Oregon State University
College of Agricultural Sciences

Template for the P&T Dossier Curriculum Vitae (C.V.) of CAS Professorial Faculty

Developed by Dr. Bernadine Strik, Professor of Horticulture in 2012

The goal of this template is to assist professorial faculty in formatting their program accomplishments, impact, and scholarship to best highlight achievements, avoid repetition among sections, and to facilitate review. The suggested formatting comes from noting what has worked well in dossiers reviewed at the Department and College levels. This template has been reviewed and vetted by the Dean and Associate Deans in CAS and the Extension Agriculture Program Leader. I appreciate the input and review provided by Pat Kennedy (Dept. Fish & Wildlife) and the peer review and/or program examples provided by Gail Langellotto, Jim Myers, Nick Andrews, Vaughn Walton, Patty Skinkis (Dept. Horticulture), and Brian Sidlauskas (Dept. Fish & Wildlife).

– Dr. Bernadine Strik

Updated by CAS Dean's Office in June 2024

General guidance:

- Use the headings/numbering system as shown **in black font**
- Use Times New Roman Font and size 12 pt.
- Use Left justify the headings/numbering system
- If a header is not relevant to you, indicate N/A. Do not omit the header.
- Comments are provided throughout the template in brown font. Omit the brown font once completed or enter in the content in that area.
- Examples are shown in green font and are included per position assignment when needed. Omit the green font content once completed or enter in the content in that area.
- How faculty might present their DEI activities in their dossier CV is included throughout the template. Those suggestions are designated with the title "DEI" and are highlighted in red font.
- The CV should be fully consistent with OSU guidelines presented in the Faculty Handbook (**Dossier Preparation Guidelines**).
- **Promotion to the rank of Professor** is based upon evidence of the candidate's distinction in teaching, advising, service or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition; distinction in scholarship, as evident in the candidate's wide recognition and significant contributions to the field or profession; and exemplary institutional and professional service, and an appropriate balance between the two. **Therefore, it's essential that the dossier CV clearly demonstrates the distinction in assigned duties, scholarship and service.**

Acknowledgements

Dean's Office appreciates the review and input of this updated template provided by Dr. Hong Liu (*Biological & Ecological Engineering*), Dr. Aaron Liston (*Botany and Plant Pathology*), Dr. Stacey Harper (*Environmental and Molecular Toxicology*), Dr. Selina Heppell (*Fisheries, Wildlife, and Conservation Sciences*), and Dr. Gail Langellotto and Dr. Patty Skinkis (*Horticulture*).

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PROMOTION (AND TENURE) VITA

Faculty name
Department name
Contact information

A. EDUCATION AND EMPLOYMENT INFORMATION

1. Education

- List by reverse chronological order, including year, major field of study, and degree obtained from each institution.

20xx, Ph.D., Dept. name, University name, City, Country.
Major:
Dissertation title:
19xx, M.S., Dept. name, University name, City, Country.
Major:
Thesis title:
19xx, B.S., Dept. name, University name, City, Country.
Major:

2. Employment History

- Provide year, location, and institution for each position held since your B.S. degree, starting from the most recent one. Use a table to better format.

20xx - present	Title, Dept. of xxx, Oregon State University, City, OR
20xx - 20xx	Title, Dept. of xxx, Oregon State University, City, OR

B. TEACHING, ADVISING, AND OTHER ASSIGNMENTS

- Provide a brief summary (300-400 words) of teaching philosophy (for faculty with responsibility for teaching credit courses in the position description)

1. Instructional Summary

a. Credit Courses

- Include separate tables for courses taught at OSU, courses taught at other institutions, and guest lectures.
- Start from the most recent and provide a separator for courses taught since and before your last promotion or hiring date.
- Include % responsibility for teaching in the table to identify team teaching and course supervision roles. Only include course supervision if you were responsible for course content.
- If you have taught a course(s) that is beyond your position description (e.g., overload), make this distinction clear using footnotes or something similar.

