

## INFORMATION ON APPLICATION FOR PROMOTION AND/OR TENURE

Applicant, Department/School Chair/Director and Personnel Committee Chair please note: The following information is needed along with the cover sheet for application for Promotion and/or Tenure.

### Part I: Information to be supplied by the applicant:

- List Date of application, Your full name, Current rank (e.g. Assistant Professor), and Department name
- **Educational Background:** List institutions of higher education attended, date of attendance, and degrees earned.
- **Professional Experience:** List institutions, rank or title, and dates of appointment concerning all professional positions in chronological order showing the most recent first.
- **Justification for Promotion or Tenure:**

#### A. Teaching

- Provide a brief statement** describing your (a) teaching roles and responsibilities, (b) personal teaching strategies and goals, and (c) own assessment of teaching-related activities.
- List courses you taught each semester** at least during the last 3 years with overall teaching evaluations for each course and scale, average teaching load, off-campus and/or online teaching. See the Provost's template for further details.
- List advising activities**, if any, and provide relevant details.
- 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.
- Professional development**  
Provide a summary statement of steps you have taken 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).
- Other relevant information** (e.g. grants received for the improvement of teaching, teaching awards or other recognitions from students and/or colleagues)

#### B. Theses and Dissertations (or equivalents)

List names of students, thesis or dissertation, titles of works, degree sought, and semester/year directed, and service to thesis and dissertation committees

#### C. Research and Scholarly Activities

Provide a statement of your research and scholarly activities explaining the overall focus and direction of your published work and work in progress. This statement should be understandable to colleagues outside your discipline.

### **Publications and other professional contributions**

List full bibliographic information; indicate whether the work was invited or refereed; provide explicit information as to the status as accepted for publication, give the date of the acceptance letter of the work if accepted but not published; List in the following order, with each genre arranged in reverse chronological order:

- i. Papers presented at conferences and professional meetings
- ii. Article(s) - identify refereed articles as (Refereed) and include page numbers
- iii. Review(s)
- iv. Book(s) and Book Chapters- indicate whether authored or edited and include page numbers
- v. Exhibits
- vi. Performances
- vii. Other (Patents, etc.)

### **D. Grants, Fellowships, and Leaves of Absence**

Include with dates (with most recent first) and relevant details.

### **E. University Service**

- i. Major committees at the department, college, and university levels. Indicate both the chief accomplishments of these committees and your role in bringing about these accomplishments.
- ii. 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
- iii. Workshops offered, special assignments, etc., with dates and relevant details
- iv. Reader or Graduate School representative on theses or dissertations
- v. Fulfillment of special tasks assigned by the university or the college

### **F. Professionally-oriented Public Service**

Include activities with dates and relevant details, e.g., courses, workshops, seminars, and other academically oriented instructional experiences that utilized your professional expertise; public addresses, television appearances, testimony before governmental agencies, consultantships, publications for lay audiences, assistance to community groups, etc.

### **G. Other professionally significant achievements**

(offices in professional societies, service to granting agencies, editorship of professional journals, scholarly refereeing, honors and awards received, etc., with dates and relevant details).

## **Part II. Information to be supplied by the department/school chair/director in consultation with the personnel committee:**

### **A. Assessment of teaching effectiveness and of efforts at improvement the applicant has reported.**

Provide evidence on how assessment is determined (cannot be based solely on student evaluations). 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:

- i. the relationship between the candidate's scholarly research and teaching
- ii. the relationship between departmental teaching priorities and the candidate's reflective statement on teaching and learning
- iii. the depth, breadth, and innovation of the candidate's teaching
- iv. evidence of the candidate's commitment and contribution to undergraduate and graduate students and to instructional missions of the department, college, and university

- v. establish a suitable context for an interpretation of the data provided.

**B. Assessment of the quality and 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.

- i. 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.
- ii. 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.
- iii. 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.
- iv. 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.

**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 of the applicant as teacher, scholar, and professional colleague.**

**E. Supporting letters.** See <http://www.niu.edu/academicaffairs/appm/II18.shtml> for guidelines on external evaluations. If supporting letters (external reviews) are included as part of the department and college process, they must be current, and the following must be addressed:

- i. Statement describing how the external letters were solicited (i.e., how the external reviewers were selected involving the applicant, department/school personnel committee, and the chair/director.)
- ii. A brief biographical sketch including the name, title, affiliation, and contact information of each external reviewer.
- iii. How many such letters were solicited, how many responses were obtained, and a summary of the responses.
- iv. Attach a sample copy of the letter soliciting external reviews.
- v. Attach the external letter.

**All applications should be unstapled and single-sided with original signatures.**