacted for external review letters. When possible, external letter
950 writers should come from peer institutions or comparable programs.

951
952 Confidential letters of review focus on the scholarly accomplishment of the faculty member.
953 Specific information on teaching and service-related aspects of the promotion file should not be
954 included.

955
956 A complete external review package to be sent to reviewers includes:

- 957 • An introductory letter by the chair/director
- 958 • A narrative overview of scholarly activities (including references)
- 959 • An updated CV
- 960 • Sample of work cited in the narrative
- 961 • The promotion and tenure criteria

962
963 The chair/director solicits the letters of review (see timeline in Appendix D) and is responsible
964 for sending copies of the external review package to each reviewer. The solicited letters will then
965 be returned to the dean's office. The dean's office will upload the received letters into
966 Faculty180.

967
968 Confidentiality of these letters is extremely important and the faculty member cannot be made
969 aware of which reviewers are approached to provide a letter. Faculty members may not see the
970 confidential review letters nor may they contact potential reviewers in any form.

971
972 It is critical that chairs/directors begin soliciting these letters early in the summer (by the
973 timeline), to ensure that letters are received in the dean's office by the August 1 deadline in order
974 to be available for the first level of review (this is done by the dean's office).

975
976 The minimum requirements are as follows:

- 977 • For promotion to associate professor or for tenure, a minimum of three external review
978 letters are required in the review file; of which at least two letters must be from an arm's
979 length reviewer capable of providing an objective evaluation. By definition, an arm's
980 length reviewer is someone who has no current active association with the faculty
981 member (see below for more detail). All reviewers should be considered experts in the
982 faculty member's discipline or be able to speak to the faculty member's reputation.
- 983 • For promotion to professor, professional reputation is a key review criterion. All such
984 promotion requests must include a minimum of three external review letters, of which
985 two must be from arm's-length reviewers (see below for more detail). By definition, an
986 arm's length reviewer is someone who has no current active association with the faculty
987 member. Arm's length reviewers must be at the rank of full professor.

988

989 Quality of letters

990 When sending out requests for review, the chair/director or dean should communicate the
 991 following information to reviewers. Reviewers may write beyond the scope of the minimum
 992 requirements, but minimally cover the following items:

993 • A description of the reviewer's relationship to the faculty member.

994 • A detailed analysis of quality and significance of the faculty member's work and impact
 995 on the field.

996 • A comparison of the faculty member to others in the field or discipline who are at the
 997 same point in their career, utilize comparable methodologies and methods, and hold
 998 similar epistemologies or write from similar research paradigms.

999 • The faculty member's contribution to professional service at any level.

1000 • The faculty member's international or national reputation.

1001 • An assessment of the faculty member's potential to contribute to the field at the rank for
 1002 which they are applying.

1003

1004 Reviewer letters should not include derogatory, defamatory, or unprofessional comments about
 1005 the faculty member or any other group of people. Nor should they include commentary about a
 1006 faculty member's personal or social identities, personal life, or unrelated personal activities if it
 1007 does not directly relate to their faculty-related work. Any letters that include these items should
 1008 be immediately withdrawn from the review process by the chair/director or dean and a new
 1009 reviewer should be selected, if necessary, to meet the required number of letters. Letters critical
 1010 of faculty are acceptable if they relate to the faculty member's professional disposition and
 1011 scholarly work.

1012

1013 Definition of external letters:

1014 • For external letters (that are not arm's-length), the faculty member may submit names of
 1015 colleagues or collaborators outside the NAU community to the chair/director. External
 1016 letters should be accompanied by a brief description of the author's relationship (if any)
 1017 to you and their expertise.

1018

1019 Definition of arm's length reviewer and guidelines for selecting reviewers to provide to the
 1020 chair/director:

1021 • Arm's length is defined as having no current or recent active personal or professional
 1022 association with the faculty member within the last 5 years. This means that reviewers are
 1023 not close friends, current or recent collaborators, former supervisors, advisors, or
 1024 dissertation/thesis chairs. Peers from the disciplinary community should be persons able
 1025 to review the faculty member's scholarly record (and pedagogical reputation, where
 1026 appropriate). Reviewers must be from institutions and departments at or above the faculty
 1027 member's own in terms of their mission and expectations. The chair/director is entitled to
 1028 solicit additional letters and will share the names of potential reviewers with you for
 1029 comment.

