

# RECOMMENDATION FOR PROMOTION AND TENURE

## PART I (INFORMATION TO BE SUPPLIED BY THE CANDIDATE)

Date:

Name:

Present Rank:

Department:

### Educational Background:

List in reverse chronological order institutions of higher education attended, date of attendance, and degrees earned.

### Professional Experience:

List in reverse chronological order institutions, rank or title, and dates of appointment concerning all professional positions.

### Research:

#### A. Program of Scholarly Activity:

Provide a statement of the candidate's research activities which would explain the overall focus and direction of the candidate's published work and work in progress. This statement should be written so as to be understandable to colleagues outside the candidate's discipline.

#### B. Publications and Other Professional Contributions:

Give full bibliographic information; indicate whether the work was invited or refereed; provide explicit information as to the status of the work, i.e., submitted or accepted; if the work has been accepted for publication, give the date of the acceptance letter.

List in the following order, with each genre arranged in reverse chronological order:

1. Books (indicate whether authored or edited)
2. Articles (include page numbers to help distinguish between one page and multi-page articles)
3. Book Chapters (include page numbers)
4. Papers read at professional meetings
5. Reviews
6. Exhibits
7. Patents
8. Performances
9. Other

#### C. Grants, Fellowships, and Leaves of Absence (list in reverse chronological order):

### Teaching and Related Activities:

#### A. Reflective Statement on Teaching and Learning:

Provide a brief statement describing (a) the candidate's teaching roles and responsibilities, (b) the candidate's personal teaching strategies and goals, and (c) the candidate's own assessment of teaching-related activities.

#### B. Teaching Responsibilities:

Courses taught and independent studies directed since initial appointment or last promotion (whichever is most recent)

Average number of courses taught per semester

Off-campus on-load teaching responsibilities

#### C. Direction of Theses and Dissertations or Equivalent; Service on Thesis or Dissertation Committees:

#### D. Advising Activities:

- E. Honors and Other Achievements:**  
Grants received for the improvement of teaching  
Teaching awards or other recognition from students or colleagues
- F. Evidence of Effective Teaching:**  
Provide a summary statement of appropriate indicators of student learning that were submitted to the department, such as student assignments, creative work, field-work reports, laboratory workbooks or logs, and student publications or conference presentations based on course-related work; examples of graded student essays (without names attached) showing excellent, average, and poor work along with the candidate's comments as to why they were so graded; information on students who have been successful in advanced study in the field and/or who have earned academic awards; statements by alumni/ae on the quality of the candidate's teaching; a summary of student achievement on candidate-designed or standardized proficiency tests; information about the effect of the candidates teaching on student career choices.
- G. Professional Development:**  
Provide a summary statement of steps taken by the candidate to evaluate and improve teaching (including advising) such as changes in course content and/or teaching methods; development of new courses or redevelopment of existing courses; new course projects, materials, and class assignments; attendance at meetings and/or workshops to improve instruction; and efforts to further university teaching priorities (e.g., collaborative learning, undergraduate research, writing-across-the-curriculum, critical thinking, interdisciplinary collaboration, multiculturalism, international perspectives, and instructional technologies).
- H. Other Material at the Discretion of the Candidate:**

**Professional Service**

- A. Professionally Significant Achievements:**  
e.g., offices in professional societies, editorships of professional journals, scholarly refereeing, service to grant agencies, etc.
- B. Institutional Service:**  
Major committees at the department, college, and university levels. The candidate should indicate both the chief accomplishments of these committees and the candidate's role in bringing about these accomplishments.  
Responsibilities as coordinator or leader of interdepartmental and other special programs, including those in academic advising at the department and college levels, or in organizing/administering continuing education activities  
Workshops, special assignments, etc.  
Reader or Graduate School representative on theses or dissertations  
Fulfillment of special tasks assigned by the university or the college
- C. Public Service Activities:**  
e.g., courses, workshops, seminars, and other academically oriented instructional experiences that utilize the candidate's professional expertise; public addresses, television appearances, testimony before governmental agencies, consultantships, publications for lay audiences, assistance to community groups, etc.

