**Guidelines for Preparing your Application for Promotion and/or Tenure**

**TELLING YOUR STORY**

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

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

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

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

**PACKET REQUIREMENTS**

1. ***PROFESSIONAL STATEMENT***

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

1. **Statement of Objective (Introduction)**

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

**B. Overview and Goals**

Your statement shall include a statement of professional goals related to student-related responsibilities, scholarship, and service; teaching philosophy and an overview of accomplishments; a research agenda and plan and overview of scholarship; career goals and a vision for the future. Generally, this overview can be achieved in no more than 4-5 pages. Candidates are strongly encouraged to provide a summary of specific expectations of rank, and synopsis of how those criteria have been met or exceeded within Conditions of Faculty Service (COFS) and the COE Promotion and Tenure (P&T) documents. Use key terms from those documents and synthesize your activities into a holistic story of contributions. In short, tell a story for the committee. This may include reasons why a semester may not have gone as planned and how you responded to set backs.

**ASSOCIATE PROFESSOR (COFS)**

The rank of associate professor is a tenure eligible or tenured position. A faculty member may

not be promoted to associate professor unless concurrently standing for tenure, but a faculty

member may be hired as a non-tenured associate professor. Normally, a faculty member

becomes eligible to apply for the rank of associate professor in the sixth (6th) year of full-time

service at the rank of assistant professor at NAU. Any prior service credit to be counted must

be agreed to in writing at the time of hire.

To hold the rank of associate professor, the faculty member, at a minimum, must have:

1. A record that shows substantial evidence of effectiveness in teaching, advisement, and other student-related responsibilities.
2. A record that shows a sustained pattern of scholarly activity or other creative endeavors related to the faculty member's discipline.
3. A record that shows a pattern of sustained service to the profession and the university community, and the potential to assume a leadership role within the faculty as one moves toward the rank of professor.

**OR**

**PROFESSOR**

A faculty member must be tenured in order to be promoted to the rank of professor, unless at the time of initial appointment the Notice of Appointment indicates it is at the rank of professor without tenure. Professors are faculty who have achieved significant accomplishments in the areas of teaching and research. Normally, a faculty member becomes eligible to apply for the rank of professor in the sixth (6th) year of full-time service at the rank of associate professor at NAU (including any prior service credit agreed to at the time of hiring as associate).

To hold the rank of professor, the faculty member, at a minimum, must have:

* 1. A sustained pattern of high-quality teaching, advisement, and other student-related responsibilities.
  2. A sustained pattern of high-quality scholarly or other creative endeavors related to the faculty member’s discipline.
  3. A record that shows a mix of sustained service to the profession and the University community and evidence of leadership within the faculty member's department (e.g., demonstrated ability to assume leadership roles within the department, college, and/or the University at large, and to mentor junior faculty).

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

STUDENT-RELATED RESPONSIBILITIES

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

SAMPLE GOALS RELATED TO SCHOLARSHIP

1. External funding
2. Work with other faculty members and students on scholarship opportunities with a focus on academic achievement.

SAMPLE GOALS RELATED TO SERVICE

1. Serve as active member of the XXX Department, through active involvement in department meetings and committees.
2. Seek out leadership roles on committees.
3. Work with departmental committee to enhance the admission process to attract and recruit a diverse pool of candidates to the program

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

SAMPLE TEACHING PHILOSOPHY

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

RESEARCH AGENDA

My current area of research is related to investigating the dual cultural adaptation (enculturation, acculturation, and identity development) of ethnic minority individuals from childhood to emerging adulthood, and how this process relates to educational outcomes (academic achievement) and its implications for educational psychologists…

1. **CONCLUDING STATEMENTS:**

CAREER GOALS

1. To continue to enhance my effectiveness as an associate professor/professor using theoretical and practical (applied) applications as well as maintaining currency in the field and making use of technology that will assist students.
2. To continue to serve as mentor to my assigned graduate assistants and other students.
3. To serve as a dissertation chair for three or more students each year and support dissemination activities related to dissertation studies
4. To submit external grant proposals
5. To further my research agenda in the area of college student assessment.

