# College of Arts and Sciences

## NTTF Promotion Workshop

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Overview of NTTF Promotion Process

May 2014
- Workshops on promotion.

May through September 2014
- Candidates prepare promotion credentials with assistance from a chair, a senior faculty member and members of the department’s promotion committee.

Note: In general, it is the candidate’s responsibility to assemble all materials and ensure accuracy of materials submitted. When exceptions to this rule occur, they will be noted.

September 2014
- Eligible voters review credentials and vote on promotion.
- The department’s promotion committee prepares recommendation letter.
- Director/Chair prepares a recommendation letter.

October 18, 2014- Tentative Due Date
- By 5:00 p.m. on this date, all promotion materials must have been electronically uploaded to the ePRT system.

October and November 2014
College Review of Materials
- College staff reviews materials for incomplete or extraneous information.
- Candidates may be asked to add or remove materials.
- Associate Dean Ted Rippey reviews all materials for substantive inclusions.
- Candidate/chair/director/committee may be asked for modifications or expansions.
- College PTRC Reviews materials

December 2014
- College PTRC makes recommendations to Dean

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Area</th>
<th>Term</th>
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<tbody>
<tr>
<td>TBD</td>
<td>Social Sciences Division</td>
<td>2014-16</td>
</tr>
<tr>
<td>Andrew Layden (Chair)</td>
<td>Math/Science Division</td>
<td>2013-15</td>
</tr>
<tr>
<td>TBD (Chair-Elect)</td>
<td>Arts and Humanities</td>
<td>2014-16</td>
</tr>
<tr>
<td>Amy Robinson</td>
<td>Arts &amp; Humanities Division (AL)</td>
<td>2013-15</td>
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January 28, 2015
- Materials are due to the Provost’s Office with Dean’s recommendation

Spring 2015
- Notification of Provost’s recommendation
# Schedule for Faculty Reviews: *AY 2013-2014*

<table>
<thead>
<tr>
<th>Submitted to Provost for Review</th>
<th>Departmental Recommendations to Deans are due</th>
<th>Deans’ Recommendations to Provost/VPAA are due</th>
<th>Faculty Notifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promotion and Tenure Reviews (TTF)</strong></td>
<td>Friday, Oct 18, 2013</td>
<td>Tuesday, January 28, 2014</td>
<td>Late March-Early April (Materials will be mailed to Trustees for action at the May BOT meeting.)</td>
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<tr>
<td>Promotion and Tenure</td>
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<tr>
<td>Promotion to Full Professor</td>
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<tr>
<td>Promotion to Associate Professor</td>
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<tr>
<td><strong>Promotion Reviews</strong></td>
<td>Friday, Oct 18, 2013</td>
<td>Tuesday, January 28, 2014</td>
<td>Late March-Early April (Materials will be mailed to Trustees for action at the May BOT meeting.)</td>
</tr>
<tr>
<td>Promotion to Lecturer</td>
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<tr>
<td>Promotion to Senior Lecturer</td>
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<tr>
<td><strong>Reappointment Reviews</strong></td>
<td>Friday, Dec 20, 2013</td>
<td>Monday, February 24, 2014</td>
<td>Late April</td>
</tr>
<tr>
<td>TTF (last year of probationary appointment)</td>
<td>Yrs 1-3: Dec 20, 2013</td>
<td>For yrs 1-3: February 24, 2014</td>
<td>For years 1-3: Not later than April 1, 2014</td>
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<tr>
<td>NTTF (Enhanced Performance Reviews)</td>
<td>Yrs 4-6: Oct 25, 2013</td>
<td>For yrs 4-6: December 16, 2013</td>
<td>For years 4-6: Not later than February 1, 2014</td>
</tr>
<tr>
<td></td>
<td>Yrs 7+: Sept 9, 2013</td>
<td>For yrs 7+: October 28, 2013</td>
<td>For years 7+: Not later than December 1, 2013</td>
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</tbody>
</table>

