

PROMOTION
DIGITAL DOSSIER
Introduction and Narrative

Introduction

My educational philosophy focuses on student-centered learning and fostering strong learning communities. My research agenda is based on [Research Agenda Specifics]. My philosophy aligns with the NLU Mission of being an inclusive, innovative community, inspiring and empowering learners toward the attainment of meaningful lives and productive careers. As a master's degree-seeking student at NLU, I realized that NLU faculty and staff instructed and treated me as a student according to my deepest beliefs about how education should work. Because of this close alignment of my educational philosophy and that of NLU, which I saw implemented, I determined, before I even completed my master's degree, that I would return to NLU to earn my doctorate in [An Education Program]. After I completed my second year as a doctoral candidate, I was invited to serve as an adjunct professor teaching students [An Education] degree program. After completing my doctoral degree, I joined the full-time faculty as an assistant professor.

I organized my narrative according to three areas of impact: Domain 1: Teaching Excellence, Domain 2: Service, and Domain 3: Thought Leadership. Within the broader sections of each domain, I identified my activities and described them under each criterion of each domain that represented best the area of impact for each activity.....

Narrative: Domain 1 – Teaching Excellence

Criteria 1

Demonstrate the ability to remain current and connected in one's field or discipline and help students acquire the up-to-date knowledge, skills, and dispositions to acclimate to the discipline's professional practice.

Professional Development to Improve My Teaching Excellence

In order to remain current and connected to my field and to serve my students well, I focus my action plans following professional development experiences on student-centered learning and fostering strong learning communities. My focus and professional development experiences benefit my students, the university, and me, as I explained in the following paragraphs.

As we continued to implement remote learning during and after the isolation of the COVID-19 Pandemic, I participated in two NLU professional development opportunities, one led by [Faculty Member] that was focused on strategies for engaging adult learners via Zoom and the other led by [Faculty Member] that was focused on participants sharing their own experiences teaching via Zoom and what had been successful. I applied the strategies I learned from these faculty experts to help me reach my personal goal of offering the same quality of classroom experience on Zoom that my students would have in my brick-and-mortar classroom. I began using Zoom polls to begin class sessions so that I could help learners focus their thoughts on the topic in a fun and engaging way. I also incorporated upbeat music as students logged into Zoom classes to set a tone of energy and enthusiasm. Additionally, I learned how to use Zoom's advanced technologies to facilitate small group work by using breakout rooms which promoted students' higher-order thinking and metacognition. I learned from my students' verbal feedback and written exit slips that they learned a great deal from and valued these discussions with their peers (See Evidence in ***A. Teaching Excellence. Professional Development*** under **1. Exit Slips**).

I participated in many professional development sessions to increase my expertise in using

Benefits/Impact. Considering the totality of my professional development over the last five years, I can see that my students have benefited from a strong engagement in my classes, excellent grades, and strong completion rates. The strong completion rates are a benefit to the university as a whole. Additionally, my students have repeatedly shared with their colleagues about their positive experiences in [Our] program and have actually recruited new students into the program – a definite benefit to the university. I have benefitted from my professional development experiences in that I feel confident when I begin a class, whether it be with new teachers in our [Master's-level] classes who are seeking professional licensure or with doctoral candidates who are already accomplished in the field of education and many of whom hold high-level leadership positions. I know that I am equipped to use the most current technology available and that I am current in my connection to the field of education in my knowledge, skills, and dispositions. I am gratified by the positive comments in my students' feedback on their exit slips and IDEA surveys (See Evidence throughout the documents in ***A. Teaching Excellence. Professional Development*** and in the file labeled ***02. Teaching Excellence. Tables 1, 2, 3***).

Criteria 2

Design and facilitate learning experiences and environments to engage learners and personalize the learning to help learners achieve their educational outcomes.

Training and Mentoring Other Faculty Members

I worked with [Faculty Members] in preparation for their teaching assignments in [Course] in an advisor-intern role, if you will, as they shadowed me while I taught classes in the various terms. I then became their mentor as they assumed their own Master's candidates. I provided them with course syllabi, course shell content, and a myriad of class activities to promote a robust experience for the students. I requested and received course shell access for all course sections, so I could readily provide mentoring support to both adjunct professors who were assuming the responsibility to carry on this important work (See Evidence in **Letters of Support from [Faculty Members]**).