1030

1031 For arm's-length reviewers specifically, any relationship existing between the faculty member
 1032 and possible reviewer must clearly be identified by the faculty member (e.g., PhD mentor, co-
 1033 author, former student, etc.).

1034 **Appendix F – Promotion and/or Tenure Application in Faculty 180**

1035

1036 **General Instructions**

1037 If you are applying for promotion and/or tenure you will be submitting your review materials via
1038 FAAR/RPT. Login and instructions are posted on the Provost webpage:

1039 <https://in.nau.edu/provost/vice-provost-for-faculty-affairs/faar-system/>

1040

1041 **Application Requirements**

1042 The foundation of your application packet is the curriculum vita in FAAR. Workload documents
1043 and reports submitted every semester provide base information. Faculty members must make
1044 sure all activities are appropriately entered using the “Workload” form. This includes attaching
1045 any supporting documentation (e.g., conference proceedings, manuscripts, acceptance letters
1046 etc.).

1047

1048 Use the activities section or workload form in FAAR to build your vita. Please note the
1049 following:

- 1050 1. Attachments to scholarly products are linked in FAAR, not the Review, Promotion and
1051 Tenure (RPT) template. Upload specific documents using the workload form.
- 1052 2. Make sure to use the "Manage Status" button on the edit screen of an activity to add
1053 (rather than overwrite) a new status (e.g., submitted, accepted, published or in service
1054 when inactive on a committee).

1055

1056 In the COE RPT template, be prepared to upload the following documents:

- 1057 1. Unit Criteria for Promotion and/or Tenure (this document)
- 1058 2. Official Letter of Approval of Prior Credit (if applicable)
- 1059 3. Annual Review History (optional)
- 1060 4. Professional Statement (Promotion and/or Tenure Overview)
- 1061 5. Overview of Teaching and Student Related Activities (Professional Statement)
- 1062 6. Summary Table of Courses Taught
- 1063 7. Overview of Scholarship/Research/Creative Activities (Professional Statement)
- 1064 8. Overview of Service Activities (Professional Statement)

1065

1066 Each of the four professional statements should be prepared ahead of time. In each of these
1067 sections, you should include attachments that will be available to reviewers. See the template for
1068 specific requirements and recommended attachments for each section.

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Appendix G – Teaching & Other Student Related Activities Professional Statement Template

General Points of Reference and Documentation Requirements:

- Be sure that you have uploaded documentation within Faculty 180 for the reviewers.
- The recommended length of the Teaching Statement is approximately 5 pages without appendices.
- Narrative descriptions:
 - Should not be repetitive of what was included in the Histories.
 - Should not be more than 1 – 3 single spaced paragraphs
- This file should follow the naming convention; YourName__TeachingStatement__year):
- For large items, please include a sample or indicate that a hard copy submission will accompany the electronic submission.

Teaching History:

Academic Year	% SOE	Courses Taught	Student Opinion Survey Average
20xx-20xx	X%	• [ECI XXX Title]	
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		•	
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Criteria 1: Course Baseline

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Administration & Consistency Standard

Administration & Consistency History: Include, as an appendix after this template, all Department Chair Administration & Consistency Annual Review Templates that were completed during the evaluation period.

Administration & Consistency Narrative: Provide a narrative that addresses any concerns in your ability to meet this standard during any of the years leading up to this application for tenure and/or promotion. If there were no concerns, you may delete this section.

Quality Standards:

Student Opinion Survey Rating History: Provide a summary of the student opinion survey ratings that date within the tenure and/or promotion period. Summaries can be arranged by year or by course-line to provide a wholistic understanding of student opinion surveys. Faculty may also provide any additional information to contextualize extenuating circumstances, identity-based discrimination, or other issues (see Heffernan, 2021).

Student Opinion Survey Comments Narrative: Provide a narrative that contextualizes any mean scores of 3.0 (out of 4.0) or above in any domain and/or overall trends in student comments that exceed 5% of the overall comments recorded. The narrative should also include a brief reflective statement that notes any strategies that were implemented to mitigate student's concerns as well as the results of those efforts. If there were no concerns that meet the above thresholds, you may delete this section. Faculty may also provide any additional information to contextualize extenuating circumstances, identity-based discrimination, or other issues.