Summary of credit course teaching events

Course	Title	Enrollment	Term	Year	% responsibility
Since the last promotion (or hired) in current position in 20xx					
HORT 452/552	Berry & Grape production systems	30	Fall	20xx	100%
Prior to last promotion (or hiring) at OSU					

b. Non-Credit Courses and Workshops

- Present a chronological listing of non-credit courses, international training programs held in the U.S., workshops, seminars, Extension programs, and continuing education programs in which candidate has had a major responsibility. Indicate the candidate's role (program participant, program organizer, etc.).
- Do not include professional meetings dominated by peers here as these go to the scholarship section.
- A table below is an example of summary of your non-credit teaching events. It may include the events you organized or co-organized, and presentations you gave in the events. There can be situations where you serve as both organizers and speakers. Try to organize them in a concise way and avoid repetition.

Summary of non-credit teaching events

Total no. events	No. of events (organized or co-organized)			No. of presentations in non-credit teaching events			No. of invited events	Total no. of attendees
	Regional	National	Inter.	Regional	National	Inter.		
Since last promotion (or hire) in 20xx								
Prior to last promotion (or prior to OSU)								

List of non-credit teaching events organized or co-organized

- Start from the most recent and provide a separator for courses or workshops taught since and before your last promotion or hiring date.
- For each item include: the title of the event, data, location, number of participant, your role, and **bold "invited"** if this is the case.
- Be sure to indicate which presentations/events were invitations to speak. An invitation is being asked to speak at an event outside of your region of duty. For example, it is not an invitation to speak at a local event by one of your stakeholders.
- DEI: Clearly indicate events delivered to underrepresented populations using footnotes or other notable ways.

List of non-credit teaching events organized or co-organized

Title	Date	Location	No. Participants	My Role
Since last promotion (or hire) in 20xx				
Good Agricultural Practices for Fruit and Vegetable Production	Dec. 11, 2006	Corvallis, OR	25	Organizer and speaker
The First International Berry Health Benefit Symposium	June 13-14, 2005	Corvallis, OR	160	Chair of steering committee
Prior to last promotion (or prior to OSU)				
Listeria *Conference*	Sept. 21, 2000	Storrs, CT	80	Co-organizer, and speaker

List of workshop/short course presentations (you may group them together if multiple presentations in a same event)

Date	Event Name	Location	No. Participants	Presentation Title(s)
Since last promotion (or hire) in 20xx				
Dec. 1, 2006	Short course: Good agricultural practices for fruit and vegetable production	Corvallis, OR	25	• *FDA Guidelines for ensuring microbial safety of fresh and minimally processed fruits and vegetables* • *Introduction to Preharvest GAPs* • *Worker health and hygiene*
Prior to last promotion (or prior to OSU)				
April 26- May 3, 2001	**Workshop: New England cheese safety**	Brattleboro, VT	130	• *Current food safety issues in cheesemaking* • *Specific prevention and control measures in cheesemaking, pasteurization vs. unpasteurized cheese* • *Milk pasteurization equipment*

c. Curriculum Development

- List primary contributions in curriculum development and give dates (e.g. courses developed, curriculum committee service, etc.).
- This is most relevant for faculty who have developed credit classes, as well as those faculty who have developed non-credit classes. However, if you do not have a teaching appointment but have contributed to curricula, please indicate here.
- Use a table to list course development. See example below. Provide brief description on credit courses and non-credit courses developed (give dates,

institution, etc.).

- Indicate if you revised the curriculum or developed original material and acknowledge significant collaborators for each, if applicable.
- Include information on curricular committee assignments/roles.
- If you have scholarship in curriculum development (e.g., courses being adopted outside of region), then be clear about the situation, approach, outcomes/impacts, and scholarship. See example below (also see examples for extension and research programs in **section B.4.a**).
- DEI: Include in narrative DEI activities which might include the development of general education (Bacc Core or Core Ed) courses that include a DEI focus, incorporating DEI topics into existing disciplinary courses, or Extension and Outreach curriculum development specifically targeting underrepresented populations.

