PREPARATION AND FORMAT
OF THE ACADEMIC SPECIALIST OR TEACHING
PROFESSOR PROMOTION DOSSIER

APRIL 2015
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1. INTRODUCTION AND PROCEDURES

Introduction

This document provides guidance in the preparation and submission of the Promotion Dossier for full-time Academic Specialists and Teaching Professors in the College of Social Sciences and Humanities at Northeastern University.

The Academic Specialist or Teaching Professor

Academic specialists or Teaching Professors are full-time, non-tenure-track members of the faculty. They are responsible for teaching five courses a year, advising and performing service in addition to advising. Any deviation from this model requires prior approval of the Dean. They are not expected to conduct research, but may do so.

Assistant Academic Specialists or Assistant Teaching Professors are initially appointed for one year and may be renewed annually on the basis of performance, the need of the unit, and available funding. They may be considered for promotion to the next rank (Associate Academic Specialist or Associate Teaching Professor or Senior Academic Specialist or Teaching Professor) after completing three years in rank. Promotion to Associate Academic Specialist or Associate Teaching Professor results in a three-year contract. Senior Academic Specialists or Teaching Professors may receive a contract of up to five years. Academic Specialists or Teaching Professors who request promotion are evaluated on the basis of the quality of their performance in the areas of teaching, advising, and service. In cases where they are engaged in research, these activities may be considered as part of their promotion review.

Promotion Advisement and Timeline

The College establishes the timeline for requesting promotion consideration and for the submission of promotion dossiers in order to meet the February 15 deadline for submission of all promotion dossiers to the Office of the Provost. Assistant Academic Specialists or Teaching Professors may request consideration for promotion in any academic year following three years of service, but no later than May 15 of the year in which they wish to be considered for promotion. During the first year that these new rules are in place that deadline is extended to November 14.

Once an Academic Specialist or Teaching Professor informs his or her Chair that he or she wishes to be considered for promotion, the Chair meets with the candidate to discuss whether the candidate’s qualifications and accomplishments merit consideration for
promotion. If the Department Chair or Program Director supports the request, he or she will inform the Associate Dean of Faculty Affairs in CSSH and the CSSH Director of Personnel Administration of the intent to proceed with the promotion process. Academic Specialists or Teaching Professors who are not advanced by their chairs may request consideration at a future date.

The promotion process begins with the preparation of the candidate’s Dossier.

Candidates for promotion must submit their Dossier to their department promotion committee by November 1 of the year in which they will be considered for promotion. The department must submit the Dossier to the College for the Dean’s review by December 1. During the academic year 2014/15, candidates must submit dossiers to the department committee by December 1, and departments must submit dossiers to the Dean’s Office by January 15.

Role of the Dossier

The Dossier is the candidate’s opportunity to make his or her professional career come to life. It is the "snapshot" that each reviewer will carefully examine and evaluate in coming to a fair and objective recommendation regarding promotion. Thus, it is critical that candidates approach building their Dossier carefully and allow themselves sufficient time to complete it prior to submission.

The Dossier should be clear and concise. There is no room for errors, omissions and inaccuracies in the dossier. Candidates should carefully review and adhere to the format and guidelines articulated in this document, which is specific to the College of Social Sciences and Humanities, and is based on the Provost’s Model Tenure and Promotion Dossier (January 2014). It is important that the Dossier focus on the candidate’s specific areas of responsibility as defined by the candidate’s Chair. The advice of the Chair should be solicited in compiling the Dossier and throughout the promotion review process; advice can also be solicited from the Department or Program Review Committee Chair or the Associate Dean for Faculty Affairs. Personal statements should be brief. If the department seeks external evaluations for the Academic Specialist or Teaching Professor promotion, it will obtain them as appropriate; candidates should not solicit letters on their own. Unsolicited letters from students or colleagues may be included in the Dossier Appendix.

Criteria for Promotion

To receive a positive recommendation for promotion, the Academic Specialist or Teaching Professor must present evidence of superior professional achievement in teaching, advising, and service during the review period. Although research is not a

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1 Please note that throughout this document we use “chair” to refer to the unit head that may actually be a Program Director, or School Dean or Director. Likewise we use “department” to refer to the unit, whether department, program, or school.
specific function of the Academic Specialist or Teaching Professor position, research-active faculty may submit research materials if they wish. If so, they should demonstrate how their research enhances teaching, advising and service.