<table>
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<tr>
<th>Submitted to Provost for Filing</th>
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<tbody>
<tr>
<td><strong>Annual performance reviews for Probationary TTF</strong></td>
</tr>
<tr>
<td>Yrs 2, 5: Jan 24, 2014</td>
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<tr>
<td>Yrs 1, 4: Feb 28, 2014</td>
</tr>
<tr>
<td><strong>Annual performance reviews for NTTF</strong></td>
</tr>
<tr>
<td>Yrs 1-3: Dec 20, 2013</td>
</tr>
<tr>
<td>Yrs 4-6: Oct 25, 2013</td>
</tr>
<tr>
<td>Yrs 7+: Sept 9, 2013</td>
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<tr>
<td><strong>Merit reviews for all Tenured, Probationary TTF, and NTTF</strong></td>
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<tr>
<td>Friday, March 7, 2014</td>
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Relevant Portions of Article 14 of the Collective Bargaining Agreement with the AAUP/BGSU Faculty Association

3.2. Academic Ranks for Non-Tenure Track Faculty

3.2.1. Instructor. Consistent with the discipline, a Bargaining Unit Faculty Member with the rank of Instructor:
   3.2.1.1. Shall have a minimum of a master’s degree in a content area appropriate for the academic unit of the appointment;
   3.2.1.2. Shall have evident ability or promise as a teacher (depending on assigned duties); and
   3.2.1.3. If the assignment involves service activities (e.g., undergraduate advising; appointments to unit, college, or university committees), shall give evidence of potential contributions to the University, community, and/or profession.

3.2.2. Lecturer. Consistent with the discipline, a Bargaining Unit Faculty Member with the rank of Lecturer:
   3.2.2.1. Shall have a minimum of a master’s degree in a content area appropriate for the academic unit of the appointment;
   3.2.2.2. Shall have a minimum of six years’ experience as an Instructor and/or relevant college teaching and/or professional experience (see also section 5.3.1.1);
   3.2.2.3. Shall demonstrate ability as an effective teacher (depending on assigned duties); and
   3.2.2.4. If currently employed at BGSU, and if the assignment involves service activities (e.g., undergraduate advising; appointments to unit, college, or university committees), shall give evidence of active involvement in service to the University, community, and/or profession. If initially hired at this rank, and if the assignment involves service activities (e.g., undergraduate advising; appointments to unit, college, or university committees), shall give evidence of potential contributions to the University, community, and/or profession.

3.2.3. Senior Lecturer. Consistent with the discipline, a Bargaining Unit Faculty Member with the rank of Senior Lecturer:
   3.2.3.1. Shall have a minimum of a master’s degree in a content area appropriate for the academic unit of the appointment;
   3.2.3.2. Typically shall have a minimum of six years’ experience as a Lecturer and/or relevant college teaching and/or professional experience;
   3.2.3.3. Shall have an established reputation as an effective teacher,
(depending on assigned duties); and

3.2.3.4. If currently employed at BGSU, and if the assignment involves service activities (e.g., undergraduate advising; appointments to unit, college, or university committees), shall give evidence of significant service to the University, community, and/or profession. If initially hired at this rank, and if the assignment involves service activities (e.g., undergraduate advising; appointments to unit, college, or university committees), shall give evidence of potential contributions to the University, community, and/or profession.

3.3. Implications of Full-Time NTTF Experience at BGSU on Application for Promotion

3.3.1. Historically, NTTF at BGSU have often lacked access to a meaningful mechanism for evaluation for promotion, leading to a present condition where NTTF with many years of full-time BGSU service have remained at their present rank.

3.3.2. Accordingly, NTTF Bargaining Unit Faculty Members may elect to be evaluated for promotion if one of the following apply:

3.3.2.1. NTTF Bargaining Unit Faculty Members currently holding the rank of Instructor may apply for promotion to Lecturer providing that the NTTF Bargaining Unit Faculty Member has greater than six (6) years of full-time BGSU service at the rank of Instructor.

3.3.2.2. NTTF Bargaining Unit Faculty Members currently holding the rank of Lecturer may apply for promotion to Senior Lecturer providing that the NTTF Bargaining Unit Faculty Member has greater than six (6) years full-time BGSU service at the rank of Lecturer.

