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Associate Professor

2017-18 Annual Review

I am currently in my seventh year at Northern Arizona University. This is my first year in the rank of associate professor. My statement of expectations allocates 60% of my time toward teaching, 20% toward research, and 20% toward service. I teach a number of courses that serve students in various programs in the College of Education. In addition, I mentor students in research, serve on and chair dissertation committees, maintain an active research agenda, and serve on a number of committees at the departmental, college, university, professional, and community levels. I am pleased to report that in the 2017-18 academic year, I met and exceeded the expectations outlined in my SOE. In the following sections, I outline my accomplishments for research, teaching and service for that academic year.

Teaching and Student-Related Activities (60% of load)

My teaching is central to my role at NAU, and my professional identity as an educator and educational researcher. I strive to help students make meaningful connections to the coursework, with the goal of having them engage in deep learning that informs their professional practice as well as enrich their lives. I continuously strive for improvement in my teaching, which means that I update course readings for my courses each semester, in order to maintain currency in the field (see attached syllabi). I also make sure to read all student evaluations and feedback carefully, and to take this feedback into account when planning my courses. For example, I altered my EDU 300 course so that students would take reading quizzes online prior to the beginning of class, so they would come to class more prepared to engage in meaningful activities. My teaching evaluations reflect how this change toward a more activity-based curriculum has made the class even better for my students' learning. Comments from my evaluations included the following

We would go over a theory and ways to use it in the classroom, and after that do activities to go along with them. It would get us physically engaged. My professor had us taking notes on stuff which makes sense, but she would always throw in a way to get us engaged as well. (Spring 2018)

The professor is awesome and really cares about her students' learning. The material she uses and the real life examples and instructions is great. (Fall 2018)

The best thing about this course was all the activities that were incorporated, whether it be us playing with children games or taking creativity tests. (Fall 2018)

I also work hard to make my courses very intellectually rigorous, so that students understand the concepts thoroughly, and are able to transfer their learning to new situations. I try to provide rich, detailed feedback so that I create an individual dialog with each student to promote their learning. This emphasis is reflected in the student comments for my courses. For example, graduate students commented:

I really don't have suggestions to improve the class; it required us to digest and critically think about very complex and reflective concepts/research. I thought all the assignments were well organized, thoughtful, rigorous, and appropriate for doctoral level training. (Summer, 2018)

All the readings were carefully chosen by the professor. The way the readings were organized supported my progress throughout the semester. The professor's questions during class discussions were thought-provoking, related to the readings and students' experiences, and most importantly, helped me understand the readings better. The professor used different learning styles for a few classes – such as games and group

work – which made the class more active. I mostly appreciated the professor’s thoughtful feedback on my assignments. The feedback was constructive and written in a way that allowed me to engage in even further learning that is beyond the scope of the class. The professor’s feedback was supportive and motivational as well. This was one of my favorite classes in the doctoral. program. (Spring 2018)

I really enjoy mentoring students on research, and regularly meet with students to help them with their own projects. To this end, I am mentoring a number of students on their dissertation work, including chairing two dissertations. I also mentored two graduate students on an independent research project, so that they could successfully submit a paper to a national convention. This involved allowing them to use existing data I had collected previously, and then guiding them through the analysis process, how to write the conference paper manuscript, how to submit, how to create the poster for presentation, and then traveling to the conference and teaching them how to present at the conference.

In the table below, I outline the details from my statement of expectations for teaching, and my accomplishments in teaching/student related activities for the 2017-18 academic year. Following the table, I discuss how these accomplishments meet and exceed the expectations outlined in my SOE and align to the COE evaluation criteria.

