

**Preparation and Format of
Cooperative Education Coordinators Promotion Dossiers**

July 1, 2023

Office of the Provost

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1.0 Purpose of Document

This document provides procedural guidance in the preparation of dossiers for promotion consideration of Cooperative (Co-op) Education Coordinators. Other FTNTT faculty should reference the document specific to them at <https://provost.northeastern.edu/resources/faculty/>, under the Tenure and Promotion drop down.

2.0 Eligibility for Promotion Consideration

Co-op Education Coordinators become eligible for promotion consideration as provided in the Faculty Handbook, following not less than three full-time years in their rank. Potential promotion candidates are strongly encouraged to consult regularly with their unit heads and their dean and associate dean concerning their progress towards promotion. Candidates should carefully review any unit/ college specific Co-op Education Coordinators promotion guidelines for additional eligibility criteria for promotion. Due dates for requesting promotion consideration and for the submission of promotion dossiers are established by units and colleges as needed in order to meet the February 15 deadline for submission of all promotion dossiers to the Office of the Provost.

3.0 Role of Candidate in Dossier Preparation

3.1 About the Dossier

The dossier is your opportunity to make your 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 your candidacy for promotion. It is critical that you build your dossier carefully, thoughtfully, and in sufficient time before it must be submitted.

Your dossier should be clear and concise. There is no room for errors, omissions or inaccuracies in the dossier – they may diminish your credibility and undercut your case. Your department/college will solicit any external evaluations required under unit procedures; thus, we ask that you not solicit letters on your own. We ask that you carefully review this Model Dossier and adhere to the format and guidelines below.

3.2 Dossier Preparation Format and Guidelines

The Provost’s Office requires that dossiers be submitted electronically through Interfolio, which is available directly through the interfolio.com website. (After navigating to interfolio.com, click on the “login” hyperlink in the top menu to access the sign-in screen. Then click on the “Sign in with Partner Institution” button at the right. Search for “Northeastern” to select Northeastern University and click on the “Sign In” button to login with your NU credentials with secure single sign-on (SSO)). Interfolio is a software program that facilitates electronic submission and review. Supplemental materials included in the dossier’s appendices (including raw teaching evaluations, syllabi and course materials, professional development related materials, and so on) should also be submitted electronically through Interfolio. Your department or college will compile electronically the materials required for Sections A through C. You will provide complete materials for all other sections of the dossier. Sections D (Curriculum Vitae), E (Candidate’s Statements and Supporting Evidence), F (Performance reviews) and G (Comprehensive List of Supporting Materials) must be submitted electronically.

Your dossier must include the items identified in the Dossier Checklist. You should retain copies of any supplementary materials that you believe you may need in the future; promotion materials may be retained by the Provost's Office for two years or more if a candidate requests arbitration or judicial review of a negative recommendation.

Please do not include in the dossier letters of appointment, annual appointments and confirmations of compensation and benefits, or other items not identified on the dossier checklist. These items will not be considered in the review process.

The total length of the dossier, including unit and college recommendations, should not exceed one hundred pages. Candidates should consult with their directors and/or chairs and/or deans with respect to the length of their submissions. **As a general guideline, candidates should aim at submitting approximately 60 pages in total for sections D, E, F and G of the dossier.**

Written materials that you prepare for the electronic dossier, such as your *curriculum vitae*, should be formatted in 12-point font, with a 1-inch minimum margin. Some required materials, such as previous performance reviews, may need to be scanned for inclusion in the dossier. The sections of the dossier for which you are responsible—Sections D, E, F, and G—should be submitted to your department or college for review through the Interfolio software program, which can be accessed directly through the interfolio.com website. You should follow the order of the Dossier Checklist (Model E, p. 16). Your department or college will provide you with scanning assistance and, if needed, other technical assistance in compiling the dossier electronically.