Peer Evaluation (optional): If a faculty member chooses to include one or more formal peer course evaluations to augment the evidence for this standard, it is expected that the evaluations are largely positive and the faculty member has appropriately responded to suggestions for improvement. Peer Reviews must be conducted within the bounds of one of the COE approved formal peer course review processes (if available).

Criteria 2: Effectiveness

Pedagogy Standard (required for both associate and full)

Pedagogy Illustrations: List, as brief, separate bullets, your pedagogical accomplishments. Use the explanation in the criteria above to understand the examples for this standard.

- Example: A description of the new/innovative teaching methods with references to the literature that ground the methods in best practices.
- Example: A description of the new technology implementation that describes how the technology enhances achievement of course or student learning outcomes
- Example: A description of the new experience that describes how the it enhances achievement of course or program outcomes. This description should also include references that demonstrate how this experience is aligned with best practice.
- Example: Appropriately including active-learning techniques, research experiences, evaluation projects, and experience-based projects (e.g., curriculum assessments, creation of a new program as a final project, art installations). This description should also include references that demonstrate how this experience is aligned with best practice.
- Example: Creating innovative assessment projects (e.g., presentations, zines, conference presentations). This description should also include references that demonstrate how this experience is aligned with best practice

Inclusive Practice Standard (required for both associate and full)

Inclusive Practice Illustrations: List, as brief, separate bullets, your practices using the explanation in the criteria above to understand the examples for this standard.

- Example: Implementing inclusive pedagogy consistent with current best practices. This description should also include references that demonstrate how this experience is aligned with best practice.
- Syllabus Examples: List separately any of the following illustrations a) includes inclusive language and supports the success of all students; b) outlines participation and assignment expectations clearly and explicitly; c) includes a land acknowledgement and/or connects course content to the land acknowledgement; d) readings reflect a wide array of author identities and social issues.
- Example: Course projects, lectures/presentations, and case studies reflect asset-based examples from a wide array of identities and social issues.
- Example: Description of how presentations and other course materials are provided to students before class periods or within reasonable timeframes.
- Example: Description of how course design provides increased flexibility for nontraditional students, distance learners, students with disabilities, or other needs.

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Professional Development Standard (required for both associate and full)

Professional Development History: List, as brief, separate bullets, the activities you participated in during the appraisal period.

Professional Development Narrative: Briefly describe how your professional development activities have shaped your current practices.

Curriculum Standard (required for full, optional for associate)

Curriculum Illustrations: List examples of curriculum design, revision or modifications you have your practices using the explanation in the criteria above to understand the examples for this standard. Documentation should be added as an appendix to this template and should include new syllabi, syllabi annotated with revisions and their rationales and/or references from your disciplinary field that support the curriculum revision.

Advising/Mentoring Standard (optional)

Advising/Mentoring Illustrations: List, as brief, separate bullets, activities demonstrate your work related to advising and mentoring. Use the explanation in the criteria above to understand the examples for this standard.

- Example: Briefly describe any student advising/mentoring roles that were over and above your SOE expectations.
- Example: Briefly describe your leadership towards junior or senior projects, independent studies, or undergraduate/graduate research over and above your SOE expectations. Note the names of students and their presentations, as applicable. As relevant, include copies of their work in the appendix for this template
- Example: Briefly describe your supervision of graduate teaching assistants over and above the expectations on the SOE. Include the names of the students, the type of supervision you provided and associated effort.
- Example: Briefly describe your efforts in referring students in need to appropriate resources on campus.
- Example: Briefly describe your work advising student organizations/clubs. Include the name(s) of the group, the length of your appointment and your responsibilities and effort as the advisor.

Outstanding in Teaching (Required for full-professors not fulfilling the outstanding in scholarship option):

Narrative: Provide a narrative that provides a rationale for why your teaching should be considered outstanding. This might include any of the following:

- State or national curriculum revision, development, or assessment.
- College, university, or national level teaching awards (e.g., President’s Distinguished Teaching Award).

