

# Guide to Posting Materials in Faculty 180

College of Arts and Sciences – RTP Cases – March 2024

## Activities

### Curriculum Vitae

Post a PDF of your career-spanning CV here.

### Teaching/Librarian Effectiveness Narrative and Signature Contributions

#### Narrative

The Teaching Narrative articulates the case for reappointment/tenure/promotion with reference to applicable unit policy and to evidence included in the dossier. It articulates the candidate's teaching philosophy, describes pedagogical and curricular contributions in accordance with unit standards, and illustrates the candidate's commitment to instructional excellence and student success. Requested length limit 3 pages. PDF.

#### Signature Contributions

Signature Contributions are key artifacts that document pedagogical and curricular contributions in accordance with unit standards and demonstrate the candidate's commitment to instructional excellence and student success. Examples include but are not limited to representative syllabi, project assignments, samples of student work or other evidence of student achievement, documentation of curriculum development (e. g., new course, new program), evidence of course or program improvement through outcomes assessment work, incorporation of integrative or experiential learning, documentation of substantive teaching professional development, etc. Curate these artifacts to work in concert with the teaching narrative—these are significant pieces of evidence in your case.

Combine files into ONE INTEGRAL PDF--including a table of contents--and post. Refer to signature contributions in your narrative. Align the order of contents with the order in which the materials are discussed in the narrative.

### Scholarly/Creative Activity Narrative and Signature Contributions

#### Narrative

The Scholarly/Creative Narrative articulates the case for reappointment/tenure/promotion with reference to applicable unit policy. It explains the coherence of the research/creative activity agenda, referring to scholarly publications, creative works, and/or equivalent products included in the dossier and delineating the contribution to the discipline. The narrative also describes the quality and impact of the work, with reference to discipline-appropriate indicators (e. g., impact factor, h-index, citations, awards, reputation of venue). Individual works cited in the research/creative

narrative should represent the major themes, emphases, and contributions of the candidate's overall body of work. Remember that the research narrative will have many readers outside your field. Requested length limit 3 pages. PDF.

### Signature Contributions

Signature contributions convey the major themes, emphases, and disciplinary or interdisciplinary value of the candidate's body of work. The set of research/creative products selected as signature contributions should demonstrate the quality and impact of the work, based on discipline-appropriate indicators (e. g., impact factor, h-index, citations, awards, reputation of venue).

Combine files into ONE INTEGRAL PDF--including a table of contents--and post. Refer to signature contributions in your narrative. Align the order of contents with the order in which the materials are discussed in the narrative.

## **Service Narrative and Signature Contributions**

### Narrative

The Service Narrative articulates the case for reappointment/tenure/promotion with reference to applicable unit policy and to evidence included in the dossier. As appropriate to the case and career stage, the narrative indicates how service encompasses contributions beyond the home unit and involves leadership roles. Requested length limit 3 pages. PDF.

### Signature Contributions

Signature Contributions are the major roles and accomplishments that convey the value and impact of the candidate's service work in unit, college, university, professional, and/or community contexts and demonstrate how that service work has met the policy-based standards during the review period. The balance, type, and setting of the signature contributions in service will vary according to case type and career stage.

Combine files into ONE INTEGRAL PDF--including a table of contents--and post. Refer to signature contributions in your narrative. Align the order of contents with the order in which the materials are discussed in the narrative.

## **Teaching**

Course listings pulled from CSS. If you see courses you did not teach OR if you do not see courses that you did teach, notify the college faculty development team (Ted Rippey & Chris Bloomfield).

## **Teaching – Supporting Documents**

Materials not included in signature contributions. Be judicious. Add materials here only if they are required by unit policy and/or essential to your case. Do not post teaching evaluations here.

## Teaching – Evaluations

Comparative overview of quantitative student eval data from review period: Prepared and posted by unit head or designee (not candidate) with appropriate staff support. Set the first term of the review period as "Start Semester" and the last term of the review period as "End Semester." Filename: "Lastname Firstname Quantitative Evaluation Comparison." Include a copy of the evaluation instrument(s).

Quantitative evals for all courses from review period: Collation and upload handled by unit head with appropriate staff support. Quant evals from a given academic year or semester should be combined in a single PDF and posted each academic year or each semester. Filename for each one-year file: "Lastname Firstname Quantitative Evaluations XXXX-XXXX" (e. g., 2019-2020). Filename for each semester file: "Lastname Firstname Quantitative Evaluations SEMESTER XXXX" (e. g., Fall 2020). The College encourages combination of quantitative and qualitative evals. If quant and qual evals are combined, use the filename "Lastname Firstinitial Combined Student Evaluations XXXX-XXXX or SEMESTER XXXX" (e.g., "Rippey T Combined Student Evaluations 2020-2021" or "...Fall 2020").

Peer evaluations from the review period: Combine into one PDF. Set the first term of the review period as "Start Semester" and the last term of the review period as "End Semester." Filename: "Lastname Firstname Peer Evaluations". Note in the "Description" text field the semesters/years when the peer evals were conducted.

## Teaching Outside Bowling Green State University

Organized courses taught at other institutions, either prior to BGSU appointment or while on visiting appointments during time at BGSU. Information on teaching outside BGSU is not required.