RESEARCH PLANS (emphasize your plan for continued development as a scholar)

My primary research plan for the next several years will be in the area of the validating the College Student Experience Questionnaire (CSEQ). Continuing my work on the CSEQ, which includes the preliminary validation of the new online version of the CSEQ and the initial establishment of new norms. I plan to continue to seek external funding…

CONCLUDE YOUR REVIEW WITH YOUR VISION FOR THE FUTURE (for example):

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

**One document required**

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

***II. TEACHING (STUDENT-RELATED ACTIVITIES)***

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

* Currency in syllabus, course materials
* Effectiveness in teaching for the College of Education, displays at a minimum, the following features (discuss at least 3 out of 4):
* Content knowledge of the teacher is current and deep. Sample indicators include documentation through effective syllabi, contributions to curriculum development, and so on.
* Methods of teaching are appropriate to the learners, the subject, and the teaching context. Sample indicators include student evaluations of instructors, peer and chair observations, and recorded products (e.g., a videotape of teaching for assessment) or documents.
* Management responsibilities of teaching are conducted professionally. Sample  indicators include the posting and keeping of office hours (accessibility in the  case of web courses), timely provision of required reports and/or assessments, and appropriate, timely and effective student feedback
* Teaching expertise contributes to the continuous improvement of the department.  General indicators include curricular innovation, course revision, and participation in continuous improvement efforts.
* Contributions to enhancement of teaching and learning in the community-curricular development, mentoring other faculty (critical for full professors) and students
* Scholarship of Teaching
* Include input from Students in a Tabular form with means, medians, and other helpful information
* Written evaluations from class evaluations: A spectrum of comments is useful. Please use moderation in compiling the evaluations and include negative or constructive comments that have shaped your teaching. Please comment on how your teaching has been changed by positive and negative evaluations.

To achieve the rank of associate professor, a candidate should demonstrate effective and sustained achievement in the area of teaching and show potential for continued contributions. At a minimum, candidates must demonstrate current and thorough knowledge of the subjects they teach, effective employment of appropriate methods of teaching, responsible management of operational components of teaching, and commitment to students’ success.

**For Full Professors going up for Outstanding Performance in Teaching (must meet 3 out of 4 requirements)**

* Exceptional performance-high student evaluations, peer appraisal of course documents
* Exceptional contributions to enhancement of teaching
* Awards, Record of Innovation
* Extraordinary accomplishments – advisement/supervision of doc dissertation and publication of student work, mentoring students

*Advising/Student Mentoring*

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

**SAMPLE TABLE:**

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

**Documents**

* *Narrative of Student-Related Activities 1-10 required*
* *Summary Table of Courses Taught 1-5 required*

**Sample Table for Teaching Evaluation Summary**

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

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

1. ***Scholarship and Creative Activities***

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

Attach a summary narrative of scholarly activity, particularly addressing the extent to which unit criteria for promotion/tenure have been met/exceeded. Describe and document your accomplishments as a scholar including a description of your scholarship agenda. What do you consider to be your most important achievements and contributions to your discipline? How does your work demonstrate that you have met the scholarship expectations of your department and the university? How has your scholarly work grown and developed over the period evaluated here?

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

*Note: The vita will list all efforts (including unfunded grants) that are added using the workload form in FAAR. Make sure this is complete including attachments (manuscripts, abstracts, conference proceedings – refer to the FAAR handbook for directions).* ***Please be sure to review your vita carefully in FAAR and avoid duplicate entries for the same work (e.g., publication or presentation).***

*Important elements to include are (****additional criteria to also be addressed for Full Professor applications are bolded)****:*

* Include a copy of the relevant table outlining your Scholarship Activity (table available from the dean’s office) or a similar table organizing your work based on the COE P&T Criteria
* Your summary narrative should address the following:
* Coherent research agenda
* Connection between research artifacts and research agenda
* Addition of knowledge to the field; relationship to your research agenda
* Contributions through publications, books, presentations (peer reviewed) related to the mission of college and university
* Assessment by peers (peer-reviewed articles)
* Peer recognition in its multiple forms, including invited presentations, leadership roles or elected positions in professional organizations, work as a reviewer of proposals or of manuscripts, or selection for editorial boards and review panels
* Continued commitment to develop as a scholar
* A scholarly reputation that extends beyond the university
  + Include information from Google Scholar, Research Gate-create accounts; include impact and selectivity scores and explain what they mean
* Leadership capacity in the area of scholarship
* **Increasing productivity since appointment to associate professor (for full professor applications)**
* Publications in a nationally recognized publishing house since appointment to rank of associate professor
* Products demonstrating high quality. (include impact score of journals, acceptance ratios)
* **For promotion to Full Professor, to demonstrate outstanding performance you must document attainment of a national or international reputation which includes awards and recognition by national groups, invitations to serve on national editorial boards, and departmentally solicited external reviews by prominent scholars**
* Go beyond minimum requirements
* If appropriate, your role and percent contribution on jointly prepared grant proposals and co-authorship of publications.