You should consult with your direct supervisor in preparing your dossier to ensure that it meets any additional dossier requirements of your department/college. Academic unit dossier requirements/guidelines should be consistent with Provost's Office requirements as outlined in this document. **Please be advised that dossiers that do not follow the Model Dossier's format and the order of the Dossier Checklist WILL NOT be considered for review by the Provost.**

3.3 Dossier Organization and Checklist

Please use the dossier checklist as you compile materials to be included in your promotion dossier. The checklist itself (Model E, p. 16) need not be included in the dossier. Your unit will add the first three sections of the dossier to the electronic file in the course of their review:

Section A. Co-op Education Coordinator Summary Sheet (Model A, p. 12) – prepared by the Dean's Office

Section B. Recommendations – added by different review committees & recommenders

Section C. External Employer Evaluations– added by the person within your college responsible for requesting these

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

Section D. Candidate's Comprehensive Dossier Curriculum Vitae

Section E. Candidate's Statements and Supporting Evidence

- a. Teaching
- b. Employer Relations

- c. Service/Leadership
- d. Professional Development and Scholarship (if applicable)

Section F. Annual Performance Reviews

Section G. Comprehensive list of Supporting Materials

You will prepare and present all appendices materials to your unit for their review:

- Appendix A – Teaching Supporting Materials
- Appendix B – Employer Relations Supporting Materials
- Appendix C – Service/Leadership Activities Supporting Materials
- Appendix D – Professional Development and Scholarship Supporting Materials (if applicable)

3.4 Detailed Instructions for Dossier Sections D, E, F, and G

Dossier Section D – Comprehensive Dossier Curriculum Vitae

All items should be listed in the appropriate category only once and in reverse chronological order, with the most recent activity listed first. The candidate is responsible for the accuracy and clarity of their curriculum vitae. Observe the guidelines below for content and formatting. Please ensure that a representative of your department/college reviews your CV before it is circulated.

I. Basic Information

1. Name
2. Address (institutional)
3. Education (list of all degrees and the institutions)
4. Rank and years at Northeastern

II. Employment Experience

1. Academic
2. Nonacademic

III. Classroom teaching

1. List of courses taught by semester and year; indicate class size and role in the course

IV. Service

List all significant service assignments in separate categories by date.

- Institutional: Co-op Group/Department/School, College, University
- Professional service
- Public service

V. Professional Development and Scholarship (if applicable)

Publications – Publications should be listed in separate categories by date of publication within the following categories (arranged in order of importance in your discipline):

1. Refereed articles

2. Non-refereed articles
3. Books
4. Book chapters
5. Book reviews
6. Abstracts
7. Other

Please provide full citations (please do not abbreviate journal titles), including beginning and ending page numbers. Be clear about the status of works in progress, e.g., “in press” means written, reviewed, accepted, and waiting for publication. Please include anticipated date of publication. Work “currently under review” (i.e., not yet accepted for publication) should be included if the work is complete and has been submitted for review. Work currently under development but not yet submitted should not be included.

If a work under review is accepted for publication before your dossier has been forwarded by the department (or equivalent unit) to the next level for review, you should notify the department (or equivalent unit) committee chairperson. The department (or equivalent unit) may then consider the work “in press” and update the dossier accordingly.

Presentations and proceedings should be listed separately by date (see below). Internally published technical reports, workbooks, etc. should be separate from peer-reviewed publications.

Presentations and/or Creative Activity – Achievements should be listed by date within the following categories:

1. Presentations (consider separating local/regional, national, international)
2. Performance
3. Exhibition Projects

If creative works do not fit into the above categories, please clearly group creative achievements under categories that best characterize your work and are broadly accepted in your discipline and academic community.

Include full citations/descriptions for all works in the *curriculum vitae* and clearly specify the status of works in progress.

Grants

Please list internal and external grants separately. It is recommended that you also list proposals that were not funded. If you list unsuccessful applications, those should be clearly differentiated from successful ones. Pending proposals should be listed with the amount requested and the notification date. For each successful grant, please identify your status – PI, co-PI, other, as well as the roles of other participants on the grant—and indicate the percentage of the grant attributed to your effort (as reported on the grant Proposal Processing Form). If a grant supports programmatic or group work, you should clarify your precise role in the work. You should indicate the amount received (total direct costs and annual budget) and the coverage period of successful grants, as well as the funding agency and the title of the proposal.

Dossier Section E – Candidate’s Statements and Supporting Evidence

Statement on Teaching

The statement should include the candidate’s philosophy of cooperative (Co-op) education and discuss how that philosophy is put into practice in teaching and advising students about their academic and career goals and their Co-op education experiences. It should discuss the process of referring and advising students regarding Co-op education positions and describe the work that is done with students as it relates to helping them to explore their academic, career, and personal goals. (This may be in workshops, the office, or in the classroom, and can include teaching interviewing skills, resume writing, communication skills, professional behavior, ethics, or other relevant learning objectives.) Candidates should discuss teaching or advising that has helped students develop into global citizens and should discuss how students are assisted in integrating their Co-op education experiences in the classroom and vice versa and how student reflections on Co-op experiences are fostered to help them develop a deeper sense of themselves and their intellectual and future career goals. The statement should make clear how this feedback leads to improvements in teaching and advising students and should include a description of actions taken to assist students with obtaining the best experience at each level of Co-op education.