Benefits/Impact. In serving as an advisor and a mentor to [These Faculty], I helped them to create learning environments and provide learning experiences that were very personalized for the students. This, in turn, helped the students to achieve success with a major project requirement of the Master's Program.

Criteria 3

Create a safe, inclusive, equity-minded, and student-centered learning community where each individual student can succeed.

Supporting Continuing Students

In 20XX, a doctoral candidate who began in 20XX returned to finish his dissertation and complete the degree he had sought several years earlier. This candidate was bright, passionate, and an English Language Learner. Because of the language barriers he faced in writing, I met with him weekly for 1-2 hours to work together on his dissertation. He successfully defended his dissertation, completed the degree, and participated in our hooding ceremony in 20XX. [This Student] told one of his original cohort mates about his success and encouraged her to return and finish her dissertation and thus earn her doctorate. She did exactly that. I then challenged her to do that same thing for someone else who had not finished their doctoral work. She accepted the challenge, and consequently, three more students from her cohort re-enrolled. One of them successfully passed her dissertation defense and participated in the 20XX hooding and commencement ceremony. These success stories are related to the personalized instruction, support, and encouragement that [Faculty Member] and I have provided to the students by meeting with them regularly, making ourselves available at other unplanned times, and generally making sure the students have everything they need to succeed. The other two students whom [Former Student] recruited to return are continuing in their progress toward completion. It seems the word is out, and we have re-enrolled two more prior students who did not finish their doctoral degrees and are now ready to complete what they previously started.

Benefits/Impact. The benefit to the students is that they completed the doctoral degrees they had been seeking for many years. They found success. The benefit to the university is improved completion rates among continuing students (See Evidence in ***G.Teaching Excellence.Supporting Student Success*** under **1. Spreadsheet of Returning Doctoral Students**).

Criteria 4

Employ diverse, creative, or innovative teaching strategies and methods of student support that enhance student learning.

Course Champion

I am a course champion for [Course]. This is a pivotal course linking the academic coursework of the [Doctorate Degree] to dissertation development. In an IDEA response, one student wrote, "This course was an excellent culmination of our doctoral coursework, and I appreciated the multitude of opportunities to apply my knowledge gleaned from these courses both during class and on discussion

posts.” (See Evidence in *02.Teaching Excellence.Tables 1, 2, 3* under **Table 2 IDEA Comments**). I am training other faculty in how to approach this course with the greatest impact by co-teaching and training faculty on the job. My intention is to ensure the course is a robust, high-quality learning experience that meets the needs of our candidates in terms of their dissertation development, as well as their practical use in their world of work. I teach this course as often as possible, and I have co-taught the course with two of our adjunct professors so that when my schedule does not allow me to teach the course, then I can ensure the course is taught by instructors who understand the importance of quality assurance in this course. I taught this course during the most intense period of the COVID-19 pandemic while campuses were closed. I attended trainings to learn as much effective technology as possible to make the long doctoral residencies engaging on Zoom. I used the strategies described above to ensure the virtual classroom maintained the integrity of the course as it was taught face-to-face (See Evidence in *H.Teaching Excellence.Course Champion* under **1. Explicit Agenda, Graded Assignment Checklist, Polls, and Padlet Discussion**).

Benefits/Impact. My work as a course champion benefits students because it provides them with a high-quality learning experience that is robust and tailored to meet their needs. It also helps students to move forward in their doctoral journey at a steady pace. The benefit to the university is a strong completion rate and strong student satisfaction.

Narrative: Domain 2 – Service

Criteria 1

Contribute and/or take leadership in the University’s and/or College’s shared-governance model.