Helpful sites for Quality and Impact:

Google Scholar: <https://scholar.google.com/>

Click on My Profile to create profile

Research Gate: <https://www.researchgate.net/>

Click Join for Free to create profile

Journal Impact Factor (IF) <https://researchguides.uic.edu/if/impact>

Journal & Country Rank <https://www.scimagojr.com/>

Publications Impact Indexes <https://www.mondragon.edu/en/web/biblioteka/publications-impact-indexes>

**From Google Scholar**: Google Scholar Citations provides a way for authors to keep track of the number of citations to their articles. The h-index of a publication is the largest number h such that at least h articles in that publication were cited at least h times each. Google Scholar provides the example, if a publication with five articles cited by, respectively, 17, 9, 6, 3, and 2, has the h-index of 3. The i10-index is equal to the number of publications with at least 10 citations.

|  |  |  |
| --- | --- | --- |
|  | All | Since 2016 |
| Citations | 75 | 42 |
| h-index | 6 | 5 |
| I10-index | 5 | 4 |

**From Research Gate**: the RG Score is a metric that measures scientific reputation based on how all an author’s research is received by their peers. To provide an overview of a researcher’s body of work – a Total Research Interest Score is provided which adds up the Research Interest scores from all an author’s research items on their profile. When researchers read, recommend, or cite a research item, its Research Interest goes up. The Citations and Reads Scores are a simple metric designed to show an author exactly how often research is being cited and/or accessed on ResearchGate, in real time.

|  |  |
| --- | --- |
|  | All |
| RG Score | 7.57 |
| Total Research Interest | 19.7 |
| Citations | 36 |
| Reads | 428 |

**TIP:** You may choose to **BOLD Your Name** within the reference listing for ease of identification.

* Additionally, you may choose to add a single asterisk (\*) to denote undergraduate students.
* Additionally, you may choose to add a double asterisk (\*\*) to denote graduate students.
* DON’T forget to add **NOTE** to bottom of table for reference:

**NOTE:** Author Name in BOLD, \* denotes Undergraduate Student, \*\* denotes Graduate Student

**Documents**

*Narrative of Scholarship 1-10 required*

*Include a table listing scholarship artifacts based on levels in this document upload (samples/evidence of scholarship are in separate attachments). Submit evidence of in press manuscripts, such an email or letter from the editor for documents that are accepted/in press status.*

1. ***SERVICE***

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

The following service activities should be addressed in your professional statement which should include the following:

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

*Additional information for Promotion and Tenure: Service*

Service should be clearly divided into service to the department, college, university, community, and profession. Your service to the university at all levels and the recognition you bring to the university through professional activities are very important.

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

**Sample Table for Service Summary**

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

\* Denotes Leadership Role

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

**A Few TIPS**

1. Be sure that you have reviewed (and use as a reference) the **Promotion Criteria Documents**
   1. Use keywords from the applicable document to assist with your narrative (for example)
      1. Sustained Pattern
      2. High-Quality
      3. Content knowledge is current and deep
      4. Organization and effective management
      5. Gives prompt feedback
      6. Emphasizes time on task
      7. Communicates high expectations
      8. Respects diverse talents and ways of learning
   2. Be sure to address ALL of the Propositions/Features
   3. If you have prior years of service credit, address them in each area (teaching, advising research and service)
2. Review, and use for reference wording, the **Annual Review Evaluation and Criteria** (COE, 2018)
   1. Review the criteria for Satisfactory and ensure that you have met that on a regular basis.
   2. Review the criteria for Meritorious / Highly Meritorious and utilize the language for these items/events to help tell your story.
   3. Do not forget to include the history of these accomplishments – spanning the entire review timeframe.
   4. **NOTE:** a review of these items also provides a GREAT template/map on what to include in your FAAR to ensure that it is up-to-date.