Supporting Evidence for Teaching

Candidates must include as supporting evidence of teaching the Teaching Evaluation Summary Table (please use Model B, p. 13). The Teaching Evaluation Summary Table should clearly list in chronological order all courses taught, with numbers of students enrolled in each class. You should clearly identify courses taught for extra compensation. You must include TRACE results for all sections of all courses you have taught. If any evaluations are missing, explain why. If your unit administers student evaluations in addition to the TRACE instrument, you should include these additional teaching evaluation results in Appendix A: Teaching.

Candidates must include as supporting evidence of their student advising including their annual student load (representing students in and outside of their department) using Model C on page 14.

Candidates for promotion who are five or fewer years beyond the point of initial hire or most recent promotion must supply information on all courses taught post-hire or post-promotion in Models B and C. Candidates who are more than five years beyond the point of hire or the most recent promotion must supply complete TRACE information from their most recent five years of teaching.

All other supporting evidence for teaching and advising should be included in Appendix A.

Statement of Employer Relations

The statement should discuss how the candidate has reached out to employers in developing, enhancing, and maintaining Co-op education opportunities. The development of new Co-op education programs in response to new academic programs or new university and college goals, as well as changes in employment opportunities should be discussed. The candidate should

discuss the development of domestic out-of-region, international and paid co-op jobs, as well as efforts to assist employers with implementing, continuing and expanding the Co-op education program, and in meeting employers' needs. Assessment of the employer program should also be addressed.

Include Job Management Report (see Model D, p. 15). Raw employer development data should be included in the appendices.

Statement on Service/Leadership

The candidate should begin with a statement of his or her service/leadership philosophy and identify the areas in which strong contributions have been made. The candidate should address his or her involvement in college, university and/or professional service. This includes actively contributing to the development of a Co-op team culture within the college/university. The candidate should also discuss special projects completed and leadership positions held. Candidates for a second promotion should focus primarily on service contributions since the first promotion. Candidates should discuss leadership roles if applicable.

All supporting evidence for service should be included in Appendix C.

Statement on Professional Development and Scholarship (if applicable)

Although Co-op Education Coordinators are not required to conduct research, candidates who do so should discuss their research and scholarship, clarify the relationship of their research and scholarship to Co-op education, and state how their research and publication support the mission of the college. You should state the focus of your academic expertise, how you apply your expertise to student learning and development and curricular innovation at Northeastern, and how you engage with your field to maintain your own professional currency and to contribute to the development of student learning in your field—both outside and inside Northeastern. If engaged in formal research, scholarship, or creative projects directed towards publication and/or dissemination, you should explain the questions that you have identified, the funding you have received to support the work (if applicable) and the directions it has taken. You should indicate the major venues in which your research, scholarship, or creative work has been disseminated, and provide indications of its impact on your academic community and, if applicable, in arenas outside the academy.

Sample supporting materials relating to research and grants should be included in Appendix D. If applicable Appendix D should include all publications and examples of presentations/posters and other examples of scholarly/creative output.

Dossier Section F – Performance Reviews

Candidates for their first promotion after serving their first three full years at Northeastern must include all performance reviews at Northeastern (merit reviews) in the dossier. Candidates for their first promotion who have served more than three years must include up to 5 most recent years' performance reviews.

Candidates for their second promotion who are five or fewer years beyond the first promotion

must include all their post-promotion performance reviews in the promotion dossier. Candidates for their second promotion who are more than five years beyond the first promotion must include performance reviews from at least the most recent five years.

Dossier Section G – Comprehensive List of Contents for Appendices A, B, C, and D (if applicable)

This section provides readers of your dossier with a full table of contents for all the supporting materials included in your appendices. Please organize and list your supplemental materials in a way that will enable readers of your dossier to locate supplemental items efficiently.

3.5 Dossier Appendices

The appendices to the dossier include all additional evidence and supporting materials you wish to present regarding your accomplishments in teaching, employer relations, service and leadership, and professional development and scholarship if applicable. You may include references to these materials in your dossier. The appendices should be compiled in electronic files **separate from Sections A-G of your dossier**. Be reasonable and judicious with what you include in appendices in addition to required materials; whenever multiple examples of artifacts supporting the same function exist, include the one or two most relevant.