List of course development

Course number	Institution	Course description link if applicable	New or revision	In load or overload	DEI
Courses developed since last promotion (or hiring) at OSU					
Courses developed prior to last promotion (or hiring) at OSU					

Example of teaching program with scholarship (keep brief)

Promoting Public Health Through Horticulture

Situation: The prevalence of obesity among children and adolescents in the United States has more than doubled between 1963-1965 and 2007-2008. Although genetics are known to influence an individual's body mass index (BMI), environmental factors are thought to be largely responsible for rising obesity rates. Creating environments where children are encouraged to be physically active and to choose nutrient dense foods (such as fruits and vegetables) is thus often the focus of interventions that aim to promote healthy BMI and reduce risk of childhood obesity. Gardens and other sites of participatory food production are prime sites for such interventions. In order to effectively promote healthy eating habits via the use of school gardens, it is important to develop a thorough understanding of the efficacy of garden-based nutrition education programs.

Approach: The objectives of the curriculum are to: increase 7-8 year olds' exposure to fruits and vegetables by tending a garden; increase their consumption of fruits and vegetables; and model healthy food and lifestyle choices. The curriculum developed represents the collaborative efforts of SNAP (Supplemental Nutrition Assistance Program)

Nutrition Educators and Community Horticulture Faculty. I was the primary author for all lesson plans and parent letters. I wrote the introductory materials, edited the gardening resources section and coordinated the activities of peer-reviewers, as well as an educational consultant, copy editor and graphic artist who were contracted to work on the curriculum. I worked with my graduate student to rigorously re-analyze data in peer-reviewed publications, to compare the efficacy of nutrition education programs with and without a gardening component.

Outcomes and Impact: We developed a peer-reviewed curriculum consisting of 12 modules, covering topics such as: vegetable gardens, edible plant parts, physical activity, healthy meals, etc. In 2010, the curriculum was pilot-tested by Nutrition Educators across Oregon. In 2011, Growing Healthy Kids was taught in 18 Oregon Counties. In 2012, a revised version will be released and taught in 31 out of Oregon's 36 counties. Growing Healthy Kids was chosen as one of the major interventions to be used in the Growing Healthy Kids in Communities program. This project uses a community participatory approach to identify environmental causes of obesity and improve the fitness level and reduce the body mass index of rural children, ages 5 to 8. Findings will be used develop strategies to combat rural childhood obesity nationwide. In our analysis, we found that nutrition education programs without a gardening component increased nutrition knowledge, but had no significant impact on preference for or consumption of fruit or vegetables, whereas, garden-based nutrition education programs slightly increased preferences for fruit and vegetables, slightly increased fruit consumption and moderately increased vegetable consumption.

Scholarship: I am a project director on a 5-year, $4.8 million USDA-NIFA funded project on the Growing Healthy Kids in Communities program (**Section C.3**). Our re-analysis of published data resulted in one refereed paper (in press), one published abstract and the associated presentation at a national conference **(Section C.1**). Our paper was been selected for a "spotlight" in an issue of HortTechnology (**Section C.1**) and is likely to catch the attention of school garden researchers and nutrition educators. Our revised Growing Healthy Kids curriculum (2012) has been adopted by Rutgers University.

d. Graduate and Undergraduate Students and Postdoctoral Trainees
   - Provide summary statement of trainees, giving the total tally of students/post docs trained since last promotion and a total since OSU.
   - List current and former graduate and undergraduate students and postdoctoral trainees for whom the candidate has had a major instructional or mentoring responsibility.
   - Indicate instructional role (major professor, graduate committee member, thesis or project mentor, etc.) and year the degree was or will be completed.
   - **DEI:** Consider a brief summary paragraph that state how you have proactively worked to improve DEI in your lab via recruitment and mentoring activities, what classes and training have you taken to make yourself a better advisor/mentor, where are you looking for grad students, etc.