Assessment Committee

In an effort to ensure that I participated in the shared-governance model at NLU, I nominated myself for an open seat on the College Assessment Committee (AC) and was elected by the faculty to serve in that role for a one-year term in Academic Year 20XX-20XX and for a three-year term in Academic Years 20XX-20X through 20XX-20XX. I served in this role for the full terms and for a total of four years. I participated in monthly meetings with the AC members, and I completed tasks assigned and for which I volunteered. Such tasks involved reviews of new or revised program course syllabi across the college, collaborating with [Faculty Member] in developing the [Rubric], and supporting [Faculty Member] in the [Webinar]. I held an open office hour for faculty each fall to assist with [Policy Documents] as needed, and I participated in a review of the [Policy Document]. One of the most significant things I did in this role was to help initiate reading and discussing a [Book on Equity]. This work is an ongoing journey, and I am now piloting the use of [Insights] recommended by [The Author] in several courses in [Our Program].

Benefits/Impact. Serving on the AC was a benefit to me as I was a fairly new full-time faculty member when I was elected to the committee, and I learned a tremendous amount from the various members of the AC about assessment practices in general and specifically the thinking behind the assessment practices at NLU. This benefited other faculty members, as I shared my new knowledge with the [Program Faculty] throughout meetings/training sessions, individual conversations, and email exchanges throughout the time I served on the AC. It was through my membership on the AC that I was introduced to [An Equity Book], and I have benefited my students by piloting the [Book’s Insights], as explained by [The Author]. I have introduced these practices to [Faculty in My Program]. Additionally, I introduced this book and the related grading practices to [An External Advisory Board] and was able to provide a copy of the book to all who requested it; this is significant because all members of the [External Advisory Board] serve in leadership roles in a variety of school districts across the state, which

is not only service but also thought leadership. (See Evidence in *J.Service.Shared Governance* under 1. **AC Meeting Agendas and Graded Assignments Checklist for [Course]**).

Criteria 2

Contribute to the advancement of the Program, College, and/or University through work on committees, councils, task forces, DEI initiatives, or strategic projects that are outside of shared governance.

IRB Member, Mentor

In the fall of 20XX, in response to a request from [Another IRB Member] for faculty to serve on the Institutional Review Board (IRB), I volunteered. I then went through onboarding/training with [Colleagues]. Since then, I have reviewed more than 100 IRB application packets from students and faculty who are engaged in research. I also attend monthly meetings of the IRB to discuss business and complete Full Reviews as a Board. In 20XX, I mentored a new [Faculty Member/Reviewer]. I took a leadership role by serving on the IRB subcommittee to revise the Reviewer Guidelines for the IRB, which serves all colleges across the university. This has been a learning journey, as [IRB Member] has mentored me in my new role and involved me in every aspect of the IRB work. Some of these experiences have involved conducting research on rules that govern IRB work and common practices among the IRBs at other universities, coaching dissertation chairs/advisors in helping their students follow IRB protocols, meeting with small groups of NLU faculty to discuss general practices of the IRB, and providing individual guidance to faculty and student applicants about how to revise their work and move their applications to the approval level. Additionally, in 20XX I mentored another new IRB member in the reviewer process.

Benefits/Impact. My work on the IRB allows me to support student research and faculty research. Through this work, along with the entire IRB, I also serve the university in a capacity that ensures all research at the university is conducted according to the ethical principles and guidelines required by NLU. (See Evidence in *K.Service.Committees Outside of Shared-Governance* under 1. **[Link] and Email with IRB Assignment and Mentee**).

Criteria 3

Contribute to the advancement of the faculty member's Program, College, and/or University and its students through non-teaching efforts and projects.

Institutional Program Evaluation Plan (IPEP)

In 20XX, the [State Regulator] completely revised the standards of the [Program]. I was asked to draft a new narrative for each of the three standards and more than 40 sub-standards, as required by [Regulator] for approval of our program. The new standards include [Standard Names]. This was a shift from previous standards that reflected on the work of the university to standards that reflected on candidate outcomes. I submitted a completed first draft and interacted with [A Consultant] from the [State Agency], and then utilized their feedback to reach a final draft by October 20XX. We received an official letter of Continued Approval through 20XX, from the [Head of the Regulator] in 20XX. Additionally, in conjunction with having a state-approved program in [Program Name] at the Master's degree level, [Regulator] gave approval for NLU to offer a state-approved modified program in [The Field] at the [Specialist Level] and [Doctorate Level].