Appendix A. Teaching: Supporting Materials

- Full reports of TRACE evaluations
- Other teaching evaluations (e.g., classroom visit reports)
- Advising Activity – any examples of events or group advising in addition to individual advising summarized in Model C (p. 14)
- Sample Teaching Materials– e.g., copies of exams, evaluation methods, excerpts of class presentations, materials from new courses you have developed, and samples of student work.
- Other evidence of exemplary teaching (e.g., teaching awards, student letters).

Appendix B. Employer Relations

Lists of jobs being developed and additional documentation as appropriate not included in the main dossier. Consider discussing/indicating the location of jobs and other details, such as focus (e.g. industry), and how job development helps meet the goals of the college and university.

Appendix C. Service/ Leadership: Supporting Materials

Materials that support substantive internal and external service activities should be included here.

Appendix D: Professional Development and Scholarship (as applicable): Supporting Materials

Papers and publications, workshop contributions, creative works, final reports for grants, and other evidence of professional development and scholarship are included in this section.

4.0 Role of Department/College and Evaluation Committees in Dossier Preparation

The department and college will add sections A, B, and C to the electronic dossier. To ensure

confidentiality, the college should transmit the complete electronic dossier from the Dean's Office to the Office of the Provost through the Interfolio software program.

The dossier's appendices should be saved in a separate file from the dossier itself in order to keep the dossier file at a reasonable size. Note that maximum upload file size is 100MB. If your appendix exceeds 100MB, divide into smaller files and name accordingly (Appendix A1, Appendix A2, etc.).

4.1 Dossier Section A – Co-op Education Coordinator Summary Sheet

The Co-op Education Coordinator Summary Sheet will be provided and completed by the Dean's Office. See Model A (p. 12) for the template.

4.2 Dossier Section B – Recommendations

Dean's Recommendation

The dean's recommendation should provide an independent assessment of the candidate that builds upon the reports of the department and college committees. To add value to the evaluation process, the dean should provide a perspective on matters that may not have been obvious at the previous levels. They should assess all aspects of the faculty member's activities in light of the faculty member's specific responsibilities and contributions to the college.

College Co-op Promotion Advisory Committee

The report should assess the strengths and weaknesses of the candidate on the basis of the evidence presented in the dossier. It should be evaluative, providing judgments backed by information. It should discuss all aspects of the candidate's work and should indicate why the candidate does or does not meet the performance criteria appropriate to their responsibilities. If the dossier contains conflicting evaluations, the report should discuss and evaluate/resolve the issues raised.

Department/School Committee and/or Chair/Dean Report (where applicable)

The department committee report should assess the strengths and weaknesses of the candidate on the basis of the evidence in the dossier. It should be evaluative – opinions backed by information. It should discuss all aspects of the candidate's work and should indicate why the candidate does or does not meet the performance criteria appropriate to their responsibilities. The report should discuss and evaluate any extra-departmental evaluations solicited by the unit. If the dossier contains conflicting evaluations, the report should discuss and evaluate/resolve the issues raised. References to outside evaluators' comments and evaluations should preserve the anonymity of the reviewers. The department committee report should place quantitative teaching evaluations into an appropriate context, assessing the candidate's evaluations in comparison with those of instructors teaching the same or similar courses.

If a member of the committee has worked closely with the candidate (as a co-author or co-PI), that relationship should be clearly noted. Under these circumstances, the member should consider recusing him/herself from the review.

Co-op Director/ Co-op Assistant Dean Report (where applicable)

The Director's report should independently evaluate the candidate's dossier and assess the strengths and weaknesses of the candidate. It should be evaluative and objective – providing opinions backed by information. It should discuss all aspects of the candidate's work and should indicate why the candidate does or does not meet the performance criteria appropriate to his or her responsibilities. The report should discuss and evaluate any extra-departmental evaluations solicited, address any issues the evaluations raise and discuss any conflicts among evaluators. All references to outside evaluations should preserve the anonymity of the evaluators.

If the Co-op Director/Assistant Dean has worked closely with the candidate (as a co-author or co-PI), that relationship should be clearly noted.

4.3 Dossier Section C – External Employer Evaluations

Please note: All materials detailed below should be uploaded to the “External Documents” section of the Interfolio software program by the department.

Employer Evaluators

The person responsible for this in your unit/college will seek letters of evaluation for promotion candidates from employers outside the university, according to the bylaws and procedures of the unit. The goal is to receive three letters, however if more than three are requested and received all must be included in the dossier.