- 1217 • Assuming a major role in new curriculum design/program design initiatives at
- 1218 the university level or above.
- 1219 • Significant publication of peer reviewed work related to the Scholarship of
- 1220 Teaching and Learning.
- 1221 • Significant intellectual leadership in national or international organizations
- 1222 (e.g., AERA, APA, NSTA, etc.) aimed at improving teaching in the field of
- 1223 study.
- 1224 • A formal role within professional accreditation, certification, or standards
- 1225 bodies such as HLC, APA, NASP, CASS, or CAEP.
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Appendix H – Scholarship/Research/Creative Activities Professional Statement Template

General Points of Reference and Documentation Requirements:

- Be sure that you have uploaded all publications or grants within Faculty 180 for the reviewers.
- The recommended length of the Scholarship Statement narrative is approximately 5 pages (usually between 2-5 pages is typical).
- Narrative descriptions
 - should not be repetitive of what was included in the Histories.
 - Should not be more than 1 – 3 single spaced paragraphs
- List publications since last promotion or hire if applying for tenure, or beyond if years of service towards promotion/tenure was granted.
- Use an * to clearly identify student authored publications.
- This file should follow the naming convention;
YourName__ScholarshipStatement__year):
- For large items, please include a sample or indicate that a hard copy submission will accompany the electronic submission.

Scholarship Work History:

	% SOE for Scholarship	% SOE for grant writing and management (if applicable)
Year 1 20xx-20xx	X%	
Year 2 20xx-20xx		
Year 3 20xx-20xx		
Year 4 20xx-20xx		
Year 5 20xx-20xx		

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Criteria 1: Dissemination

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Productivity, Audience Standards & Peer Review History

* # Products <i>(insert full APA reference)</i> <i>Only Peer Reviewed products, as described in sections 3.2.1.1 and 3.2.1.2.b. should be placed in the table.</i>	Audience <i>(highlight only one per citation)</i>	1st Author - PI <i>(Check relevant citations)</i>	Description of Contribution <i>(both % and ^type)</i>	Description of Competitiveness <i>(e.g., impact factor of journal, peer review and/or significance of publication outlet in your fields, etc.)</i>
	<ul style="list-style-type: none"> • Research • Practitioner 		•	•
	<ul style="list-style-type: none"> • Research • Practitioner 		•	•
	<ul style="list-style-type: none"> • Research • Practitioner 		•	•
	<ul style="list-style-type: none"> • Research • Practitioner 		•	•
Totals				
Add additional rows as needed				

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- Use an * to clearly identify student authored publications
- Use an # to identify products that demonstrate evidence of “outstanding in scholarship”
- ^ Type of contribution might include substantial writing, data analysis, data collection, editing, etc.

Reference - Criteria for Associate:

- Faculty must produce at least one product for each audience (research and practitioner) and three products in the research category for a total of 5 products.
- Faculty must be the first author on at least one research audience product and two total products.
- If grants are to be considered as a product for this criteria, please add them here as an APA citation.

Reference - Criteria for Full:

- Faculty must produce at least two products for a practitioner audience and three products for a research audience for a total of 7 products.
- Faculty must be the first author on at least one research audience product and on two total products.
- If grants are to be considered as a product for this criteria, please add them here as an APA citation.

Outstanding in Research: For faculty choosing this option, this accomplishment would be indicated by:

- greater numbers of publications meeting the scholarship standards; and/or
- truly noteworthy publications; and/or
- very high impact publications; and/or
- or an exceptional record of funded external grants.

1275 **Contribution to the Field Requirement**

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Contribution History: Factually list, using bullets for each category or product, the following:

- journal impact factors for the journals in which your products were published
- the reputation of publishing houses in which your products were published
- conference acceptance rates
- your contribution to scholarly publications resulting from collaborative work
- collaborations with the faculty member’s doctoral advisor and outlining the degree of departure from doctoral work
- the degree to which the faculty member has built on or branched out from publications associated with their doctoral research or publications co-authored with the faculty member’s doctoral advisor

Contribution Narrative: Provide a narrative that summarizes your history of contributions to the field. Do not repeat the historical account in your bulleted list.

Sustained Across Time Requirement

Sustained Across Time History:

*Years (In Chronological Order)	APA Citations for all Products <i>(As defined in the table above as well as conferences papers, invited talks, competitive grants (funded or unfunded), and other forms of disseminations. This table should contain a complete history of your scholarly work, across all levels and forms.)</i>
Year 1 20xx-20xx % SOE	
Year 2 20xx-20xx % SOE	
Year 3 20xx-20xx % SOE	
Year 3 20xx-20xx % SOE	
Year 4 20xx-20xx % SOE	
Year 5 20xx-20xx % SOE	
Etc.	