Postdoctoral and graduate students advised (using reverse chronological order)

Name	Degree Sought	Time Period	My Role
Since last promotion (or hire) at OSU in June 20xx			
Dr. xxx	Postdoctoral scholar (in progress)	Since 20xx, expected in 20xx	Major Professor
Dr. xxx	Postdoctoral Scholar (completed)	10/08 - 9/09	Major Professor
xxx	Ph.D. (in progress)	Since 20xx, expected in 20xx	Major Professor
xxx	M.S. (in progress)	Since 20xx, expected in 20xx	Major Professor
xxx	M.S. (completed)	08/00 - 05/02	Committee member
xxx	M.S. (completed)	01/00 - 12/01	Committee member
Prior to last promotion (or hire) at OSU in 20xx			
xxx	Ph.D. (Hort)	20xx - 20xx	Major Professor
xxx	MS (Animal Sci)	20xx - 20xx	Committee Member

Undergraduate students advised

Name of student	Time period	My role
xxx	20xx - 20xx	Honor thesis mentor
xxx	20xx - 20xx	Project mentor

Faculty research assistant and research associate advised

Name	Their position	Time period	My role
xxx	FRA (in progress)	Since 20xx	Provide funding and ….
xxx	RA (Completed)	20xx-20xx	

Visiting scientists hosted/trained

Name of visitor	Their title	Time of visit	Home institution and country

e. Team or Collaborative Efforts (If no, put N/A)

- Indicate special efforts undertaken to team or collaborate with another individual, group, or institution in the planning or delivery of instruction that does not fit in the categories above. If no, state N/A.
- List and describe collaborative teaching efforts and name collaborators (provide

affiliation in brackets). See example below.
    - FST& (NUTR) 514, 3-creidts, co-developed this course with Dr. Melinda Manore from NUTR in 2005, and co-taught to both food science and nutrition students during 2006-2023.
- Non-credit teaching programs (e.g. for extension faculty) may be included here if focus is on teaching.
- Other collaborative programs must go in section B4.c.
- Giving a guest lecture(s) is not considered collaborative teaching. Put that detail into section above in B1.a. Credit Courses.

f. International Teaching (If no, put N/A)
- Identify instructional activities (short and long-term) and/or curricular developments that have taken place in countries other than the United Sates.
- Indicate the location, time frame, and nature of the teaching experience (i.e. workshop, seminar, course, etc.). See example below.
    - Fu-Jen University, Taipei, Taiwan, intensive graduate course, "Novel Technologies for Value-added Fruit Processing", 3-credits, 3/5/2018-3/23/2018, invited.
- **Note:** Individual seminars or workshops should be listed in section "B.1.b. Non-Credit Courses and Workshops".

g. Innovation and Entrepreneurship (I&E) (If no, put N/A)
- Identify students and researchers trained/mentored as part of the work/curriculum, student-led innovations and startups under faculty mentorship, incorporation of I&E skills into classroom, and/or curricular development/enhancements based on I&E work.
    - Served as mentor for undergraduates Jane Doe and Bob Smith's startup company (Catalytic Processes, LLC).
    - Incorporated examples of industrial processes into lecture material for Course XYZ

2. Student (eSET) and Participant/Client Evaluation

a. Credit Courses
- Use a table to summarize student evaluations of teaching as shown below. Indicate the number of students in the course who submitted evaluations.
- The summary should include an analysis of performance over time, e.g. same course by term and year, as well as comparisons of the course to department and/or college norms on important variables such as required /not required, core or elective, and level (100, 200...), etc. as shown below.
- For courses taught from Spring 2020 through Winter 2022, it is at the faculty member's discretion to use Electronic Student Evaluation of Teaching (eSET) scores without prejudice. This applies to all courses, including Ecampus courses.
- In lieu of eSET scores, faculty may want to provide narrative about how they modified their course(s) for remote delivery and worked with students to ensure their success during that time.

- For courses in which a faculty member opts to not include eSET scores due to COVID-19, please include the following notation: "Course eSET scores omitted per COVID-19 accommodations recommendations."
- Separate eCampus courses from in-person instruction.
- Letters from individual students, clients, or program participants should not be included while student committee letter is required in the dossier.