3.3.3. Promotion linked to full-time experience at BGSU is not automatic, and must follow the provisions of Section 5.3.

5. Evaluation of Non-Tenure Track Faculty

5.1. General Comments about Review of Non-Tenure-Track Faculty

5.1.1. A non-tenure-track faculty member shall be advised by the Department Chair/School Director regarding specific assignment duties and the substantive standards and procedures used in decisions for annual reappointment (based upon annual performance reviews and enhanced performance reviews) and for promotion. Any additional expectations used by the department or school shall be brought to the attention of the
5.1.2. Each academic unit shall have a written success plan for the professional development of every NTTF member. The Department Chair/School Director shall communicate with the NTTF member to foster achievement and effectiveness in the areas of the NTTF member’s assigned responsibilities.

5.1.3. The Department Chair/School Director shall provide reasonable advanced notification of upcoming unit, college, or university schedules or deadlines for reappointment, annual performance reviews, enhanced performance reviews, or promotion.

(Section 5.2: Reappointment of Non Tenure Track Faculty omitted)

5.3. Promotion of Non-Tenure-Track Faculty

5.3.1. Promotion in rank is based upon performance. A non-tenure-track faculty member may request an evaluation for promotion based upon: (1) the criteria for such rank (Section 3.0), (2) academic unit policies, and (3) the academic achievements of the NTTF member.

5.3.1.1. Instructors are eligible to be promoted to Lecturer after six years of experience as a full-time faculty member at BGSU (section 3.2.2.2) and two successful Enhanced Performance Reviews (section 5.2.4). However, based upon exceptional performance or achievement, a Bargaining Unit Faculty Member, at the discretion of the administration, may have the opportunity to apply for promotion prior to six (6) years.

5.3.1.2. Lecturers are eligible to be promoted to Senior Lecturer typically after six years of experience as a Lecturer at BGSU (section 3.2.3.2) and two successful Enhanced Performance Reviews as a Lecturer (section 5.2.4).

5.3.2. Unit NTTF Promotion Policy.

5.3.2.1. Each academic unit (department, school, or instructional support unit) shall have established written policies for promotion of NTTF members regarding: (1) the criteria used for evaluation, (2) the process for conducting and completing the evaluation for promotion, (3) the schedule or deadlines necessary for completing the evaluation and, (4) a process outlining the opportunity for Bargaining Unit Faculty Members to submit a rebuttal letter at any stage of the promotion process. In all
cases, student evaluations of teaching shall not be the sole
criterion for evaluation of faculty teaching performance.

5.3.2.2. The responsibility for establishing criteria and procedures for
evaluation and for conducting the reviews lies with the
Bargaining Unit faculty members of the academic unit and the
Chair/Director, subject to endorsement of the Dean.

5.3.2.3. The unit faculty may amend the unit’s NTTF promotion policy at
any time, with the concurrence of the Chair/Director and Dean,
to be applied to subsequent reappointment reviews. However,
changes in the criteria for promotion may not be applied
retroactively to NTTF members during existing multiple year
terms of annually renewable contracts.

5.3.3. Process for Evaluation of NTTF Promotion Request

5.3.3.1. A request by a NTTF member for promotion shall be evaluated by
the eligible voters of the academic unit.

5.3.3.1.1. The academic unit’s eligible voters for a non-
tenure-track faculty member applying for promotion
shall consist of all tenured Bargaining Unit Faculty
Members in the unit and all non-tenure-track
Bargaining Unit Faculty Members of higher rank in the
unit.

5.3.3.1.2. In academic units with fewer than three
eligible voters, the dean of the college shall appoint
BGSU Bargaining Unit Faculty Members holding rank
higher than the applicant for promotion, from related
disciplines outside the unit, with the consent of the
unit’s voting eligible faculty and the Chair/Director.
Such appointments will be made so as to maintain the
integrity of the discipline.

5.3.3.2. Initial responsibility for applying the established criteria and
making recommendations regarding promotion rests with the
academic unit’s eligible voters, who shall make a written
recommendation to the Chair/Director.