Copy of Solicitation Letter

A copy of the letter used to solicit external evaluations must follow the list of external evaluators (see example at the end of this document).

External Evaluation Letters

All letters solicited and received must be included in the dossier.

Exclusion of Unsolicited Materials

As provided in the *Faculty Handbook*, unsolicited materials from any source may not be included in the dossier or reviewed by evaluators. Reviewing committees should return all submissions of unsolicited materials to their authors.

5.0 Definitions and Examples of Activities Involving Diversity, Equity, and Inclusion

Candidates can consider adding to any of their statements (teaching, research and / or service) descriptions of activities that reflect diversity, equity, and inclusion. The following definitions and examples are offered to guide candidates in reflecting on their accomplishments and contributions.

5.1 Definitions¹

“**Diversity** refers to all of the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation. It also includes secondary characteristics, such as education, income, religion, country of origin, work experience, language skills, geographic location, and family status. Put simply, diversity refers to all the characteristics that make individuals different from each other and, on its most basic level, refers to heterogeneity.”

“**Equity** refers to the process of creating equivalent outcomes for historically underrepresented populations and oppressed individuals and groups. Equity is about ending systematic discrimination against people based on their identity or background.”

“**Inclusion** describes the sense of belonging that traditionally marginalized individuals and groups feel when they are empowered to participate in the majority culture as full and valued members, shaping and redefining that culture in different ways.”

5.2 Examples of ways faculty might engage in diversity, equity, and inclusion activities

Teaching and engagement with students:

- Efforts to recruit and enroll students from diverse backgrounds
- Pedagogy that discusses diversity, inclusion, and equity in the classroom

Research/scholarly/creative activity:

- Research/Scholarly/Creative Activity centered on diversity, inclusion, and equity issues
- Recruitment of diverse groups into research studies
- Inclusion of diverse groups into research teams or creative activity

Service to the university and to the profession:

- Participation in diversity efforts in the department and college and university
- Engagement in strategies to recruit diverse faculty and diverse students
- Involvement with unit or university activities to promote diversity, equity, or inclusion

Please note that this list is neither exhaustive nor prescriptive.

¹ Note: Definitions are based on terminology from Williams, D., *A Matter of Excellence: A Guide to Strategic Diversity Leadership and Accountability in Higher Education*. American Council on Education, 2013.
<http://www.acenet.edu>

Model A: Summary Sheet
Provided and prepared by the Dean's Office

FULL-TIME CO-OP Education Coordinators Summary Sheet: PROMOTION ONLY

Name:

Date:

Department:

Highest Degree:

Present Rank:

Year Degree Earned:

**Date of
Employment:**

**Where Degree
Earned:**

Current Visa Status:
(if not U.S. citizen)

Date of previous promotion at Northeastern (if applicable):

Co-op Director/Assistant Dean Recommendation (if applicable):

Department/School Committee and Chair/Dean Recommendation and vote (if applicable):

College Co-op Promotion Advisory Committee Recommendation and vote:

Dean's Recommendation:

Model B: Teaching Evaluation Summary Table

(include up to most recent 5 years)

Course Number	Title	Term and year	TRACE # Responded / # of Students/	Overall Mean Instructor Effectiveness Score*	Regular Load (R) or Extra Compensation (E)	Additional Form of Teaching Evaluation? (yes**/no)

* Please provide both your individual effectiveness score and that of the comparison group. *Note:* Responses are based on a 5-point Likert scale where 5 = “almost always effective,” 4 = “usually effective,” 3 = “sometimes effective,” 2 = “rarely effective,” and 1 = “never effective.”

Model C: Student Advising Loads
(include up to most recent 5 years)

Calendar Year	Total assigned student load	Number placed by this candidate	Notes

Model D: Job Management Report

(include up to most recent 5 years)

Provide a list of employers and jobs you manage from NUcareers or other central co-op data management system. Summarize the report and format it in the manner below.