Statement of Expectations	Accomplishments
<p>Teach 3 courses per semester Fall 2017: EDU 300, EDU 605, and EDU 822 Spring 2018: 3 EDU courses</p> <p>Advise EDU graduate students and serve on theses/dissertations as needed.</p>	<ul style="list-style-type: none"> ◆ Taught 3 courses in Fall 2017 and 2 courses in Spring 2018. I received a course buy-out from a grant for one course in Spring 2018. ◆ In Fall 2017, I taught EDU 300, EDU 822, and EDU 700. EDU 700 was a new preparation. ◆ In Spring 2018, I taught EDU 300 and EDU 720. ◆ I currently am chairing two dissertations. Xxx And yyy ◆ I currently serve on the following doctoral dissertation committees: MMM, CCC, ZZZ. I have been working with these students on their dissertations since last year. ◆ I served on the following dissertation committee, completed in Spring 2018: VVV-Ph.D. Applied Linguistics ◆ I served on the following doctoral students’ comprehensive exams committee: TTT, WWW, GGG. ◆ I mentored two EDU doctoral students in analyzing data, writing and submitting a manuscript for the annual convention. This work was presented in summer 2018. ◆ I created and taught a new course for the EDU Ph.D. program, EDU 600. This course was taught as a seminar as well as having weekly papers, online tests, and a large literature review and readings.

	<ul style="list-style-type: none"> ◆ I created and taught a new course for the Ph.D. program, xxx In this course, students were taught how to write for scholarly articles ◆ I mentored an undergraduate student on research, and she presented our work at the Undergraduate Research Symposium ◆ I attended the mini-course, Speech on Our Campus (9/13/17, 10AM-2PM), to learn about NAU policies, rights, and responsibilities related to free speech on campus ◆ I led a two session workshop on Writing Better Tests for the Faculty Professional Development Program. Faculty from across the University attended my workshops.
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To meet satisfactory:

1. I met my teaching expectations, as outlined in the SOE (see table above).
2. I included a self-reflection statement addressing my SOE expectations and review criteria, including any concerns that may have arisen during the year (see paragraph above)
3. I held regular office hours. In fall 2017, my office hours were Tuesdays and Thursdays from 12:30-2PM, and in the Spring 2018, my office hours were Wednesdays from 8:30- 12:30. I met with students by appointment, including holding regular weekly tutoring sessions for several students enrolled in my EDU 822 statistics course.
4. My teaching evaluation scores are consistently high, and the comments reflect the following:
 - a. A classroom environment that is professional and courteous, which creates an optimal environment for student learning
 - b. Currently in the field as evidenced by updated and current syllabi
 - c. Student Opinion Survey results that are generally favorable with positive and constructive comments

To meet the criteria for Highly Meritorious (see details in table above as well as course ratings and comments as linked in my CV):

1. I had strong student ratings in all my courses, and very positive student comments
2. I mentored an undergraduate student in research, and she presented the work at the Undergraduate Research Symposium
3. I attended a mini course related to teaching
4. I led two faculty development workshops on *How to Write Better Tests*
5. I created and taught two new courses in Summer 2018
6. I mentored two graduate students on a research project, presented at a national convention summer 2018
7. During the course of the year, I served on seven dissertation committees (six still in progress), two of which I am chairing.

Scholarship (20% of load)

My research agenda focuses on exploring how to promote Motivational Theory and empirically supported best practices to real world settings. This area of study has prepared me to consider how learning is influenced by not only the learning content itself, but also by the ways learner individual characteristics, such as level of expertise, motivational orientation, and culture interact with the learning environment. All the projects that are described below fit into this research agenda, in that they are focused on individual and cultural environments that affect learning, as well as environments that promote learning and motivation.

In the past year, I have continued to be a productive researcher. I presented one study at the annual meeting of the xxx, in April 2018.

Together with my students, I also presented one study at the annual convention of the xxx in August 2018. I also co-authored three papers for presentation at the 2019 xxx, all of which have been accepted for presentation, and co-authored two papers for presentation for the xxx conference, and these are under review.

I also was active in writing several manuscripts for publication. In Fall 2017, I was contacted by two eminent scholars in the field of cognitive psychology, Drs. xxx from the University of dxxx and University of xxx, to submit a manuscript for a special edition they are planning on the boundary conditions of the seductive details effect on cognitive and affective processing, to be published in xxx, which is a highly selective, peer reviewed international journal. I wrote, submitted, and underwent two rounds of revision and subsequent revisions (blind peer review). This paper has been recently accepted for publication. I have two more papers currently under a second round of review, both of which are submitted to high quality journals that use blind peer review. These publications demonstrate my continued commitment to disseminating my research, as evidenced by three other journal articles published in the past three years.