Summary of Student Evaluations of Teaching (eSET or SLE)

			Instructor rating			Course rating		
Course	Term	Responses/ Enrollment	This course	Dept	CAS	This course	Dept	CAS
Since last promotion (or hiring) in 20xx								
HORT 251	F 2011	33/40	5.5	5.5	5.2	5.7	5.5	5.1
	F 2010	28/32	5.4	5.5	5.1	5.7	5.6	5.3
ENT 330	Spr. 2011	110/140	5.0	5.2	5.1	5.6	5.4	5.3
Prior to last promotion (or hiring) in 20xx								

b. Non-Credit Courses and Workshops Summary of Client Evaluations of Teaching (CET)

- Clearly show the total number of events evaluated per year, and average rating received in a given year for your non-credit course teaching.
- Report Citizen Evaluation of Teaching (CET) scored if applicable.
- Do not list or summarize written comments provided by clientele.

Summary of Participant/Client Evaluation (or report CET scores if appliable)

Teaching event	Year	No. responses/ No. Participants	Quality of event[z]	Quality of instruction[*]
Blueberry Nutrition	2011	25/28	5.1	5.2
How to train blackberries	2010	20/25	5.8	5.9

[*] Mean ratings on a scale of 1-6: 1=poor, 6=excellent

3. Advising

- If you do not have any formal advising responsibility other than supervising undergrad and graduate student's thesis/project in your PD, put a "N/A" here (note: undergrad and grad student advising is listed in section B.1.d).
- If you have formal advising responsibility in your PD, describe the type of advising/counseling responsibilities.
- For formal academic advising, give number of student advisees and how often they typically meet with you.
- For co-curricular advising (e.g. faculty adviser for student professional organization),

provide evaluations of advising performance, including dates, and describe how student input was obtained.
- Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services, when signed by the students.

4. Other Assignments

- This section is relevant to faculty who do not have a 100% teaching or advising program. If you have research and Extension appointment, you may have sub-headings: "i. Extension, outreach and engagement", ii. Research, iii. …" Or you may choose to highlight areas of focus and blend outreach and research. Research faculty may choose to highlight main research focus areas.
- Other Assigned Duties - Provide a paragraph to describe the assigned duties, target audience, collaborative aspects, international activities and number of individuals served as applicable.
- Participant/Client Evaluation - Summarize evaluations highlighting the services provided and, to the extent possible, the impact of these services on identified needs.
- DEI - If you have other assignments specifically related to DEI, include a description here.
- For each area of focus in your programming, you may divide your description into the following headings. **Note that this shouldn't describe each individual project, but rather programs and provide concise statements.**
  - *Situation.* Describe the "problem" or need for the program.
  - *Approach.* Describe what was done.
  - *Outcomes and impact.* Provide an indication of results from the program, changes observed in industry/clientele, and an accounting of outcomes from the program (e.g. publications, presentations). **Note:** Do not list publications and presentations here, as this would be repetitive of what should be listed in section C.
  - *Scholarship.* Summarize scholarship accomplishment, but not complete list as it goes to Section C.

a. Extension and Outreach (See an example below, please provide concise statements)

Nitrogen (N) Mineralization from Cover Crops and Organic Fertilizers

Situation: Conventional and organic farmers utilizing organic waste products and cover crops as fertilizers only had access to general published estimates of N mineralization. Organic fertilizers are also expensive and contain different nutrient ratios. This made it difficult for farmers to match organic fertilizer rates with soil requirements and identify the most cost-effective fertilizer program. Total N content and plant-available N (PAN) content of cover crops is difficult to estimate in the field. Growers also lacked tools to compare the cost of cover cropping to the cost of fertilizers when developing nutrient management plans.

Approach: In 2008, I developed and launched the OSU Organic Fertilizer Calculator. It allowed growers to determine the most cost effective and balanced fertilizer program for all nutrients and integrated an existing PAN model for organic fertilizers (Sullivan). With grant funding from

WSARE, I compared field methods for estimating total N content of cover crops. I also proved the concept that total N analysis of a sample with a mixture of cover crop species could be used to estimate cover crop PAN. With funding from an OSU Special Grant, Dr. Dan Sullivan from CSS and I validated a published PAN model for crop residues with laboratory and field trials. Jim Julian (OSU Agricultural and Resource Economics Department) and I developed an economic spreadsheet to estimate the cost of using cover crops. The cover crop PAN model and economic spreadsheet were combined with the original fertilizer calculator to develop the new and Cover Crop Calculator. The website also includes cover crop field sampling instructions.