In relation to this work, I continued to interact with the Bureau by attending a technical assistance webinar in November 20XX in preparation for writing the next iteration of NLU's [The Program Plan]. In January 20XX, I submitted the first completed draft of NLU's Annual Updated

[Program Plan] to [Regulator] for preliminary review. During a phone call with the [Consultant] from the [State Agency], he stated that we had gone beyond what was required in our new submission.

Benefits/Impact. The program, college, and university benefit from this innovative work because it resulted in approval from [Regulator] for the [Program] at the master's, specialist, and doctoral levels. This stabilizes the program and increases its marketability. The students benefit because when they receive their official transcript upon program completion, the statement, "This is a [Regulator] Approved Program," is displayed on the transcript. This leads personnel at [Regulator] to automatically recognize the transcript and award [The Specific Certification] (See Evidence in *L.Service.Advancement of the Program, College, or University Through Non-teaching Efforts* under **1. Approval Letter from [Regulator]**).

Criteria 4

Provide insights or manage projects related to students, faculty, or university equity initiatives.

RSI/RSG

In 20XX, I began serving on [A Research Group] to support engaged research across the university. Under the direction of [Colleague], in this role, I meet with the members of the Group on a monthly basis and have additional meetings as we oversee the application and award process of Grants and the progress of awardees. I served on the Strategic Task Force on Research to develop the three-year plan for faculty and student engaged research across the university. I served on the RSI subcommittee, which was a leadership role in planning, developing, and implementing the Faculty Research Seminar in 20XX, the Month of Research for faculty and students in 20XX, and the Faculty Research Symposium in 20XX. As a member of the [Research Group], in the winter and spring of 20XX, I took on a leadership role as part of a subcommittee that planned and implemented NLU's university-wide Research Month. I facilitated the Keynote Panel Session of the Research Seminar. I took on a leadership role by collaborating on the [Research Group] subcommittee on Scholarship Trajectory and Criteria at NLU with [Two Colleagues]. In the spring of 20XX, I worked with the [Research Group] subcommittee for Research Month to plan an event in which [Colleague] made a presentation hosted by faculty and students in [One of the Program's I Oversee] on how students will now post their Final Projects in Digital Commons (the NLU Research Repository). In 20XX, I took on a leadership role as I served on two subcommittees of the [Research Group], one for the development and implementation of the NLU Annual Virtual Research Seminar and the other for the development and implementation of the pilot for Student Research Week. For the NLU Annual Virtual Research Seminar, I participated in planning the event, I co-hosted the Keynote Fireside Chat with [Speaker] titled "Belonging: A Fireside Chat with [Author]." I also planned, developed, and facilitated the breakout session titled "Belonging in a Cohort Model" featuring a panel of NLU alumni who are now serving in adjunct roles at NLU. For the Student Research Week, I planned and facilitated the first day's workshop titled "Life After Your Dissertation Defense" that featured two NLU alumni who have both published best-selling books and created notable success based on earning their doctorate at NLU. More than 40 people attended the virtual event. I also planned the second day's workshop that was presented by NLU Librarians on the topic of submitting work for publication on NLU's Digital Commons. This workshop was for Master's level students, and the goal was to re-introduce the idea that students at this level can publish their scholarly work on Digital Commons.

Benefits/Impact: Through my participation in the [Research Group] and my leadership in subcommittees, I have supported engaged research across the university. I also have had opportunities to support learning experiences for faculty and students across the university. My work has contributed to equitable access to opportunities to conduct research and to learn from it among faculty and students.

This work has benefitted me in that I have worked with faculty from NLU's various colleges and university leaders; getting to know these educators who prioritize research has enriched my own knowledge base and experience with research (See Evidence in *N.Service.Equity Initiatives* under **1. CTLE Newsletter Promoting of "Belonging: A Fireside Chat," Planning Sheet for "Belonging in a Cohort Model," and PowerPoint for "Life After Your Dissertation Defense"**).

Criteria 5

Engage the community as part of your professional activities, and highlight how this engagement impacts the NLU community or the communities NLU serves.