In terms of grant writing, I was a co-investigator on one internal grant project. This research included developing and testing an implicit association measure on adults' beliefs about gender diverse children. I am also serving as the internal evaluator for a grant from the U.S. Department of Education's. In this role, I have developed questionnaires related to motivation for the teachers enrolled in the program, as well as getting these approved by IRB.

I am also involved in a community educational partnership with the Flagstaff community, entitled LAUNCH Flagstaff. LAUNCH was recently awarded an Acceleration Zone Project grant through Read on Arizona. As a member of the data team, I am working with community partners to plan studies, and conduct research aimed at promoting reading and school readiness for our communities young children.

Statement of Expectations	Accomplishments
<ul style="list-style-type: none"> • Submit one manuscript for presentation at a peer-reviewed/refereed national/international conference on student motivational and learning • Submit one manuscript for publication in a peer-reviewed/refereed publication on student motivations and learning • Explore external funding options to advance my research, and submit one external grant 	<p style="text-align: center;">Conference Presentations</p> <p>XXX 2018 (presented): Citation York, NY.</p> <p>XXX 2018 (presented):</p> <p>Citation 1</p> <p>Citation 2</p> <p>Citation 3</p> <p>Citation 4</p>

To meet satisfactory:

1. I completed all the activities listed in my approved SOE, and provide supporting evidence in the FAAR system
2. I include a self-reflection statement highlighting how my research artifacts are tied to my research agenda and the mission of NAU and COE (see above).

To meet the criteria for Highly Meritorious (see details in table above as well as artifacts provided and linked in my CV):

1. I have one refereed article accepted for publication in a reputable journal, and have three additional journal articles published in the past three years
2. I have two refereed presentations at two different international conferences, and have three more accepted for presentation
3. I have a funded internal grant for an amount more than \$5K
4. I am the internal evaluator for an external grant funded by a federal agency, which is a large collaborative research project and includes having submitted an IRB application
5. I am involved in a significant community collaborative research project with LAUNCH Flagstaff

Service (20% of load)

I believe service is a critical component to my faculty role, and I have been very active in doing service activities at each level, the department, the college, the university, the profession, and the community. I try to choose service activities aligned to my knowledge and skills, so that I am able to make more of an impact and play a larger role. In addition to the regular faculty duties of going to the faculty meetings as well as college assembly, I have played an instrumental role on committees, and done a great deal of non-committee service.

Below I list all my service activities for the 2017-18 academic year. In this paragraph, I will highlight a few major accomplishments on select service activities.

At the department, college, and university levels, I have played a role on several important committees, including the Teacher Education (PEP) Admissions Committee, and two Doctoral Steering Committees. I have also been the faculty advisor for the COE OSD, which involves attending monthly leadership meetings, serving as the point of communication for the Doctoral Student Listserve announcements, helping plan, organize, and attend the monthly meeting and forums. I also serve on the university IRB which involves doing ethics reviews for research projects, attending monthly IRB meetings, and other meetings and trainings. In my capacity as an IRB member, I also served as one of the COE's IRB pre-reviewers, which involves meeting with students and faculty to provide them guidance and advice on the IRB application process. Last year, the IRB pre-review group met on a monthly basis.

This past year, I was elected by my national and international colleagues to serve as the Secretary/Treasurer for the PBI Special Interest Group of AERA. This executive leadership role for a national/international committee involves planning for the AERA annual meetings, providing communications to all SIG members, accounting, and attending executive board meetings. I also frequently review for journals, including high quality well- respected journals such as *Educause*, *AERA Open*, and *Education*. In the past year, I have reviewed ten different manuscripts for various journals. Each year, I also review conference paper submissions for AERA. This past year, I reviewed 15 conference papers. Considering these are each approximately 2,000 words, this is a major service commitment.