5.3.3.3. The Chair/Director shall submit to the Dean the written
recommendation of the academic unit’s eligible voters
accompanied by his/her own written statement agreeing or
disagreeing with the unit faculty’s recommendation. If the
Chair/Director disagrees with the unit’s recommendation, then
he/she shall state his/her reasons for the disagreement in
writing.

5.3.3.4. Prior to submitting the unit’s recommendation to the Dean, the
Department Chair/School Director shall meet with the NTTF
member, provide him/her with copies of the written
recommendation from the unit faculty and the recommendation from the Chair/Director, and discuss the content of the recommendations.

5.3.3.5. The Dean of the college shall make his/her own recommendation after reviewing the written recommendations of the faculty of the academic unit, the Chair’s/Director’s recommendation, and the recommendation from the college-level review committee. The Dean will then forward his/her recommendation, along with the written recommendations of the faculty of the academic unit, the Chair’s/Director’s recommendation, and the college-level review committee’s recommendations to the Provost/VPAA.

5.3.3.6. The Provost/VPAA shall have the responsibility for recommending promotion to the President and the Board of Trustees. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.

5.3.3.7. Before the recommendation is forwarded to the next level, the faculty member shall be informed in writing of the recommendation at each stage of the evaluation process. The faculty member has the right to withdraw from the evaluation process at any time by informing his or her Chair/Director, Dean, and Provost/VPAA, as appropriate. In cases where the candidate has exercised his or her right to withdraw from the evaluation process, the recommendation shall not be forwarded to the next level and the evaluation process shall cease without prejudice regarding any future request for promotion.

5.3.3.8. An affirmative vote of a majority of the academic unit’s eligible voters (as defined in 5.3.3.1.1) shall be required to recommend that promotion be granted. Bargaining Unit Faculty Members eligible to vote have the responsibility to vote in decisions on promotion. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on promotion; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.

8. Grievances Related to This Article

8.1. The procedures set forth in this Article shall govern grievances, including any arbitration, related to denial of tenure, denial of promotion, or non-renewal of appointment of Bargaining Unit Faculty Members.
8.2. In grievances related to denial of tenure, denial of promotion of tenure-track faculty and non-tenure track faculty, or nonrenewal of appointment for tenure-track faculty and non-tenure track faculty, the arbitrator shall consider all procedural errors or claims that the decisions made were arbitrary and capricious and determine if, in their totality, they constitute substantive prejudice to the candidate.

8.3. The arbitrator’s authority to form an award shall be confined to (1) identifying the error; and (2) remanding the matter back to the University for further consideration from the point in the process where the identified error occurred. The arbitrator shall remand the tenure, promotion, or non-renewal decision being grieved to the point of initial error with directions as to which of the existing procedures in the Agreement or in applicable college, school, or department bylaws are to be followed.

8.4. The arbitrator does not have the authority to award tenure, promotion, or renewal of appointment to a Bargaining Unit Faculty Member.

8.5. At each level where a tenure or promotion case is remanded and/or subsequently reviewed, individuals and committees shall consider, on an expedited basis, any advice and recommendations made by the arbitrator.
Items for Promotion Files

1. Academic Unit’s Promotion Policy Document
2. Academic Unit Annual Reviews
3. Curriculum Vitae of the Candidate
4. Evaluation Report from the Academic Unit Faculty Committee
5. Evaluation Letter from the Chair or Director
6. Evaluation and Recommendation Letter from the Dean
7. Teaching Portfolio of Philosophy and Accomplishments
   - Narrative statement describing your teaching philosophy and evidence of your teaching accomplishments. (No more than three single spaced pages)
   - Three primary indicators of your teaching effectiveness.
     1. Quantitative student teaching evaluations for all courses taught since beginning your current position. Note that these quantitative evaluations must also include comparisons to colleagues in your department/unit.
     2. All open-ended responses (qualitative) for three recently taught courses are required.
     3. A minimum of three peer teaching evaluations since your hire/last promotion.
   - Three other indicators of teaching effectiveness. (See pg. 31 and 35)
8. Service Portfolio of Philosophy and Accomplishments [If required]
   - Narrative statement describing your service philosophy and evidence of your service accomplishments.
   - Relevant supporting materials.
REQUIRED PROFESSIONAL CV/RESUMÉ FORM FOR BGSU FACULTY
Excerpted from University Charter, Faculty Handbook Section

(In all categories, please respond chronologically with the most recent activity at the top of the list.)

