

A Brief Primer on Faculty Dossiers

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I. Your Faculty Dossier

The faculty dossier is the collection of documents that describes your professional accomplishments. It includes a position description (PD), candidate's statement (CS), curriculum vitae (CV), letters summarizing teaching, student, or clientele evaluations, and external review letters. Your faculty dossier defines you in the context of promotion and tenure (P&T). No matter what you have done to further the mission of the university, enhance the lives of the people of Oregon, or make the world a little bit of a better place, it won't get you tenured or promoted unless you communicate the relevant items well in your dossier. Therefore, *you* need to shape *your* dossier in a way that accurately describes your activities, outcomes, impact, and scholarship in the best possible light. Thankfully, you get to directly craft significant parts of the dossier yourself, and you have significant input in the other parts as well.

When you are fully engaged in the enriching and stimulating aspects of your job, working on your dossier is probably the last thing you want to do. Who wouldn't rather spend their time conducting scientific research, interacting with stakeholders, or teaching students? But you need to invest some of your creative effort into crafting your dossier if you want to keep doing those things. Moreover, the rigid complexity of the dossier structure is (believe it or not) intended to help you by placing your work into a standard framework and context so that others in different jobs, disciplines, and stages of their career can fairly evaluate you at the College of Agricultural Sciences and in the OSU P&T Review Committees.

As is described in the Department's Promotion and Tenure Mentoring Guidelines (Appendix A), your mentors should be a valuable resource for helping you craft your dossier. Review that guide for some specific suggestions on how to optimize this help. But basically, it comes down to you asking your mentors for help and giving them enough time to help you before your dossier needs to be submitted.

II. Parts of the Dossier

A. Position Description (PD)

It is KEY that you review your PD soon after hire and annually to make sure it is reflective of your job duties, areas of responsibilities (e.g. crops/disciplines), and percentage of effort in each area (e.g. extension, teaching, research, service, scholarship). Make sure your original PD and any revised ones are signed. Any changes in your PD over the period you are being evaluated, as you go forward for promotion and/or tenure, need to be accurately reflected in a table that becomes part of your dossier. Include ALL copies of your PD also. Since we are all evaluated based upon our PD(s), it is critical that your PD(s) document your position and reflect how your duties have changed over time as needed. Note that some changes in PD formatting or allocation of duties (e.g. proportion of scholarship part of your 100% effort or not? – now it is) are required by OSU and we need to follow the rules. In such cases you just indicate in your table documenting changes in PD over time that changes were minor, just reflecting OSU requirements for PD formatting.

B. Candidate's Statement (CS)

While the content and organization of this is up to you, there are some formatting guidelines (see OSU dossier preparation guidelines, Appendix A); essentially 12-point font, 1-inch margins, no more than 3 pages. However, based on our experience it is helpful to organize the CS logically, based on your PD which is the metric by which you are evaluated. Generally, what we recommend is to have the first paragraph describe your position. Include:

- Type of job (e.g. Assistant Professor, tenure track 0.75 or 1.0 FTE).
- Job title (e.g. Extension Berry Crops Specialist).
- Describe your region (e.g. Statewide – not needed for research positions, but if at an Experiment station say so).
- Area of focus and any discipline – describe what you do in a sentence. For example, “I am a Professor in the Department of Horticulture with responsibilities for extension (35%), research (30%), teaching (10%), scholarship (20%), and service (5%) and am based on campus as well as serving as berry research leader at the North Willamette Research and Extension Center; I have statewide responsibilities for production systems and physiology research and extension in berry crops.”
- If you received some financial support for 3 years for 0.25 FTE and since then have supported this portion of your FTE on grant money, say so.

Then have a section that describes your accomplishments and impact – what have you done that you are most proud of? Organize this by “Position Responsibilities,” and subdivide by category (e.g. Research (50%), Extension (30%), etc.). Describe your outcomes and impact in your areas of focus. Then have a separate section for “Scholarship” including a summary of accomplishments that would be considered scholarship for your type of position. Do not repeat info in CV – in other words, this shouldn't be a list of things, but a summary sentence with total grants and \$ to your program; number of refereed papers, extension pubs, presentations to peers etc. You may refer to sections of CV where appropriate. Finish with a section titled “Service” and summarize professional and university-related service (and community if relevant for your position).