Year	Total number of employer divisions managed (i.e., specific company)	Total number of jobs posted (i.e., job listings within the employer)	Total number of job openings (i.e., positions opened)

Example: if you manage GE with 5 divisions, with 10 jobs across these divisions with total of 20 openings across these 10 jobs

Year	<i>Total number of employer divisions managed (i.e. specific company)</i>	<i>Total number of jobs posted (i.e. job listings within the employer)</i>	<i>Total number of job openings (i.e. positions opened)</i>
	5	10	20

Model E: Request Letter for Reviewers

(Provided and prepared by the Co-op Director or the Co-op Review Committee)

Date

Address

Dear Dr. :

Mr/Ms/Dr. [SURNAME] is currently a Cooperative (Co-op) Education Coordinator in the [DEPARTMENT or PROGRAM NAME] at Northeastern University. He/She is being considered for promotion to the rank of Associate/Senior Co-op Education Coordinator (attached please find his/her CV and a mini-dossier). Co-op Education Coordinator are renewable non-tenure track faculty positions that have an associated promotion track focused on teaching. In evaluating candidates for promotion in Co-op Education Coordinator positions, Northeastern considers the judgments of professionals who are familiar with the promotion candidate's teaching and administrative activities or who have had the opportunity to work with the promotion candidate. We would appreciate your assistance in providing us with a confidential evaluation of Mr/Ms. [SURNAME]'s contributions to the [DEPARTMENT or PROGRAM'S NAME] in the area of Co-op education. Our understanding is that you've worked with Mr./Ms. [SURNAME] in one or more of these contexts. Please include a description of your current role in your company, how long you have worked there and the nature of your working relationship with Mr./Ms. [SURNAME].

We would really appreciate it if you could submit your letter in PDF format to me as an email attachment by [DATE].

We very much appreciate your help and thank you in advance for your time and effort. If you have any questions or if for any reason you will be unable to provide an evaluation of Mr./Ms. [SURNAME] in this timeframe, please contact me as soon as possible.

Sincerely,

Name, Northeastern University

Model F: Dossier Checklist

_____ **Co-op Education Coordinator Summary Sheet (Model A)** – provided and prepared by the Dean’s Office

_____ **Recommendations** (estimated length 12 pages)

- _____ 1. Dean’s recommendation
- _____ 2. Unit (School Dean or Department Chair) (if applicable)
- _____ 3. College Director of Co-op/Assistant Dean of Co-op (if applicable)
- _____ 4. College Co-op Advisory Committee
- _____ 5. Candidate’s response to any of these recommendations

_____ **External Evaluations** (employers – suggestion for 3 letters)

- _____ 1. Copy of letter soliciting outside evaluations
- _____ 2. External Reviewer Letters

_____ **Candidate’s Comprehensive Dossier Curriculum Vitae**

_____ **Candidate’s Statements and Supporting Evidence**

- _____ 1. Teaching/Advising statement (recommended length 5 pages)
 - ___ a. TRACE Summary Table (Model B)
 - ___ b. Advising Load Table (Model C)
- _____ 2. Employer Relations Statement (recommended length 3 pages)
 - ___ a. Job Management Report (Model D)
- _____ 3. Service/ leadership (recommended length 2 page)
- _____ 4. Professional Development and Scholarship (2 pages)

_____ **Performance Reviews**

_____ **Comprehensive list of Supporting Materials in Appendices A, B, C, D** (recommended length 2 pages)

Model G: Appendices Checklist

Appendix A. Teaching: Supporting Documents

- _____ 1. Teaching evaluations (all TRACE evaluations, other departmental evaluations)
- _____ 2. Advising Activity (undergraduate, graduate) – (other evidence not included in Model C, such as group advising activities and materials)
- _____ 3. Sample syllabi
- _____ 4. Sample teaching materials
- _____ 5. Other

Appendix B: Employer Relations

- _____ 1. Job development list, job development in progress, etc. (if applicable)
- _____ 2. Employer evaluations (if applicable)
- _____ 3. On campus employer event artifacts/ additional information (if applicable)

Appendix C. Service/Leadership: Supporting Documents

- _____ 1. Evidence of contributions to department, school, college, and university committees
- _____ 2. Evidence of non-committee contributions to the department, school, college, university
- _____ 3. Evidence of service contributions related to the discipline outside of Northeastern University

Appendix D. Professional Development and Scholarship: Supporting Documents

- _____ 1. Evidence of professional development (listing of course completion, conference/workshop attendance, or any other professional development).
- _____ 2. If applicable, copies of scholarly contributions such as publications, invited and refereed presentations, abstracts, posters, workshops delivered). Creative work materials such as writing, design projects, music scores, media productions, performances, artwork, etc. Include media reviews as well as evidence of presentation at gallery/museum, festival, concert or completion of project in case of design work.
- _____ 3. If applicable, external and/or internal grant activity: 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.