I. Academic Degrees

II. Academic Positions
   A. Teaching Positions
   B. Administrative Positions

III. Non-academic Positions
   (List all salaried positions in business, industry, or government. Do not list minor political offices or appointments.)

IV. Teaching Experiences
   A. Teaching Experiences
      (List the course you have taught and the number of years of experience with each course. Do not list “Problems” or “Readings” courses.)
      1. Undergraduate Courses
      2. Undergraduate-Graduate Courses
      3. Graduate Courses
      4. Other Teaching. (List here interdisciplinary courses, supervision of students, teachers, workshops, or courses conducted to teach graduate assistants to teach or other kinds of teaching unique to a college or university setting.)
      5. Thesis and Dissertation Students. (List here those students for whom you served as the major research advisor and as chair of the thesis or examining committee.)
         a. Theses: Name Degree Year University
         b. Dissertations: Name Degree Year University
      6. Membership on Dissertation Committees: Name Degree Year University
      7. Membership on Thesis Committees: Name Degree Year University

V. Curriculum Development
   (List courses added to the curriculum, workshops, etc.)
   A. Courses
   B. Workshops
   C. Educational Materials (filmstrips, films, TV materials, etc. Provide publisher, date of publication, etc.)

VI. Professional Development
   (List courses taken, workshops, improvement leaves, post-doctoral training, etc.)

VII. Academic Advising
   A. Undergraduate Year Number of Students Assigned
   B. Graduate Year Number of Students Assigned
**VIII. Research Interests**
(Give the specialty or specialties within your discipline in which you have high research competence(ies) and with which you prefer to be identified.)

**IX. Research Projects and Grants**
(List the funding agency, the agency project number if known, the date, the dollar amount of support, and the title of the project. Do not list pending or unsuccessful applications. Any special research equipment or travel grants should be included under this heading.)

**X. Publications and Equivalencies**

**A. Publications**

List only articles published or accepted for publication and/or books published or assigned a publication date. In all cases include publisher, date of publication, pages and other appropriate information.

1. Books
   (a) Textbooks
   (b) Scholarly books
   (c) Anthologies and all edited texts designated as such
   (d) Indexes and other bibliographic texts

2. Journal Articles
   (a) Refereed Articles
      (1) Journals
      (2) Proceedings
   (b) Non-refereed Articles
      (1) Journals
      (2) Newsletters
      (3) Miscellaneous
      (4) Editorships of Journals

3. Book Reviews
   (a) Book review essays
   (b) Book reviews

4. Abstracts

5. Reports
   (a) Published
   (b) Unpublished

**OR**

**B. Equivalencies**

**Spatial Arts**
(List appropriate information, dates, locations, etc.)

1. Invited BGSU art shows
2. Invited external art shows
3. Juried exhibitions
4. Works in permanent collections
5. Touring exhibits
6. One-person shows
7. Prizes
OR

Dramatic Arts
1. Directing (Play, where performed, dates, sponsor/producer)
2. Acting (Play, where performed, dates, sponsor/producer)
3. Original play (Name, publisher or producer, dates, location, etc.)
4. Scenery and costume design (Play, where performed, dates, sponsor/producer)

OR

Patents Awarded
(List patent number, date, etc.)
OR
Product or Engineering Designs
(Describe product, company accepting design, etc.)

OR

Other

XI. Papers Read to Professional Societies
A. Invited papers
B. Refereed papers
C. Non-refereed papers

XIII. Service
A. Department
B. College
C. University
D. Professional
(List only offices or other held appropriate professional service such as chairing a symposium or panel discussion.)