While the initial promotion recommendation is made at the department level, the recommendation will become final only after it is reviewed and supported by the Dean and approved by the Provost. In addition to performance, the Dean and the Provost will consider College and University need in reviewing promotion recommendations. A negative decision on a promotion request shall not preclude further term appointments at the Academic Specialist or Teaching Professor’s current level, nor shall a negative decision preclude subsequent consideration for promotion.

**Department Promotion Committee**

The Department Promotion Committee will include three tenured professors from the department (or school) and one or two Academic Specialists or Teaching Professors at a rank higher than that of the candidate seeking promotion, if such Academic Specialists or Teaching Professors are appointed in the unit. The department chair (or school director) will be an *ex officio* member of the committee. In the case of Academic Specialists or Teaching Professors jointly appointed in more than one department, one representative from the department in which the Academic Specialist or Teaching Professor is jointly appointed must sit on the promotion committee. The chair, or in the case of joint appointments, both chairs write letters of evaluation for the consideration of the promotion committee. The chair’s letter and the letter from the promotion committee become part of the candidate’s dossier.

**Consideration of Academic Specialists or Teaching Professors Holding Joint Appointments**

Academic Specialists or Teaching Professors who hold joint appointments must be evaluated on the basis of their performance in each unit. Chairs and department committees must gather material that reflects the contribution of the candidate to each unit in assessing the candidate’s achievements and promise of future professional development. The review process in the home department for promotion candidates who hold an appointment in more than one department must incorporate information and perspectives from all the units in which the candidate is appointed. The home department, in which the majority of the appointment lies, will conduct the promotion process in consultation with the corresponding unit. In cases in which an Academic Specialist or Teaching Professor is appointed equally in two departments, the home department will be determined in consultation with the Dean.

**Provost’s Consideration of Completed Dossiers**

In addition to the department chair’s recommendation and the department promotion committee’s recommendation, the Dean’s recommendation (along with any response made by the candidate) completes the Promotion Dossier. As provided by the Faculty
Handbook, the Dossier is then forwarded to the Provost who, after reviewing the Dossier will decide whether to recommend the candidate for promotion to the President.

2. ROLE OF THE CANDIDATE IN DOSSIER PREPARATION

Dossier Preparation Format and Guidelines

This guide to the preparation of the Dossier follows the format outlined in the Model Tenure Dossier on the Provost’s Office website:

http://www.northeastern.edu/provost/faculty/documents/ModelTenureDossier.pdf

Dossiers must be submitted electronically as PDF files, in order to expedite review at all levels and eliminate the costs and waste associated with submitting multiple paper copies. Supplemental materials included in the Dossier Appendices (such as such as raw teaching evaluations, evidence of service and publications, if appropriate) should also be submitted electronically. Books should be the only exception. The Dossier should follow the order that appears on the Dossier Checklist (Model D). The candidate’s department or school and/or the College will insert the materials required for Section A (Faculty Summary Sheet) and B (Recommendations). The candidate will provide complete materials for all remaining sections C-F.

Written materials such as the Curriculum Vitae should be formatted in 12-point font, with a 1-inch minimum margin. Some required materials, such as previous performance reviews or copies of published papers may be scanned for inclusion in the Dossier. The sections of the Dossier for which the candidate is responsible—Sections C through F—should be submitted to the department and the College as a single PDF file. The department will provide scanning assistance and, if needed, other technical assistance in compiling the Dossier electronically. It is not necessary to paginate the document; this will happen automatically as you submit the PDF files. If some items already include page numbers, you do not need to remove them.

The Dossier must include copies of peer reviews of teaching, annual merit reviews, and all items identified in the Dossier Checklist. Candidates should retain copies of any supplementary materials that may be needed in the future.

Letters of appointment, annual appointments and confirmations of salary and benefits, or other items not identified on the Dossier Checklist should not be included in the Dossier. These items will not be considered in the review process.

Candidates should consult with their department chair in preparing their Dossier, to ensure that they follow any additional requirements of their department or school. Academic unit requirements/guidelines should be consistent with Provost’s office requirements as outlined in this document. The entire Dossier including all letters cannot exceed 100 pages. The Dean and Provost will not consider dossiers that do not follow this format and these guidelines.
**Dossier Organization and Checklist**

Please use the Dossier Checklist (Model D) as you compile materials to be included in your Promotion Dossier (the checklist itself need not be included in the final Dossier).