C. Curriculum Vitae (CV)

The formatting of the CV is critical. It **must** follow OSU guidelines (Appendix A). However, there is flexibility on how information is presented within these required headings. Dr. Bernadine Strik developed a CV template that has been reviewed by several peers and vetted by the Deans at CAS. The links in Appendix A provide PDF and MS Word versions of the CAS CV template. You might find the Word document easier to use than the PDF version on the CAS website. Note that there are many comments as part of the Word template that help explain what goes where (e.g. presentations to clientele go in a different section than presentations to peers), and that provide other useful suggestions.

It is important to document efforts and accomplishments related to Diversity, Equity, and Inclusion (DEI). Appendix B provides some additional guidance from the College as well as examples from recent dossiers.

Digital Measures (DM) is designed to produce the OSU CV in your customized format. However, it is the responsibility of the faculty member to make sure that it does. If DM does not create an output document that meets the current OSU Guidelines **and** the CV Template format, then you should make any needed edits.

D. Other Required Documents

Letter(s) Summarizing Peer Teaching Evaluations

If you have a teaching appointment you are required to have substantive, comprehensive, and regular peer evaluations of your teaching. The nature of these are detailed in the Horticulture and CAS peer teaching review guidelines (Appendix A). At least one evaluation is needed for teaching faculty before the mid-term review, and two evaluations are needed before going forward for P&T. However, if you have a substantial teaching appointment you should consider additional evaluations.

If you have an extension appointment you should have colleagues periodically review your non-credit teaching activities using the Horticulture non-credit teaching peer review form (Appendix A). Extension faculty with 0.75 to 1.0 FTE in Extension also need to have three Citizen Evaluation of Teaching (CET) done per year (prorated for lower FTE in Extension). You can obtain a cover page and evaluation forms at Extension Administration. The filled-out CET forms should be sent back to Extension Administration who will summarize them for the year.

Make sure that all peer teaching reviews are deposited in your personnel file by giving them to the Horticulture Department Administrative Assistant. The reviews themselves will *not* be part of your P&T dossier. Instead, a faculty member will be asked by the Department Head to write a summary letter(s) of your peer evaluations for your dossier when it goes forward for mid-term review or promotion.

Student Committee Evaluation

If you have formal for-credit teaching or student advising responsibilities, a student committee will be convened to provide student input on those activities. This is needed for mid-term review as well as for P&T. Meet with the Department Head to go over possible students. Often these include undergraduates as well as graduate students depending on the faculty member.

Clientele Survey/Evaluation

If you have an extension appointment, this is needed for mid-term review and for P&T. Note that the clientele survey is distinct from the peer and citizen evaluations of non-credit teaching. Meet with your supervisor(s) to go over possible clientele and extension peer lists. The number of clients in the list is generally proportional to the size of your extension appointment.

External Review Letters

These letters are very important. Independent evaluators from peer institutions that tell OSU they would be out of their mind if they didn't promote you carry a lot of weight. Unfortunately – and intentionally – you don't have a lot of control over this part of the dossier. But you do have some influence. Half of the folks that are asked to review your dossier come from names that you suggest. You should think carefully about those names. Your mentors can help you strategize. In addition, have a conversation with the Department Head about who would be on your list for possible external reviewers. There may be folks who are your arch enemies, or that have vowed to see your downfall. Tell the Head now about these people if they exist so that the Head can take it under consideration. External letters are not needed for mid-term reviews, and the definition of “external” changes for some non-tenure track positions.

Various Forms from Departmental Administrative Manager

There are various forms that you will need to fill out or sign when you go forward for promotion. The Administrative Assistant in the Horticulture Department will prompt you.

APPENDIX A

Useful Links

OSU [Promotion and Tenure Guidelines](#)

OSU [Dossier Preparation Guidelines](#)

CAS [Promotion and Tenure Information](#)

CAS [Curriculum vitae template](#) 01/14/22 (PDF)

[Position Description Guidelines](#) (see also [here](#) and [here](#)).