XIII. Research or Professional Consultantships

XIV. Membership in Professional Organizations

XV. Honors and Awards
A. Membership in Honor Societies
B. Awards (List award, date, sponsor, etc.)
The Teaching Portfolio

Recommendations for Inclusion*
• Narrative statement describing candidate philosophy and evidence of accomplishments. Should be no more than three single-spaced pages.
• Quantitative teaching evaluations for all classes taught since hire.
• Complete sets of qualitative student comments from three to four courses.
• At least three substantive peer reviews of classroom teaching since hire.
• Three supplemental examples of successful teaching.
*Faculty should consult their unit promotion document for portfolio requirements.

Thoughts on narrative:
• include personal teaching philosophy including goals and objectives
• reflect on successes and those strategies that fell short of success
• describe steps taken to improve teaching
• include materials you use to supplement and augment your teaching efforts
• include delineation of learning outcomes and assessment techniques and their results
• Strike a balance between personal and professional tone
• identify the unique instructional contributions that the candidate makes

Narrative should also:
• highlight the details of the teaching portfolio outlining all the materials that were included and why they were included
• include teaching strategies and goals for the next five years
• distinguish between graduate and undergraduate instruction as appropriate
• show how you have designed and constructed your contributions to the curriculum
• emphasize the scholarship of teaching
• refer to syllabi that are included

Primary indicators to include:
Note: Primary Evidence is based on direct observation of teaching performance. Such evidence is typically obtained through a controlled process in which the faculty member is not directly involved in organizing and administering the evaluations.

• quantitative student evaluations from all classes and how these contrast with others in the department. Documentation of quantitative evaluations is expected to:
  o reflect regular and systematic evaluations
  o include numerical summaries of all classes taught
  o include a copy of the survey instruments used
  o provide scales, norms, and values assigned to numbers (may be addressed by chair/director)
What to Submit
The Teaching Portfolio

- compare numbers to departmental (or school) and course averages (use number of respondents, not number in class).
- provide interpretive information concerning departmental ranking systems (e.g., 1= high; 5= low)
- show long term patterns of evaluations scores
- where possible, correlate scores with student performance or class size
- cite appropriate extenuating circumstances
- include rationale for omissions if not all courses are included

- complete sets of **qualitative student evaluations** from three to four classes. If only undergraduate courses taught, then three. If both undergraduate and graduate courses are taught, then two sets of evaluations from each, for a total of four.

- **peer reviews**—a minimum of three since last promotion/hire. Departments and schools should submit results of faculty peer evaluations of teaching effectiveness. In addition to direct observation, peer evaluations may include reports of team or collaborative teaching, involvement in curricular reform committees, and collegiality in teaching (e.g., guest lectures for other courses). Results of direct peer observation should state:
  - how faculty peer evaluators were selected
  - number of times observed in each course
  - whether the candidate was informed of the observation in advance
  - how often the observer has taught the course being evaluated
  - how many peer evaluators observed the candidate in each course

**Secondary indicators, at least three required, may include:**
- products of your teaching (projects, labs, exhibitions, student writing, exams) - include your assignment or activity design and a representative example of student work
- presentations and publications on teaching
- reviews by colleagues of student assignments, syllabi, tests, projects
- unsolicited letters from students
The Service Portfolio

Tenure and promotion to associate usually requires demonstration of some service at the departmental, college, and University level. It is also important, even during the third year review, to demonstrate that the candidate is a functional “team player” and contributes to the unit.

Recommendations for Inclusion*

- Narrative statement, no more than two single spaced pages, that describes the candidate’s philosophy and evidence of recent accomplishments.

- Relevant supporting materials

* Faculty should consult their unit promotion document for portfolio requirements.

Thoughts:

- You might like to emphasize several departmental service activities in which you were involved and demonstrate that you made substantive contributions. If you have served as advisor to a student group, include this information here.

- Delineate several college and/or University committees. Emphasize any leadership roles you assumed.

- Include any service to a professional society or organization.

- Include any service to the community at large.

- Include statements or letters from colleagues that extol your service contributions. (As a rule of thumb, up to three to four letters recapping significant leadership or commitment is sufficient. Unsolicited letters are often included and have no limit.)

- Your narrative may indicate some service goals for the future.