1297 *Since joining NAU (including years of service) or since the last promotion

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Sustained Across Time Narrative: Provide a narrative that summarizes how your contributions to the field demonstrate a sustained pattern of scholarly activity or other creative endeavors related to the faculty member's discipline since joining NAU (including years of service) or since the last promotion. Do not repeat the historical account in your bulleted list. A bar graph that summarizes this pattern could be included here. If there were interruptions to the pattern across time (e.g., changing workload, sabbaticals, leaves) please provide those explanations and documentation here.

Cohesive Line of Inquiry Requirement

Cohesive Line of Inquiry Narrative: Faculty must demonstrate that their scholarly work has a cohesive line of inquiry or multiple related lines of inquiry. A cohesive line of inquiry can be demonstrated through showing how one's work builds upon a few distinct themes and builds upon their own and others' past research. If there are multiple lines of inquiry, the faculty member must connect and relate these multiple lines into a coherent narrative. A graphic organizer that showcases this cohesiveness and relationships within your scholarly work could be included here. You should also include a brief narrative of your scholarly goals/agenda and how they have developed, grown, or changed.

Outstanding in Research (Required for full-professors not fulfilling the outstanding in teaching option):

Narrative: Provide a narrative that provides a rationale for why your record of scholarship is outstanding. See Section 4.2.2.4 for details.

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Criteria 2: Funding

Funding Standard

*# Grants <i>(insert full APA reference)</i>	Locus <i>(highlight only one per citation)</i>	Funding Disposition <i>(highlight only one per citation)</i>	Proposal Preparation Percent Effort
	<ul style="list-style-type: none"> • Internal • Local/state/regional • National/international 	<ul style="list-style-type: none"> • Funded • Not Funded 	
	<ul style="list-style-type: none"> • Internal • Local/state/regional • National/international 	<ul style="list-style-type: none"> • Funded • Not Funded 	
	<ul style="list-style-type: none"> • Internal • Local/state/regional • National/international 	<ul style="list-style-type: none"> • Funded • Not Funded 	
	<ul style="list-style-type: none"> • Internal • Local/state/regional • National/international 	<ul style="list-style-type: none"> • Funded • Not Funded 	
Totals	X external grants submitted, X funded \$XXX,XXX in external grants submitted, \$XXX,XXX funded		
Add additional rows as needed			

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- Use an * to clearly identify student authored publications
- Use an # to identify products that demonstrate evidence of “outstanding in scholarship”
- ^ Type of contribution might include substantial writing, data analysis, data collection, editing, etc.

Reference - Criteria for Associate:

- A minimum of one external grant submitted AND either one funded external grant (i.e., federal, state, foundation) attained in the first 5 years OR consistent effort submitting external grant proposals would be considered as demonstrating a sustained pattern in this standard.
- Grants can be submitted as PI, Co-PI, or another role that indicates significant but the faculty member must be a PI on at least one external proposal.

Reference - Criteria for Full:

- A minimum of one external grant submitted AND either one funded external grant (i.e., federal, state, foundation) attained since promotion OR consistent effort submitting external grant proposals would be considered as demonstrating a sustained pattern in this standard.
- Grants can be submitted as PI, Co-PI, or another role that indicates significant but the faculty member must be a PI on at least one external proposal.

Criteria 3: Impact

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National or International Reputation for Excellence (Required for promotion to associate and full professor)

National or International Reputation for Excellence History: List, as separate bullets, all of your accomplishments and acknowledgements in this area. Use the explanation in the criteria above to understand examples for this standard.

- Example: award name
- Example: editorial board of NAME Journal
- Example: magazine article APA citation

National or International Reputation for Excellence Narrative: Provide a narrative that summarizes how your accomplishments and acknowledgements in this area demonstrate your national or international reputation for excellence in the appropriate profession or field of scholarly activity. Be specific in how that extends beyond the university.

Sharing of Work (Required for promotion to full professor. Optional benchmark for promotion to associate.)

Sharing of Work History: List, as separate bullets, how your work has been shared in professional and scholarly gatherings. Use the explanation in the criteria above to understand examples for this standard.

- Example: APA citations for refereed presentations at international, national or regional professional and scholarly meetings
- Example: APA citations for Presentations at state professional and scholarly meetings
- Example: Invited colloquia at other universities

Sharing of Work Narrative: Provide a narrative that summarizes how you're the sharing of your work led to getting feedback from peers, acknowledging the potential quality of the work in progress or that the work was of the quality that is worthy of sharing at professional events.

