

Approved by Faculty Senate April 8, 2021
Approved by President's Council August 1, 2021

WEBER STATE UNIVERSITY
Autobiographical Form
2021-2022

[Faculty Senate Recommended Canvas Template](#)
[Directions to add Template to your Canvas Site](#)

Date last updated: March 17, 2021

Instructions: This Autobiographical Form has been developed to provide candidates for promotion or tenure with the opportunity to present their qualifications in a concise and orderly manner. Candidates should include in this form, narrative, and data indicating how they have met the evaluative criteria. Supporting documentation, such as individual student evaluation feedback, copies of publications, etc., should be hyperlinked in the appropriate location within the autobiographical form (for electronic files). For candidates completing paper files, these support documents should be maintained in a separate file by each candidate and made available to ranking tenure evaluation committees through the Dean's office. All candidates are responsible for reviewing the ranking and tenure criteria to ensure the completeness of their files.

All six sections must be included with your submission of the autobiographical form. If you do not have something to submit in a particular section, do not eliminate the section from your form, but provide a brief narrative letting the reviewers know why it was not applicable.

I. OVERVIEW

The candidates will provide a brief (two pages or fewer) summary of their work. Candidates should address the three areas, Teaching, Scholarship, and Service. This summary should not just repeat the information contained in the autobiographical form, but should highlight the candidate's accomplishments in each area.

II. DEMOGRAPHICS

Name:

Present Position:

Date of Appointment:

College:

Department/Program

Terminal degree in your field:

Education For each experience provide the institution, discipline, degree earned, and dates.

Relevant Certifications, Licenses, etc., if applicable. For each certificate/license, etc. provide the organization, and dates.

III. TEACHING

A. Teaching Experience. For each experience provide the institution, position and description, and dates.

B. Other employment or academic experience which has contributed significantly to your position at Weber State University. For each experience provide the institution, position and description, and dates.

C. List of courses taught. For each course provide the title, institution and dates.

D. Development of teaching through travel, participation in conferences, workshops, seminars, short courses, etc. Include dates and explain how you have improved your teaching through participation in each.

E. Subject Knowledge/Subject Matter Mastery. Candidates shall demonstrate that they possess the current knowledge and/or skills necessary to provide up-to-date instruction for the courses they teach. (see PPM 8-11, D,2, a).

F. Pedagogy. Candidates shall demonstrate an acquaintance with the pedagogy of their disciplines. They should demonstrate knowledge of the issues surrounding the pedagogical approach they choose and articulate their purposes for their choices. They should also demonstrate a continuing effort to improve instruction. Candidates may also include a narrative and/or feedback from students and/or peers explaining how the faculty member cultivates an inclusive atmosphere for students. (see PPM 8-11, D,2, b).

G. Teaching innovations and/or developments. Not merely updates, include dates.

H. Employment of engaged learning strategies such as service-learning, community-based research, undergraduate research, etc. Include dates.

I. Assessment of Student Learning. Candidates must demonstrate that they assess students' learning with valid, reliable assessment methods and tools. (see PPM 8-11, D,2, c)

J. Student Evaluations. Please summarize your student evaluations. Data acquired from these student evaluations should be summarized. It is incumbent on candidates to reflect upon their course evaluation data and use them as part of their efforts to improve their teaching effectiveness. Identify trends and progress across semesters. Describe what has been done well and any areas for improvement. If applicable, discuss how your student evaluations were used to

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improve the quality of teaching and student learning. Provide a link to your course evaluations. (See PPM 8-11 IV, D.IV.G., and your College tenure document.) A faculty member's student evaluations should not be compared to another faculty member's student evaluations and may not be used as the only source of evidence of instructional effectiveness.

K. Peer Review. Summarize the feedback received from Peer Evaluations and how you have used the feedback to improve your teaching. Provide peer evaluation letter(s).

L. Development of new courses and/or programs within a college as well as significant modifications of existing courses or programs.

M. List scholarships, awards, and other honors received in recognition of teaching. Include dates.

N. Other teaching activities germane to your position. Include dates.

O. Teaching Philosophy. Provide your statement of Teaching Philosophy (if required by your college's tenure document)

IV. SCHOLARSHIP, RESEARCH, AND/OR CREATIVE WORKS See PPM 8-11, E.

A. Peer-reviewed scholarship, research, and/or creative works. Refer to your College Tenure Document for acceptable materials. Use full reference notation: author(s) title, press, date. Note: A college may elect to substitute equivalent activities in lieu of regional or national refereed publications, such as community-based and/or action research.

B. Scholarship, Research, and/or Creative Works not subjected to peer-review.

C. Unpublished manuscripts, thesis, dissertation, within institution reports, community-based research reports, etc. Include author(s), title, date, intended future of the work.

D. Papers and/or addresses to professional groups. Use full reference notation: author(s), title, organization, where presented, date.

E. Papers and/or addresses to community groups. Use full reference notation: author(s), title, organization, where presented, date. This includes presentations you and your students give to the community organization and for whom community-based research was conducted. Discuss the specific purpose of the presentation, who was in attendance, and how the research has been utilized by the community organization.

F. Creative productions, e.g., painting, music, theater, etc. Include dates,

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G. Development of technically oriented improvements or inventions that have a significant impact at the regional and/or national level.

H. Research projects and grants. Describe and indicate dates.

I. Post-terminal degree professional education and/or professionally related work experience. For each experience provide the institution, work description, and dates.

J. Meaningful connections between scholarship and teaching.

K. Other scholarly activities. Describe and include dates.

V. PROFESSIONALLY RELATED SERVICE See PPM 8-11, F.

A. Committee work and projects. Departmental, college, university, administrative, academic, senate, committee assignments, etc. Note if position of chair was held. Include dates and contributions.

B. Academic or nonacademic administrative performance as program director, department chair, director of substantial grant, center director, or any position which involved supervision of human and/or financial resources. Include dates.

C. Positions held or membership in professional organizations. Include organization, position, dates, and contributions made.

D. Professionally-related community service. Include dates.

E. Speech-making to community (nonprofessional) groups in the area of the candidate's expertise. For each, include the presentation title, the audience, and the dates.

F. Consulting and/or work experience. Include dates.

G. Student Advising and/or other Student Success Activities. Student advisement activities and/or informal mentoring that assists students in achieving their educational potential, including support for underrepresented students, such as advising cultural clubs, student organizations, and students who are not part of the faculty member's discipline

H. Other professionally related activities or service best described as public relations for the university that benefitted the university exclusive of Section E. Speechmaking. Include dates.

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VI. RELEVANT ACTIVITIES NOT COVERED ELSEWHERE

Include here any pertinent information not adequately covered previously.