Statement of Expectations	Accomplishments
Actively participate in EPS faculty and Foundations Subcommittee meetings.	<ul style="list-style-type: none"> • I have attended and actively participated in all EPS faculty meetings and Foundations Subcommittee meetings. • I attended and actively participated in all COE faculty-wide meetings <p>Committees</p>

<p>Actively participate in at least one other committee at the College/University.</p> <p>Continue to review conference papers and/or journal manuscripts for professional publication outlets as requested.</p>	<p>I have participated in numerous other committees at the College/University levels. These are listed below for the department, college, university, profession, and community levels.</p> <p>Department:</p> <ul style="list-style-type: none"> • Member, Home Dept Doctoral Steering Committee <p>College:</p> <ul style="list-style-type: none"> • Member, Teacher Education (PEP) Admissions Committee • Member, IRB Pre-review Committee • Member (Spring 2018), Doctoral Steering Committee (substitute for a colleague on sabbatical) <p>University:</p> <ul style="list-style-type: none"> • Member, Institutional Review Board (IRB) <p>Profession:</p> <ul style="list-style-type: none"> • Secretary/Treasurer*. PBI Special Interest Group, American Educational Research Association (AERA) <p style="text-align: center;">Non-Committee Service</p> <p>Department:</p> <ul style="list-style-type: none"> • I wrote and graded preliminary examinations for learning content for doctoral programs. • I participated in program review for the a masters Program • I participated as a department representative for the research task force <p>College:</p> <ul style="list-style-type: none"> • Faculty Advisor*, COE Organization of Students in Depth Psychology <p>University:</p> <ul style="list-style-type: none"> • Workshop Leader/Presenter*: Writing for Testing • Workshop Leader/Presenter*: Writing for Publication <p>Profession:</p> <ul style="list-style-type: none"> • Reviewer, AERA Division E conference papers (10 reviews completed)
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<p>* Indicates leadership role</p> <p>To meet Satisfactory:</p> <ol style="list-style-type: none"> 1. I completed all activities listed on my approved SOE and supply evidence for my participation 2. I attended the majority of department and program committee meetings 	<ul style="list-style-type: none"> • Reviewer, AERA PBE SIG conference papers (5 reviews completed) • Journal Reviewer, <i>Educause</i> (1 manuscript review completed) • Journal Reviewer, <i>AERA Open</i> (2 manuscript reviews completed) • Journal Reviewer, <i>Education</i> (4 manuscript reviews completed) • Journal Reviewer, <i>Interdisciplinary Journal of PBI</i> (2 manuscript reviews completed) • Journal Reviewer, <i>Educational Researcher</i> (1 manuscript review completed) • Member, PBI Education Special Interest Group (AERA) • Member, Achievement Special Interest Group (AERA) • Member, Division D (AERA) <p>Community:</p> <ul style="list-style-type: none"> • Volunteer Teacher, Masterpiece Art Program, Sechrist Elementary • Rewrite of Science Fair Rubric, Training on Rubric for Science Fair Judges, Sechrist Elementary
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3. I participated in the Human Relations Program self-study
4. I attended the college-wide/faculty assembly meetings
5. I participated in multiple departmental and college-wide committees
6. I include a self-reflection statement highlighting my accomplishments related to these activities (see above).

To meet the criteria for Highly Meritorious (see details in table above as well as artifacts provided and linked in my CV):

1. I reviewed journal articles for recognized journals (10 reviews)
2. Engaged in an evaluation/consultation project for a local school, when I rewrote the science fair rubrics and trained all judges for Flagstaff Elementary

3. I am an active member of six different committees, at the department, college, university, and professional levels (see list above)

Activities Related to Leadership:

4. I served as the faculty advisor for an active student organization (COE OSD) which involves substantial responsibilities, including planning and organizing monthly college- wide events
5. I serve in a leadership role for a national/international committee (Secretary/Treasure of ACH SIG, AERA)
6. I am a member of two Special Interest Groups (SIGs) at AERA