National or International Leadership (Required for promotion to full professor. Optional benchmark for promotion to associate.)

National or International Leadership History: List, as separate bullets, your national or international leadership appointments that recognize your scholarly expertise. Use the explanation in the criteria above to understand examples for this standard.

- Example: Editorship of professional journal with a national audience

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- Example: Leadership positions in national organizations in your discipline or field of study.

1397 National or International Leadership Narrative: Provide a narrative that summarizes how your leadership is an acknowledge of your scholarly expertise. Provide enough clarity so that reviewers do not view this leadership as service.

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1402 **Mentorship and Collaboration (Required for promotion to full professor. Optional benchmark for promotion to associate.)**

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1405 Mentorship and Collaboration History: List as separate bullets (or create a table) the different individuals or teams that you have mentored or collaborated with. Use the explanation in the criteria above to understand examples for this standard.

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- Example: Inclusion of graduate students, postdoctoral scholars, and/or junior faculty in a research project
 - Example: Inclusion of graduate students, postdoctoral scholars, and/or junior faculty in a grant project
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1414 Mentorship and Collaboration Narrative: Provide a narrative that summarizes how you have used your scholarly expertise to have an impact on others scholarly activities.

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1418 **Development of Curricular Resources (Optional benchmark for promotion to associate and full professor.)**

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1421 Development of Curricular Resources History: List, as separate bullets, materials that you developed that directly linked research to practice. Use the explanation in the criteria above to understand examples for this standard.

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- Example: Original curriculum products
 - Example: Workbooks/Study guides
 - Example: Evaluation, grant, government and agency publications, and other technical documents.
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1430 Development of Curricular Resources Narrative: Provide a narrative that summarizes how you have made an impact on applied settings by directly linking research to practice.

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1434 **Spreading of Work Beyond Original Publication (Optional benchmark for promotion to associate and full professor.)**

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1437 Spreading of Work Beyond Original Publication History: List, as separate bullets, instances where your work was shared beyond the original product. Use the explanation in the criteria above to understand examples for this standard.

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- Example: Reprints of articles in books of readings that are peer reviewed
- Example: Publication of a new edition of a book or textbook
- Example: Development of a substantial research clearinghouse or website portal.

Spreading of Work Beyond Original Publication Narrative: Provide a narrative that summarizes how you have made an impact on the field due to the spread of your work beyond its original publication.

Impact on Teaching (Optional benchmark for promotion to associate and full professor.)

Impact on Teaching Narrative: Provide a narrative that details and summarizes how your scholarship made a measurable impact on student learning outcomes in individual courses or programs at NAU. Be specific about how these impacts were measured. This may also include significant scholarly work conducted with undergraduate or graduate students and/or postdocs.

Note: External Peer Review Requirement

This documentation will be provided to the FSC by your chair.
Nothing is required for submission in Faculty 180.

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Appendix I – Service Activities Professional Statement Template

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General Points of Reference and Documentation Requirements:

- Be sure that you have uploaded documentation within Faculty 180 for the reviewers.
- The recommended length of the Service Statement is approximately 3 pages without appendices.
- Narrative descriptions should not be more than 1 – 3 single spaced paragraphs
- This file should follow the naming convention; YourName__ServiceStatement__year):
- For large items, please include a sample or indicate that a hard copy submission will accompany the electronic submission.

Administration & Consistency Standard

Service History: Include, as an appendix after this template, all Faculty Annual Review Service Templates (see Appendix C) that were completed during the evaluation period.

Service Baseline Standard

Service Baseline Narrative: Briefly describe how your participation in the minimum service activities contributed to department, college and university community and your professional development. Use the explanation in the criteria above to understand the operational definition of baseline service.

Institutional Service Standard

Institutional Service Narrative: Use the operational definition of institutional service in the criteria above to describe your work in this area.

- Briefly reflect on how your participation in institutional service activities contributed to your professional development.
- Briefly summarize how your participation in institutional service activities contributed to the strategic goals of the department, college and/or university community

Professional Service Standard

Professional Service Narrative: Use the operational definition of professional service in the criteria above to describe your work in this area.

- Briefly reflect on how your participation in professional service activities contributed to your professional development.
- Briefly summarize how your participation in professional service activities contributed to the strategic goals of the department, college and/or university community