Outcomes and Impact: The original Organic Fertilizer Calculator was launched in 2008. It did not estimate cover crop nitrogen contributions. By 2010 when it was enhanced to include cover crops it had been downloaded more than 4,800 times and had over 1,300 registered users from 64 countries representing every continent. There were 1040 registered users in the US from all 50 states, with 344 registered users in Oregon. More than 45,000 acres were managed by registered users. Since 2010 more than 620 people have registered to use the revised calculator (which includes cover crop N and cost estimates) with 120 from Oregon. Over 52,000 acres are managed using the new calculator. If 25% of the registered users save $50/acre/year on reduced fertilizer costs or increased yields, the estimated annual economic impact of the new calculator is more than $650,000. In addition to farmers, agricultural professionals use the calculator. At the end of 2010, 19 agricultural professionals responded to an online user survey. The main users were extension faculty and conservation planners. They rated the overall helpfulness of the calculator at 4.4/5.

Scholarship: The outcomes of this program have been disseminated via 22 invited presentations including 9 outside my area and 6 outside Oregon and 6 extension workshops I organized (Section B2.). I have given 4 presentations to peers at professional meetings. A peer-reviewed extension publication and website are resources for peers and clientele (Section C). Over 100 colleagues at Universities and government agencies are registered users of the Organic Fertilizer and Cover Crop Calculator. In a recent survey, extension and research faculty outside my region use the calculator in their teaching (8 faculty), extension (11), and research (7) programs. Peers in Washington, California, and North Carolina have shared reviews on the usefulness of the calculator in their programs and with their clientele. Ten websites at other land grant institutions and agricultural organizations have linked to the calculator.

b. Research (or blended research/Extension program, see an example below)

Managing Eriophyid mites in vineyards through IPM

Situation: Eriophyid mites cause extensive crop losses in cool-climate wine grape regions. Bud break failure along with yield losses was correlated with *C. vitis* infestations in California, South Africa and Australia. Mite-associated damage symptoms are caused by late dormant (wooly bud) deutogyne feeding, on rapidly developing vine tissues within young buds.

Approach: We studied infestations and symptoms in order to determine the relationship between mite incidence and damage. We also determined developmental parameters for *C. vitis* in Oregon along with grapevine growth stages in order to better understand the biology and

connection to grapevine damage. This information helps wine grape producers to accurately time mite treatments to the vulnerable stage of this species.

Outcomes and Impact: We clearly described the syndrome known to grape growers in Oregon as Short Shoot Syndrome (SSS). By correct description and diagnosis, we were able to link *C. vitis* and *Col. vitis* to Mite-Related Short Shoot Syndrome. We now better understand the seasonal phenology of *C. vitis* on grapevines. Treatments targeted at exposed and active pest mite populations have resulted in lower in-season establishment and targeted sprays mid-season should decrease potential over-wintering populations. We estimate annual savings of approx. $500,000 statewide due to improved management techniques. These figures are obtained by calculating an approx. 0.5% crop savings due to improved monitoring, modeling and control due to increased knowledge via extension.

Scholarship: Grant funds for this project were obtained from the Northwest Center for Small Fruits Research, Oregon Wine Board, Viticulture Consortium West, Western SARE and Western IPM (ca. $400,000). Four refereed papers, and two peer reviewed extension publications have been published (Section C). Information has been disseminated to clientele within (5) and outside the region (3; Section B) and to peers at professional meetings (2; Section C).