[Non-profit Organization]

I served as a scholarship essay evaluator for the [Non-profit Organization], which is an organization in the area that empowers students by providing key experiences that contribute to their developmental growth. This organization focuses on minority students at the high school level.

Benefits/Impact. This engagement is significant because it contributed to the organization's effort to provide equity, access, and opportunity to minority students (See Evidence in *O.Service.Community Engagement* under **1. Email from the Director of [Non-Profit]**).

Narrative: Domain 3 – Thought Leadership

Criteria 1

Demonstrate a significant record of accomplishment as a thought leader within one's field or discipline.

- A. Disseminate research, expertise-based knowledge, or creative outputs relative to one's field in multiple formats to various internal and external audiences.

Consultant for [Organization]

I served as an invited consultant for [An Organization that Partners with NLU], as an expert in field for their [Initiative]. I have expertise in this field as it was part of my dissertation study, and I served as a full-time administrator in [Relevant Organizations] for seven years. In the consultant role, I visited selected [Sites] where I met with [Leadership] to discuss the needs of their [Organizations] to meet the vision of [A Partnering Foundation] to increase the performance of [Stakeholders]. Then I completed [On-the-job Observations], after which I met with the [Leadership] for an oral debriefing. I then provided a follow-up written report containing data from my observations, along with tips for employees to consider during the following weeks (See Evidence *P.Thought Leadership.Consultant, Research* under **1. Consultant Email Thread**).

I expanded upon this thought leadership as I made a collaborative presentation with [Colleague] in the Spring Research Symposium for Faculty in 20XX, "Consulting as Experts in Field: Strengthening Partnerships," in which we focused on the consultant work I had been doing with [Organizations] and the work [Colleague] had been doing in [Organizations]. We each provided the research rationale behind the consulting work, the data we gathered while consulting, outcomes of the work, and opportunities for future research and thought leadership based on this work (See **Evidence listed in my CV titled Consulting as Experts in Field: Strengthening Partnerships**).

Benefits/Impact. My work as a thought leader in one of my areas of expertise contributed to the success of [Organization's Stakeholders]. This work contributed to the general success of the [Organization], and it helped the [Industry Group] to meet their goal of [Improving Stakeholder Performance].

Publications

One of my doctoral students and I continued to collaborate after she earned her doctoral degree at NLU in 20XX. [This Student] and I worked together to write an article that we published in the weekly, state-wide newsletter in fall of 20XX. The article is titled [Article Title] and is about leadership lessons we can learn from the animal kingdom. These lessons are based upon the collective experiences that [Student] and I shared with each other during the development of her dissertation as I served as her dissertation chair (See **Evidence of this article listed in my CV under Publications, [Article Title]**). After [The Student] completed her dissertation in 20XX, we continued to meet twice per month, or more often, to discuss ideas, practices, and goals. My continued work with [The Student] resulted in our co-authoring and publishing the book, [Book Title] (See **Evidence of this book under Publications, titled [Book Title]**). I also published the article, Article Title] in the [Industry Journal] in the fall of 20XX (See **Evidence of this article listed in my CV under Publications; [Article Title]**).

Benefits/Impact. Publishing articles that influence the thinking of [Industry Professionals] has the potential of a very broad impact. [Industry Association] provides transformational opportunities to foster highly effective leaders. We prepare [Stakeholders] for global success.” Both articles I published related to excellence in leadership with the intent to influence leaders to better understand their power and impact on [Other Stakeholders], as well as provoke thinking about how to achieve equitable opportunities for [All Stakeholders].

Research and Dissemination

I am engaged in scholarly research with a team of [Three Other NLU Instructors]. The title of our research project is [Project Title]. We are seeking to find what role, if any, resilience played in the lives of [Stakeholders and Leaders] during the midst of a global pandemic and a time of social and racial unrest, along with political unrest. I prepared the IRB application and related narrative, and I submitted it to the IRB for review. Our application was approved. I prepared the survey for the team while [One of My Colleagues] worked on our literature review. I launched the survey, and we completed the data collection within the time frame of our approved IRB. [My Colleague] and I conducted interviews and transcribed the data within the time frame of our approved IRB. Now our goal is to analyze our survey and interview data and prepare a paper that we will submit for publication in a peer-reviewed journal by summer 20XX (See Evidence in ***P.Thought Leadership.Consultant, Research*, under 2. IRB Approval for [Project Team]**).