A. Faculty Summary Sheet (Model C) – prepared by the Dean’s Office
B. Recommendations – added by Chair, department review committee, and Dean
   1. Candidate’s response: at each stage (i.e. following the recommendations of the Chair, the Department Committee and the Dean) the candidate may submit a written response if they believe the recommendation contains factual errors or omissions.

Candidates will prepare and present all the following sections to their unit for their review:

C. Candidate’s Comprehensive Dossier Curriculum Vitae
D. Candidate’s Statements and Supporting Evidence
   1. Teaching
   2. Service and Advising
   3. Research/Scholarship/Creative Activity (if included)

E. Performance Reviews
   1. Annual merit reviews

F. Comprehensive list of Supporting Materials

**APPENDICES**

Appendix A – Teaching: Supporting Materials
Appendix B – Advising and Service: Supporting Materials
Appendix C – Service and Professional Development Activities: Supporting Materials
Appendix D – Research or Creative Activity (if included): Supporting Materials

**Dossier Contents**

**Section C. Comprehensive Dossier Curriculum Vita**

The candidate is responsible for the accuracy and clarity of the CV. Please ensure that a representative of the department or school reviews the CV before it is circulated.

Format of the CV:

**Education/Employment History**

This section includes a chronological list of all higher education degrees and all post-bachelor’s degree employment relevant to the candidate’s academic discipline.
Teaching

A list of all courses taught should be listed, including the year, semester and number of students. Courses taught for extra compensation (e.g. overloads, summer courses, courses at other schools, etc.) and new courses that have been developed should be identified.

Advising and Service

A list of all service and advising assignments should be provided in separate categories by date (see Provost’s Model Tenure Dossier for further instructions):

- Service to the Institution (Department, School, College, University)
- Service to the Discipline/Profession
- Service to the Community/Public

Professional Development (if applicable)

- Professional Development Activities (Conferences or workshops attended)

Research and Publication and Grants, (if applicable)—If the candidate chooses to include research, publication and grants in the Promotion Dossier, they should follow the guidelines for listing publications in the Provost’s Model Tenure Dossier on the Provost’s Office website.

Section D. Candidate Statements and Supporting Evidence (please note page limits)

Statement on Teaching (3 single-spaced pages maximum in 12 point font)

The teaching statement should begin with a statement of the candidate’s teaching philosophy. The candidate should identify courses taught and participation in curriculum development, supervision of graduate and undergraduate students (if applicable), and advising. Contributions to teaching such as development of pedagogical tools, interactive pedagogical methods, or the use of new technologies or innovations, including the teaching of on-line courses should be discussed. The candidate should describe how appropriate learning goals and outcomes have been incorporated into their teaching and should discuss whether they have integrated experiential education into their courses.

The statement should place quantitative student evaluations in context by comparing the candidate’s course evaluations with those of similar-sized courses in their discipline, or with other courses at the same level, or courses taught mainly for majors/non- majors, for example. Since the promotion of an Academic Specialist or Teaching Professor is based largely on the Academic Specialist’s or Teaching Professor’s ability to provide high-quality instruction, it is critical that the Teaching Statement address any poor or mediocre
teaching evaluations and any other inconsistencies in the instructional record. The Teaching Statement should explain what steps have been taken to improve teaching.

The Teaching Statement should also describe activities undertaken to stay current in the discipline and should include evidence of collaboration in the unit as appropriate.

**Supporting Evidence for Teaching**

Promotion candidates must include the following supporting evidence of teaching:

- TRACE Summary sheet (see the Model Trace Summary Sheet at the end of this document for the format of this document)

The TRACE summary should clearly identify in chronological order all courses taught for the period the candidate has served at their present rank, the number of TRACE respondents in relation to the total number of students in the class, and the teacher effectiveness score for each class. All courses taught for extra compensation should be clearly identified. The candidate must include the results of all TRACE and any other University teaching evaluations for all sections of all courses taught. If any evaluations are missing, their absence must be explained. If the Program/Department administers student evaluations in addition to the TRACE instrument, these additional teaching evaluations should be included in the Supporting Documents on Teaching, in Appendix A.

- A Course portfolio

The course portfolio should consist of a representative presentation of classroom materials for one course that the candidate has designed and taught that demonstrates excellence in teaching. Course portfolios typically include a copy of the syllabus, sample in-class materials that you have developed (handouts, in-class exercises and activities, slides, interactive websites, etc.), sample examinations, assignments, other methods of student assessment, copies of sample student work (only if you have permission from the student). The materials in the teaching portfolio should be carefully selected to be representative of the candidate’s teaching style teaching style, method, and effectiveness in this course. This should be a representative view of course content and development, not an exhaustive one. Copies of syllabi for all other courses should be included in Appendix A.