[CAS Peer evaluation of teaching guidelines](#)

[Teaching evaluations \(eCETs\)](#) (Extension faculty)

[Horticulture webpage for “Evaluation Guidelines and Procedures”](#), which contains links to the following documents:

- Annotated MS Word version of CAS CV Template
- Horticulture peer review of credit teaching guidelines
- Horticulture non-credit peer teaching review form
- Horticulture Promotion and Tenure Policy
- Horticulture Promotion and Tenure Mentoring Guidelines
- A Quick Start Guide to P&T

APPENDIX B

Examples of Diversity, Equity and Inclusion sections for CAS P&T Dossiers

The college would like to see a statement regarding each candidate's contribution to Diversity, Equity and Inclusion (DEI) in the P&T dossiers. We appear to be the first college requiring these statements so it is a work in progress. We welcome other examples or suggestions. These were pulled from the 2020 P&T and mid-term dossiers. Note that many of the Digital Measures (DM) fields provide the opportunity to designate an activity as a contribution to DEI. When a faculty member uses that option in creating their DM profile a ^{DEI} superscript is placed at the end of the activity when the CV is exported and all the items receiving that superscript are listed at the end of the CV in Section F. Diversity Equity and Inclusion. The candidate could then add context to these lists if helpful to highlight their importance. Candidates may also wish to highlight their DEI efforts in their candidate statements, but these statements should be short (perhaps a paragraph) unless their position descriptions designate a significant amount of time dedicated to these efforts.

Example 1. Simple list of DEI efforts at end of CV. From a dossier for promotion to Courtesy Professor and no mention of DEI in position descriptions.

F. DIVERSITY, EQUITY and INCLUSION

2018. Attended "Lunch and Learn" presentation organized by Fisheries and Wildlife Diversity Committee.

2017. Participated in a diversity and bias exercise presented by the American Ornithologists Society (AOS) Diversity Committee, at the annual Council meeting in association with the annual meeting in Lansing, MI, August 2017.

2016. College Assistant Migrant Program (CAMP) Oregon Migrant Leadership Institute. Assisted with workshop on careers in Fisheries and Wildlife including a telemetry demonstration. 60 Latino high school students.

2015. Invited to attend and present at the Society for the Advancement of Native American and Chicano students (SACNAS) diversity in STEM annual conference in Washington, D.C., October 29-31, 2015. Presented talk titled: Penguin Science in Antarctica: Adélie penguins coping with environmental change at the Antarctic Science session.

2015. Served on the judging Committee for graduate and undergraduate poster session at Society for the Advancement of Native American and Chicano students (SACNAS) diversity in STEM annual conference in Washington, D.C., October 29-31, 2015.

Example 2. Narrative statement regarding DEI at end of dossier from promotion to Associate Professor with indefinite tenure. Position description has a brief commitment to DEI, but no specific time associated with those expectations.

E. DIVERSITY, EQUITY, and INCLUSION

I believe that diversity increases our capacity to tackle hard scientific and conservation questions. Therefore, I aim for a lab that unites diverse cultures, perspectives, and backgrounds in an open and supportive environment so we can advance each other's work. We learn about each other's culture and history, and gain from each person's contribution toward creative and critical science. The GEMM Lab has hosted students, post-docs and technicians from various regions of the USA, France, Brazil, Argentina, New Zealand, Spain, Ivory Coast, Germany, Australia, and New Caledonia. I also recruited an openly gay, African American graduate student into my lab by obtaining an OSU Diversity Pipeline Fellowship for him, and I continue to promote women in science. I also received funding from the NOAA Living Marine Resources Cooperative Science Center to host two African American women undergraduate students from Savannah State University in my lab to expose and integrate them into scientific research and communication. Additionally, I have attended the OSU Social justice training, and encourage others in our OSU community to do the same. My goal is for students, colleagues and the public to see that science and conservation can be accomplished by anyone, and needs diverse perspectives.

For all my students, I try lead by example regarding how I navigate academia, collaboration, media and work-life balance with open, equal and transparent behavior. At lab meetings I encourage expression of diverse opinions and ideas. The GEMM Lab also highlights our diversity of cultures, backgrounds and perspectives through outreach including our active blog, social media, seminars, engagement in classrooms and field work, and the Skype a scientist program. My outreach and engagement activities with stakeholders and the community includes many cultural and economic groups, in order to make our science, conservation and opportunities equally accessible.