## Graduate Student Supervision/Mentoring

Individual listings for committee membership or supervisory roles in master's projects or theses and doctoral dissertations.

## Undergraduate Student Supervision/Mentoring

Individual listings for supervisory roles in undergraduate research/creative projects, theses.

## Curriculum Development

Documentation of new course development and/or major course revisions.  
Documentation of contributions to new program development and/or major program revisions.

## Professional Development

Documentation of PD courses, workshops, conferences, etc.

## **Student Advising**

Cohort/group advising. Enter number of students per term.

## **Grants**

Grant listings and appropriate documentation. Enter OSPR proposal ID#. List only BGSU award amount or list total award and use Description field to clarify BGSU share of award. Use this area **ONLY FOR GRANTS**, not for non-competitive funding like college or unit conference travel support money.

## **Scholarly Contributions and Creative Productions**

Post all substantive publications/creative products from review period. Check completeness and accuracy of listing info, follow disciplinary standards (see CBA Article 9, Sections 2.3 and 2.4). Upload PDFs or enter hyperlinks for all substantive pubs/creative products. The system dropdowns capture a range of product types. If you have a type of product that the Faculty 180 dropdowns do not include, use "Other" or talk with your chair/director and contact college faculty development team (Ted Rippey & Chris Bloomfield) to request update of the dropdowns.

## **Institutional Committees & Service**

Enter listings for committee or other formal group service (Faculty Senate, task forces, councils, working groups, etc.) at unit, college, or university level, with appropriate documentation. You can click the blue "Change" button to switch between university, college, and dept/school level, each of which has a tailored dropdown that lists various committees for that level. If you have a type of service that the Faculty 180 dropdowns do not include, use "Other" or contact faculty development team (Ted Rippey & Chris Bloomfield) to request update of the dropdowns

## **Other Institutional Service**

Enter listings for individual service assignments or volunteer contributions at unit, college, or university level, with appropriate documentation. Examples: peer mentorship work, engagement in recruitment and outreach, unit posts such as assoc chair, graduate coordinator, etc. You can change between university, college, and dept/school level, entry by entry.

## **Professional Service**

Enter listings for discipline or profession-based service roles, with appropriate documentation. Examples: office in a professional organization, conference organization, editorial board service, manuscript reviewer, etc.

## **Community Engagement**

Enter listings for community-based service roles that draw on academic expertise and/or work that brings your expertise to a broader public discussion. List media appearances in this category.

## **Other Service**

Use only as a fallback if none of the above service areas works.

## **Consulting**

Enter listings of completed or ongoing projects, with appropriate documentation. Use only for formal consulting with client contracts.

## **Previous Evaluations and Reappointment Letters**

QRF EPR 3

Chair/director and dean APR letters from years one and two.

QRF EPR 6

Chair/director and dean APR letters from years four and five. Chair/director, dean, and provost letters from first EPR.

Promotion to QRF Associate Professor

Chair/director and dean APR letters from years one, two, four, and five. Chair/director, dean, and provost letters from first EPR (and second EPR if applicable).

Promotion to QRF Professor

Chair/director, dean, and provost letters from promotion to Associate Teaching Professor.

TTF EPR

Chair/director and dean APR letters from years one and two.

Tenure and Promotion to Associate Professor

Chair/director and dean APR letters from years one, two, four, and five. Chair/director, dean, and provost letters from TTF EPR.

Promotion to Professor

Chair/director, dean, and provost tenure letters.

## **Merit Documents – Department/School Forms**

See separate guidance for merit process.

## **FIL Application Materials**

See separate guidance for FIL process.

## **Allocation of Effort**

See separate guidance for merit process.

## **Profile**

### **Personal Information**

Check this information. If there are inaccuracies, contact the college faculty development team (Ted Rippey & Chris Bloomfield).

### **Contact Information**

Check this information. If there are inaccuracies, contact the college faculty development team.

### **Current BGSU Rank and Title**

Check this information. If there are inaccuracies, contact the college faculty development team.

### **Degrees**

Check this information. If there are inaccuracies, contact the college faculty development team.

### **Memberships**

Enter listings for current memberships in professional organizations.

### **Professional Licensures and Certifications**

ONLY for official licensures and official professional certifications.

### **Honors**

Awards, prizes, fellowships, membership in honorary societies, etc.

### **Work Experience**

Listings and concise description of activities for 1) BGSU positions that differ from regular faculty positions and/or 2) professional positions held outside/prior to appointment at BGSU. Examples: BGSU appointments with substantial administrative duties, visiting appointments at other institutions, full-time professional positions in fields outside academe.

### **Interests**

Not part of RTP dossier

## **Biography**

Not part of RTP dossier

## **Appointment Letter**

Original hire letter. NOT annual salary/annual reappointment letter.

## **Unit Merit and RPT Policies**

Post applicable RTP policy document. If 2006 document was in place at beginning of review period and candidate wishes to be considered under the new, CBA-aligned policy, then candidate prepares a memo exercising option to be considered under new policy document. Language for candidate memo: I am exercising my option under the Collective Bargaining Agreement to be reviewed for [reappointment, tenure, and/or promotion] under the new [unit name] reappointment, tenure, and promotion policy document, approved by the Provost on [date]. Consult/work with Chair/Director and faculty development team as needed.