- Peer Teaching Reviews

A minimum of 3 formal peer teaching evaluations that take into consideration the different types of courses the candidate teaches must be included.

**Statement on Advising and Service (3 single-spaced pages maximum in 12 point font)**
The statement on advising and service should address the candidate’s role in advising students and their record of any service in the three areas as applicable: institutional service, professional service, and public service related to their profession. The statement should begin with a description of the candidate’s advising and/or service philosophy and identify the areas in which they believe they have made strong contributions. If the candidate performs significant amounts of service, they should discuss the relevance of these activities to teaching. Leadership positions held and special projects completed should also be discussed.

**Supporting Evidence for Advising and Service**

Documentation or an example of advising or service to Northeastern or to the profession should be included following the Advising and Service Statement

**Statement on Research and Scholarship or Creative Activity (if applicable) (3 single-spaced page maximum in 12-point font)**

If the candidate is research-active and wishes to have their research considered as part of the Promotion Dossier, they must explain how their research or creative activity relates to their teaching. Candidates should include a discussion of research that they have conducted or in which they have participated, their role in the research, the nature and focus of the research, and whether they plan to continue participating in research activities in the future.

**Supporting Evidence for Research or Creative Activity (if applicable)**

Candidates may include one example of research and scholarship or creative activity in the Dossier, but should be careful not to exceed the maximum number of Dossier pages. Other materials may be included in Appendix C.

**Section E. Performance Reviews**

All performance reviews (annual merit reviews) must be included in the Dossier. These reviews should provide a thorough and candid assessment of the candidate’s performance and progress during the period of service in rank.

**Section F. Comprehensive List of Contents of the Appendix**

This is the final document in the Dossier and is also the first document in the Appendix.

This document provides readers of the Dossier with a full table of contents for all of the supporting materials included in the Appendix. Supplemental materials should be
organized and listed in a way that will enable readers of the Dossier to locate items efficiently. A copy of this list should appear at the beginning of the Appendix to serve as a table of contents.

DOSSIER APPENDICES

The Appendices to the Dossier include all additional evidence and supporting materials regarding the candidate’s accomplishments in teaching and service (and scholarship, if applicable). References to these materials may be included in the Dossier. The Appendices should be compiled in a PDF file separate from the Dossier (sections A-F).

Appendix A – Teaching: Supporting Documents (Note: candidates who have been in rank for over seven years need only include teaching materials from the last seven years of their appointment).

Teaching Evaluations

All raw TRACE evaluations must be included for all sections of all courses taught. Other written evaluation results may be included. For each year, there must be at least one other form of teaching evaluation included in addition to the TRACE evaluations. Additional evidence must include formal peer evaluations of teaching beyond those provided in Section E above.

Additional evidence of teaching effectiveness may also include:

- Qualitative/Quantitative student course evaluations administered by the Department or Program: If the Department administers quantitative course evaluations in addition to TRACE, all course evaluations should be included for each course taught.
- Additional Evidence of teaching innovation or effectiveness such as
  i. Teaching Awards: Any awards or nominations for excellence in teaching
  ii. Descriptions of new programs initiated by the candidate or innovations in teaching that have been adopted
  iii. Student letters: Letters or notes that reflect the candidate’s influence on a student’s learning or education/professional development. The Department Promotion Committee may opt to solicit student reviews or letters of recommendation.
- Teaching Materials – Teaching materials include syllabi, exams, evaluation methods, class presentations, materials from new courses that have been developed, and samples of student work.

Appendix B –Advising and Service: Additional evidence of advising activity.

Appendix C –Professional Development (if applicable): Supporting documents.
Appendix D – Scholarship and Publication or Creative Activity (if applicable):
Publications, creative works, final reports for grants, grant summaries, ORAF reports and other evidence of research and scholarship would be included in this section.

3. ROLE OF DEPARTMENT/COLLEGE AND EVALUATION COMMITTEE IN THE PREPARATION OF THE DOSSIER

Dossier Section A. FACULTY SUMMARY SHEET (See Model C)
This will be provided and completed by the Dean’s Office

Dossier Section B. RECOMMENDATIONS (to be added by Department Chair, School Dean or Program Director; Department Committee; Dean of the College).