Benefits/Impact. This work has already had an impact on me in that I have had the opportunity to collaborate with others who are educational leaders and researchers. I have learned from observing the way they think and write, and I have had the opportunity to contribute to research that we, as a research team, deem to be important to the larger community. We have worked on this project for several years, and I look forward to completing it this academic year and disseminating it so that other leaders might understand how and why some leaders thrive under adversity, how and why some survive and demonstrate resiliency under diversity, and why others give up. It was important for us to gather the survey data during the pandemic because we wanted to gather information from people working in the field to gain their most current perspectives. We then conducted interviews as workplaces were returning to a new normal, which provided us with a slightly different lens toward resilience. We are now ready to prepare our work for dissemination with the goal of providing information and perspective that is not already available in the literature.

Criteria 2

Generate, evaluate, and apply findings regarding new and existing knowledge within one's field.

- A. Disseminate research, expertise-based knowledge, or creative outputs relative to one's field in multiple formats to various internal and external audiences.

Wrote and Published a Book

My former doctoral student and I continued to collaborate after they graduated as we thought together about using the visual metaphors to represent leadership qualities. This was a topic that emerged during our weekly dissertation discussions while I served as their dissertation committee chairperson from 20XX-20XX. We published a preview article in 20XX, as I mentioned above. We were compelled to bring our thinking and writing to fruition, and in 20XX, we released *[Book Title]*. The book became an Amazon bestseller that day in several categories, including Leadership, Adult & Continuing Education, Business Production & Operations, Business Systems & Planning, College & University Education, Journal Writing, Nonprofit Management & Leadership, Strategic Management, and Hot New Release in Journal Writing (See Evidence in ***P.Thought Leadership.Consultant, Research***, under **6. Best Sellers in [Field]**).

Benefits/Impact. The first thought leadership impact that emerged from writing this book was the impact of my thought leadership and guidance on [Colleague] as I continued to collaborate with them beyond their graduation from NLU with their doctoral degree. Our weekly dissertation discussions continued beyond her graduation as we then met biweekly to discuss their work as a leader, decisions they wanted to make about next steps in their career and related topics. During these discussions, we determined to continue and finish writing the book we were thinking and talking about. We shared our collective experiences as leaders, both positive and negative experiences, what we learned from them, and how we might influence other leaders by publishing a book about these experiences. Since we launched the book, we have had a number of opportunities to share the book in person and virtually face-to-face. These opportunities include the following presentations:

- In October 20XX, by invitation, we visited a public high school in Hillsborough County, FL, to meet with student leaders who were engaged in a book study of *[The Book]*. We made a brief book talk and participated in Questions and Answers with the student leaders.
- In November 20XX, by invitation, I made a presentation to elementary school children during the Great American Teach-In on the topic of leadership based on the *[The Book]*.
- In January 20XX, by invitation, we made a book talk and participated in Questions and Answers at the monthly meeting of the Graduate School of Business Leadership at NLU.
- In April 20XX, we made a formal presentation titled *[Presentation Title]* based on our book, *[Book Title]*, at the *[National Leadership Conference]*.
- In September 20XX, we made an invited presentation to a book study group at *[Organization]*.
- We are scheduled to make a presentation titled *[Presentation Title]* in October 20XX, at the *[Conference]*.

All these presentation and discussion opportunities provide thought leadership experiences as I share leadership skills and strategies, an area of my expertise (See **Evidence of these presentations in my CV under Conference and Other Presentations**).

Conclusion

Writing this narrative and gathering evidence has been a reflective learning experience for me. As I have considered my activities and contributions during the last five years, I have thought about which ones had the greatest impact and what may be yet to come. Thank you very much for reading my dossier narrative and reviewing the related evidence. I greatly appreciate your time and expertise.