**ONLY AFTER THE ABOVE INFORMATION HAS BEEN SUPPLIED, IN THE ORDER GIVEN, SHOULD OTHER INFORMATION APPEARING ON A CANDIDATE'S VITA BE LISTED.**

**PART II**  
**(TO BE COMPLETED BY THE DEPARTMENT CHAIR**  
**IN CONSULTATION WITH THE PERSONNEL COMMITTEE)**

**A. Assessment of the quality and the impact of the faculty member's research:**

This assessment should apply the criteria for research stated in the NIU Constitution & Bylaws as well as in the personnel policies and guidelines of the college and the department, indicating (i) the overall focus and direction of the candidate's program of research, and (ii) how the candidate's research program is supportive of the research mission and focus of the department. This statement should enable colleagues outside the candidate's discipline to discern the quality of the candidate's scholarly work.

1. **Books**. Provide an evaluative summary of books published or submitted for publication. Evaluate the quality of the publisher and the nature of the publisher's refereeing process. Summarize published reviews or citations of the book.
2. **Articles**. Provide an evaluative summary of articles published or submitted for publication. Include in the summary any "external" indicators of quality, such as citations or reprintings of the articles. Evaluate the quality and impact of the journal as measured by such factors as published journal rankings, general reputation in the discipline, the refereeing process, acceptance rates, and overall visibility.
3. **Book Chapters and Contributions to Conference Proceedings**. Provide an evaluative summary of book chapters and contributions to conference proceedings. Evaluate the quality of the publisher and describe the publisher's refereeing process and the acceptance rates in each case.
4. **Grants and Fellowships**. Provide an evaluative summary of the quality of the candidate's proposals submitted for internal and external research support. Evaluate the candidate's success rate in securing support. Indicate the extent to which this success rate is appropriate for the discipline.

**B. Assessment of the candidate's teaching effectiveness and of efforts at improvement:**

This assessment should apply the criteria for teaching stated in the NIU Constitution & Bylaws as well as in the personnel policies and guidelines of the college and the department. This assessment should address the following issues:

the relationship between the candidate's scholarly research and teaching  
the relationship between departmental teaching priorities and the candidate's reflective statement on teaching and learning  
the depth, breadth, and innovation of the candidate's teaching  
evidence of the candidate's commitment and contribution to undergraduate and graduate students and to instructional missions of the department, college, and university  
establish a suitable context for an interpretation of the data provided.

This statement may also include assessments by colleagues who may have served as classroom observers, either as members of a teaching team or as independent observers. When included in the candidate's documentation, peer evaluations of teaching effectiveness should be documented in such a manner that there is an appropriate context for understanding and interpreting the evaluations. Peer evaluations should address the items listed above, as appropriate. Moreover, where advising is a significant portion of the candidate's usual assignment, there should be an evaluation of the extent of advising and its quality along with the grounds for this assessment. Finally, for senior faculty, any indication of the lasting effects of the candidate's teaching on students.

**C. Assessment of the effectiveness of the candidate's professional service:**

This assessment should apply the criteria for professional service state in the NIU Constitution & Bylaws as well as in the personnel policies and guidelines of the college and the department, indicating (i) the overall effectiveness of the candidate's professional activities and (ii) how the candidate's record of professional service is supportive of the mission and focus of the department.

**D. Summary evaluation of overall effectiveness as teacher, scholar, and professional colleague:**

**PART III**  
**(TO BE ASSEMBLED BY THE DEPARTMENT CHAIR**  
**IN CONSULTATION WITH THE PERSONNEL COMMITTEE)**

**Copy of the letter sent by the department to individuals at other institutions and/or agencies who have been asked to provide an evaluation of the candidate's work (cf. Working Rules of the UCPC, §6.3)**

**Copies of all letters from external evaluators of the candidate's work**

**Brief biographical sketch of the professional background and reputation of the external evaluators**

**In cases of early promotion or early tenure, a letter from the department chair explaining the extraordinary nature of the faculty member's performance. This letter should point out the criteria being used at the departmental level and how the recommended faculty member meets these criteria. (NOTE: THE CHAIR'S LETTER SHOULD BE PLACED IN FRONT OF THE "COVER SHEET FOR RECOMMENDATION OF PROMOTION AND/OR TENURE.")**

**3 August 2004**