Example 3. Enhanced list of DEI accomplishments output from DM in order they appear in dossier. This is from a mid-term review dossier and some of the “accomplishments” represent planned activities—a dossier for formal review would typically only include items that had been accomplished.

F. DIVERSITY, EQUITY, and INCLUSION

2. Scholarship and creative Activity

c. Grants and Contracts

ii. Other

Grant

January 2020, Sponsored by National Science Foundation, Federal, Total: \$606,251.00

If this grant is funded, we pledge to provide hands-on experience and training to historically underrepresented high school and undergraduate students through existing collaborations with College Hill High School and the NSF funded Louis Stokes Alliances for Minority Participation program. If this proposal is funded, these efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. This could increase diversity within STEM field.

August 2019, Sponsored by National Science Foundation, Federal, Total: \$330,000.00

If funded, we pledge to develop four seminars that augment ongoing curricula focusing on salmon in the Pacific Northwest. These hands-on seminars will center on 1) environmental chemistry and ecosystem health, 2) stormwater BMP design, 3) water quality testing, and 4) artificial intelligence programming using Experiments with Google. This content will be

converted into digital media content and made available to all on a new YouTube channel. The proposed STEM curriculum is entirely unique at CCHS and could generate STEM interest in youth worldwide. If this proposal is funded, these efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. This could increase diversity within STEM field. March 2020, Sponsored by National Science Foundation, Federal, Total: \$3,000,000.00 If this project is funded, we pledge to recruit 20-25 at-risk and/or underrepresented undergraduate and high school students to participate in innovative science and engineering concepts in the microbiology. If this proposal is funded, these efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. This could increase diversity within STEM field.

December 2019, Sponsored by US Environmental Protection Agency Columbia River Basin Restoration Funding Assistance Program, Federal, Total: \$195,976.00 If funded, we pledge a variety of activities aimed at increasing diversity, equity, and inclusion. We will develop hands-on STEM curricula and multimedia content on the links between ecosystem health and water quality in both Spanish and English. This will occur in conjunction with students at College Hill High School. Additionally, we will establish an advisory consisting of regional Native American Tribes to solicit input on research activities and share fish survey results. These efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. Furthermore, these efforts will continue to give native peoples the tools necessary to effectively manage their waterways and preserve their rights to eat first foods.

e. Other information appropriate to the discipline

i. Membership in professional societies

January 2019 - Present, American Indian Science and Engineering Society AISES supports and advances Native American students in stem fields. At OSU, an AISES student chapter is being established starting in 2020, and I am slated to be the faculty advisor. When this occurs, I will have a direct role in increasing retention and success of Native American students at OSU and will have the opportunity to take students to research conferences to gain presentation and networking skills.

3. Service

a. University Service

BEE Graduate Curriculum Committee--Identify strategies for increasing representation of underrepresented minorities within the BEE Graduate Program. January 2018 - Present

Native American Longhouse Advisory Board--Through my participation in this committee, the community has agreed to create an OSU Chapter of the American Indian Science and Engineering Society. September 19, 2019

TRIO SSS Summer Bridge Faculty Panel--TRIO SSS is a selective program open to undergraduate OSU students who are 1) first-generation college students (neither parent has a 4 year college degree); low-income (Please see U.S. Department of Education guidelines), and/or have documented disabilities. I was selected to provide my perspective as a minority/low income student going through matriculation. This event gave individuals from the various

underrepresented groups present the opportunity to ask questions and receive information about being successful at OSU. Without this event, many of these students may not have received an opportunity to receive this information.

c. Service to the Public

i. Professionally-related

College Hill High School--College Hill High School is an alternative school serving students in the Corvallis School District that are unable to make adequate progress toward a high school diploma at their larger, traditional schools. Many of these students are underrepresented, disadvantaged, and/or low income. I gave a presentation (The Case of the Inner City Salmon: a Whodunit Murder Mystery) and Q&A session to College Hill High School students on water quality and STEM careers. I provided technical assistance on the College Hill High School rain garden project. By sharing my experiences as a minority student from an economically disadvantaged background, students of similar background can see that it is possible to achieve their goals. Thus, I was able to serve as a potential role model for at risk, underrepresented, and/or disadvantaged students. November 15, 2018