Example related to curation assignment for a faculty member at the "mid-term" stage of their tenure-track position

Situation: As part of my assigned responsibilities, I curate the Oregon State Ichthyology Collection (OSIC). I maintain and expand the collection's holdings, administer the database, coordinate access to specimens for interested students and scientists, and collaborate with researchers at Oregon State and elsewhere in the exchange of specimens and museum collection information. The Ichthyology collection at OSU has historically represented one of the most important fish collections on the west coast, but at the time of my arrival at OSU three years ago it suffered from inadequate funding, had fallen out of compliance with fire and seismic safety codes, lacked a computerized relational database and required substantial curatorial attention to prevent specimen degradation. In other words, the collection required major facilities upgrades and substantial investment of curatorial time to make it an effective teaching and research tool.

Approach: My achievements in curation and collections in the past two years span every goal and address every metric outlined in the curatorial portion of my position description. I have secured over a half million dollars in new funding, brought the collection into compliance with modern safety codes, developed a computerized relational database under the Specify 6 platform, moved specimens into proper archival storage, and secured funds to purchase high-end mobile shelving that will provide for two decades of growth.

Impact: The OSU Ichthyology collection is one of the most important fish collections on the west coast, housing approximately a quarter million preserved specimens from throughout the Pacific Northwest and as far away as Iran, India, Thailand, Peru, Guyana and Japan. This collection of more than 18,300 jars of fishes has a 75-year history of supporting research and education on ecology, taxonomy, morphology, biogeography, and genetics. Our achievements have yielded a fully modern and effective research and teaching facility that forms a wonderful

resource for ichthyology in the Pacific Northwest. The OSIC regularly enhances research projects, undergraduate classes and outreach programs targeting precollege students. I will continue to measure the use of the collection by peers as an assessment of impact.

Scholarship: I successfully obtained a collections grant from the National Science Foundation Division of Biological Infrastructure (see Section C 3) and have given two associated presentations (one invited) at the annual meetings of the American Society of Ichthyologists and Herpetologists. The collection facilities and specimens support the research of three Ph.D.-level scientists (Sidlauskas, Markle and Stein) and four graduate students (Hoekzema, Frable, Burns and Bronaugh) directly. All seven scientists have at least one manuscript in progress citing and using specimens from the OSIC. In the last three years, the OSIC has supported the research of non-OSU scientists in Oregon, Washington, California, Alaska, Canada, Texas, Illinois, Washington DC and elsewhere through loans and information requests.

Example related to biodiversity surveys for a faculty member at the "mid-term" stage of their tenure-track position

Situation: As part of my Neotropical research program and long-standing collaboration with the Smithsonian, I engage in biodiversity surveys and collection of new specimens. The most notable of these in the last few years was an expedition to the remote Cuyuni River of Guyana last year. Ichthyologists had never before sampled this section of river nor did we know what species occurred there. Even more compelling, the river has experienced intense gold mining in the last 30 years, and the ecological impact of that mining on the fish community was largely unknown. We aimed to estimate the number of species and their relative abundance in the Cuyuni, and to infer the general ecological health of the fish community.

Approach: With financial assistance from the Smithsonian and logistic assistance from the University of Guyana, I assembled a team of three students and four field assistants and we spent a little more than two weeks exploring 200 km of the Cuyuni River (its entire length within Guyana) via motorized boat. We captured and identified 5000 specimens and 500 genetic samples, exported them for study, and accessioned and curated them at the Smithsonian, OSU, the Royal Ontario Museum (Canada) and the University of Guyana where they are available to any interested researcher.

Impact: Our survey documented a river in serious trouble, with immense sediment and silt loads that are blocking light penetration, eliminating or reducing populations of herbivorous fishes, and causing sand-loving catfishes to explode in number. Out of the 150 species that occurred in the river, 10 appeared to be new to science and more than half appeared only rarely in our sample. Both classes could be threatened by the substantial mining impacts in the region. The expedition garnered major media attention due to our novel use of Facebook to identify specimens. Due to some scheduling changes and miscommunication, I ended up short staffed at the end of the expedition with only six days to identify all 5000 specimens and no access to an academic library. One of the grad students on the trip had the brilliant idea of posting the excellent photos to Facebook that another student had taken, and asking ichthyologically-minded friends to help identify them. This approach met with unprecedented success, and we managed to get provisional identifications of about 95% of the photographs in the first 24 hours that they were

