

**FACULTY SERVICE REPORT COVER PAGE**

Faculty Member Name \_\_\_\_\_

Rank \_\_\_\_\_

Department \_\_\_\_\_

**This Faculty Service Report documents activities from  
January 1, 20\_\_\_\_ through December 31, 20\_\_\_\_**

**Areas to be Covered in Evidence Provided for Faculty Service Reports  
and Tenure and Promotion Dossiers**

**TEACHING AND PROFESSIONAL ASSIGNMENT.**

Evidence of teaching effectiveness

The Department will provide University student evaluation results. In addition, the faculty member may provide information on:

- the courses taught (course designator and number/level, course title, semester taught, number of students);
- written feedback from students;
- colleagues and/or the department chair written evaluations of teaching;
- a self-evaluation; and
- sample course materials.

Evidence of advising, membership on graduate student committees and exam guidance

The department will provide a list of advisees. The faculty member may include information about:

- advisee status (progress toward degree completion) with an explanation of the faculty member's role in advising;
- membership on and directorship of all graduate student committees assigned (theses and dissertations) and the faculty member's role on these committees as well as student progress (e.g. specify the name of the student, the level of the student, and his/her stage in the program);
- letters from current and former advisees or students working on theses/dissertations;
- colleague comments/observations about faculty interactions with students;
- examination guidance provided to students (students advanced to candidacy or completing comprehensive examinations);
- opinions of advisees; and
- describe membership on graduate student committees outside of the department.

Evidence of research guidance and support

The faculty member may provide evidence of:

- external quality ratings for dissertations directed (e.g. Graduate School reviewer comments);
- publication of students' theses or dissertations or articles based on their thesis/dissertation research;
- thesis or dissertation awards received;
- number of students supported on research or training projects;
- opinions of current and former students; and
- employment settings of students.

### Evidence of professional improvement and innovation

The faculty member may provide evidence related to such things as:

- course or instructional materials developed;
- NIU's Instructional Improvement grants received or proposed;
- student opinions;
- collaborator/colleague observations;
- conferences or workshop attendance to improve teaching;
- incorporation of technology in instruction; and
- self-reports on the development and delivery of professional training activities.

### Evidence of effectiveness related to non-teaching professional assignments.

The faculty member should describe the nature of the non-teaching professional assignment (typically administrative, grant, or partnership work). Other information that may be included:

- documentation of feedback from those persons affected by the quality of professional performance in this assignment;
- feedback from the person supervising the non-teaching assignment (particularly in administrative roles);
- that portion of professional assignment time supported by grant activity and the effectiveness in carrying out the responsibilities of the grant; and
- description of partnership work, including feedback from school or field personnel affected by partnership work.

## **SCHOLARLY AND RESEARCH/CREATIVE ACTIVITIES**

### Evidence of publications and/or creative works

The list below indicates items the faculty member may describe in this section. Give full bibliographic reference for books, articles, and monographs. Identify them as new, reprints, readings, reviews, etc. Also note whether they are research based. Note all authors. For all articles, indicate whether they are refereed or non-refereed. Faculty members may describe the following:

- articles (indicate refereed or non-referred);
- articles co-authored with students (indicate refereed or non-refereed);
- chapters published by invitation in edited books or periodical volumes;
- published books or monographs;
- published critical reviews of books and monographs;
- textbooks for the education of professional educators;
- reports printed by sponsoring agencies, including professional organizations, legislative bodies, governmental agencies, foundations, or private firms;

- citations by others;
- book reviews;
- exhibits;
- performances;
- published or printed curricular/instructional materials and manuals;
- computer-based publications and programs; and
- media, including films, videos, and computer-based instructional materials.

#### Evidence of presentations

Faculty members should note whether the presentations were refereed conference presentations, non-refereed presentations, or invited addresses. Also note whether presentations were for international, national, regional, state or local audiences. Sample items that may be listed here include:

- presentations at professional conferences;
- presentations co-authored with students;
- invited addresses, presentations or testimonies;
- serving as a moderator for a conference presentation or panel;
- local/state workshops and presentations; and
- visiting professorships (list university, lectures offered, and dates).

#### Evidence of grant writing

Indicate grants written and their funding status. For those funded, indicate the purpose, nature, amount, and period for which grant was awarded. Also provide any evidence of effectiveness in carrying out the grant responsibilities. Items to list here include:

- grants or contract applications approved by external agencies through peer review;
- grants or contract applications approved by external agencies without peer review;
- grants approved by internal NIU bodies; and
- unfunded grants or contracts applied for either external or internal to NIU.

#### Evidence of scholarly activities in progress

The faculty member may describe the following:

- all writing and research submitted for review but not yet published;
- ongoing research or scholarship in progress indicating the stage of the work; and
- scholarly and professional development activities in progress.

## **SERVICE TO THE UNIVERSITY, THE PROFESSION, AND THE PUBLIC**

### Evidence of service to the university, college, and department

Faculty members should include service on relevant committees (department, college, and university level) and other work that serves the greater university community. Include a statement from the committee chair indicating some evidence of productivity and involvement.

- list committee names, membership status, length of service, frequency of committee meetings, amount of other time required, etc. for each committee;
- report service as a Dean's designee at dissertation defenses in other program areas;
- describe or document involvement in working with colleagues in mentoring activities;
- informal service rendered in support of department or interdepartmental goals;
- writing department/college proposals or reports;
- directing or presenting campus workshops; and
- sponsoring student organizations.

### Evidence of involvement in the development of the academic program

The faculty member should describe and document:

- involvement in the development of courses and/or academic programs for the preparation of professionals; and
- participation in professional development activities to acquire/develop new skills or knowledge that will benefit the academic program.

### Evidence of membership and involvement in professional associations

Faculty members should describe their involvement in professional activities including:

- memberships in professional associations, organizations, associations, or societies (describe the amount and type of your involvement in these professional activities);
- leadership positions held in professional organizations, associations or societies;
- service as an editor, member of an editorial advisory board, etc.;
- honors conferred by professional groups;
- invitations to address meetings of scholarly or professional organizations (identify whether state, regional, national, or international);
- invited participation in conferences on specialized topics in the fields;
- membership in selective and honorific societies;
- off-campus and on-campus professional conferences attended (describe the amount and type of your involvement); and
- membership on professional boards.

Evidence of professionally-oriented public service

Faculty members should describe the amount and type of involvement in public service activities.

Public service includes, but is not limited to:

- public speeches;
- workshops;
- concerts or productions;
- consultantships and contracts for services to local/state/federal agencies, legislators, professional associations, and other policy makers;
- radio and television appearances;
- editorial work that are not part of a professional organization;
- service related to community agencies or groups;
- partnership activities in schools or other field-settings;
- informational circulars, pamphlets, or workshops to assist school or field personnel to improve their skills or to implement policy options and mandates;
- participation on local school committees; and
- service to state boards or committees or serving on ISBE related committees.

*While not required, faculty members may choose to include a short self-reflection at the end of each section (teaching, scholarship, service) or at the conclusion of the Faculty Service Report or Tenure and Promotion Dossier.*

**Note:** Items/activities may be listed in only one of the three areas of evidence.