MODEL A.
MODEL PROMOTION ADVISEMENT LETTER

Date

Judy Jones
Department of Holistic Studies
Northeastern University

Dear Ms. Jones:

I understand that you wish to be considered for promotion consideration in (next academic year). Enclosed is a copy of the College’s promotion procedures for your review. These procedures contain important information such as the criteria for promotion, the composition of the promotion review committee, and guidelines for preparing the Promotion Dossier.

You will be responsible for submitting a Dossier that will represent and reflect the work you have done at Northeastern. In preparing your Dossier, please be sure to follow the enclosed College of Social Sciences Academic Specialist or Teaching Professor Promotion Guidelines. Your department chair can answer any questions you may have concerning your dossier preparation.

You may review your dossier both before and after your department, program or school vote. Any letters of recommendation/evaluation and/or other documents used or developed with the understanding and expectation that they would be confidential must of course remain confidential and you will not have access to them.

Once you have reviewed this letter and the College promotion procedures, please sign the acknowledgement below and return a copy of this letter to me no later than June 15.

If you have any further questions concerning promotion procedures, please feel free to contact me at any point during the process.

Sincerely,
Dean

I have reviewed this letter and the college/school departmental promotion procedures. I understand that the policies and procedures outlined in these materials will apply during my upcoming promotion consideration.

__________________________________________  _________________________
Judy Jones  Date

MODEL B
FACULTY SUMMARY SHEET
(Provided and prepared by the Dean’s Office)

ACADEMIC SPECIALIST OR TEACHING PROFESSOR PROMOTION

Name:  Date:

Department/School:  Highest Degree:

Present Level:  Year Degree Earned:

Start Date of Full Time Employment at NU:  Where Degree Earned:

Years at Current Specialist Level:  Current Visa Status:
(If not US Citizen)

Department/School/Program Committee Recommendation (If applicable):

Chair Recommendation (if applicable):

Dean’s Recommendation(s):
# Model C
## TRACE SUMMARY SHEET

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Term Semester and Year</th>
<th># of Students in Class/# Responses</th>
<th>Overall Effectiveness Score* (Please provide both your individual effectiveness score and the comparison effectiveness score)</th>
<th>Regular Load (R) or Extra Compensation (E)</th>
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MODEL D.
DOSSIER CHECKLIST

Included

_____ A. Faculty Summary Sheet (Model C) – provided and prepared by the Dean’s Office.

B. Recommendations

_____ 1. Dean’s recommendation(s) (College and School, as applicable)
_____ 2. Department/school committee report
_____ 3. Chair’s written evaluation
_____ 4. Candidate’s response to any of these recommendations

C. Candidate’s Comprehensive Curriculum Vita

D. Candidate’s Statements and Supporting Evidence

_____ 1. Teaching (including TRACE Summary Sheet)
_____ 2. Advising and Service
_____ 3. Research and Scholarship (if applicable)

E. Performance Reviews

_____ 1. Annual Merit Reviews

F. Comprehensive List of Supporting Materials

Appendices

Appendix A – Teaching: Supporting Documents

_____ 1. Teaching evaluations (TRACE)
_____ 2. Advising Activity
_____ 3. Sample Syllabi and other course materials
_____ 4. Formal peer evaluations of teaching that include teaching observations, evaluation of course materials.
_____ 6. Other

Appendix B – Service, Advising, and Professional Development Activities: Supporting Documents

_____ 1. Evidence of Contributions to Department, School, College, and/or University committees

_____ 2. Evidence of non-committee contributions to the Department, School, College, and/or University

_____ 3. Evidence of contributions related to the discipline outside of Northeastern University
4. Additional evidence of service, advising and/or professional development.

Appendix C – Research/Scholarship/Creative Activity: Supporting Documents (if applicable)

1. Copies of publications, including articles (indicating whether refereed or non-refereed), proceedings, books, book chapters, abstracts (indicate status of work in progress)

2. Grant activity, external and internal (identify the proposal title, status and whether successful, and provide a summary of the grant which includes the funding source, the amount awarded, and the dates of the award (as reported in DSPA’s Annual Report)

3. Supporting materials: books, reviews, newspaper citations, and other citations of scholarship

4. Co-author letters: attesting to extent of candidate’s contribution to research and writing (in fields where co-authoring is atypical)

5. Recommendations for publication

6. Other letters of support

7. Research awards and honors