posted. I wrote a brief synopsis about the success of community-sourcing fish IDs as part of my initial report to the Smithsonian. This soon found its way to the museum's blog, and then to Smithsonian Magazine. From there the story was reported on KVAL, the BBC, NPR and several major newspapers, and ultimately resulted in my first byline in the magazine section of Science. Facebook also produced a related film as part of their "Facebook Stories" project, which was later featured on a popular Facebook science community. The film has been viewed more than 43,000 times and has resulted in more than 10,000 likes, 1200 shares, 450 comments, and 500 subscriptions to my public updates on Facebook.

Scholarship: We are in process of writing the final report from the expedition, and I plan to publish part of that report in a peer-reviewed journal as a call-to-arms in hopes of spurring additional attention to the ecological state of the river. This focus on conservation ecology was absent from my studies before I joined this department, but is rapidly becoming a significant aspect of my research as I pick up new perspectives from my colleagues. The first new species description to result from the Cuyuni expedition is currently under review, and as many as nine other manuscripts may result as my colleagues and I resolve the taxonomic status of the other enigmatic specimens.

c. Collaborative Programs
   - While collaborative programs in teaching are highlighted in section B.1.e, highlight collaborative programs in "Other Assignments", e.g., research and Extension are here.

C. SCHOLARSHIP AND CREATIVE ACTIVITY

- Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated
- As specified in the Promotion and Tenure Guidelines, scholarship and creative activity derive from many activities, including but not limited to:
  - *research contributing to a body of knowledge;*
  - *development of new technologies, materials, methods, or educational approaches;*
  - *integration of knowledge or technology leading to new interpretations or applications;*
  - *creation and interpretation in the arts, including the performing arts;*
  - *work on steering committees, funding agency panels and editorships where the outcome is a fundamental change in the field's direction.*
- Such work in its diverse forms is based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review, critique or validation by evidence of market acceptance (e.g., outside investments, sales, licensing fees); and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself.
  - "Separating the wheat from the chaff: phylogenomic data set" (URL: https://ir.library.oregonstate.edu/concern/articles/EXAMPLE) has been downloaded over 900,000 times (as of June 30, 2024) from OSU Scholars Archive.
  - Oregon State University-developed tomato Midnight Roma (licensed

exclusively to Row 7 Seed Co.) has sold over XX,XXX seed packets to customers in the US since launch in 2021.

1. Publications

a. Peer-reviewed

- Use a table to summarize peer-reviewed publications.
- Also, it is common to provide your H index, an index that quantifies both the actual scientific productivity and the apparent scientific impact of a scientist (your H index can be obtained at sites such as Google Scholar). However, this is not required by OSU.
- You may also present a histogram of citations by year, which can also be obtained at sites, such as Google Scholar.
- Under each publication category, use headings to separate publications since last promotion or prior to hire at current position, such as "Since last promotion (or hiring) in 20xx", "Prior to last promotion (or hire) in 20xx", etc.

Summary of peer-reviewed publications

Time frame	Refereed journal articles	Book chapters	Extension publications	Other peer reviewed materials
Since last promotion in 20xx	24	3	12	7
Prior to last promotion	35	4	12	12
Prior to OSU	x	x	x	x
TOTAL	59	7	24	19

i. Refereed Journal Publications

- All authors should be given in the order they appear in the paper (not "with John Smith and Kathy Brown").
- Date of publication, volume, and pages must be given. **When the work is joint effort, clarification of the candidate's role in the joint effort should be provided in the dossier. Add the doi and hyperlink to the paper if applicable.**
- Bold you name in each publication.
- Below is the example of footnote indicating your role in publication. Or you may clearly state your role at the end of each publication listed.

My role in publications is designated by the following codes:
***C = Conceptualization** – Ideas; formulation or evolution of overarching research goals and aims.*
***D = Data curation** – Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later re-use.*
***FA = Formal analysis** – Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data.*
***$ = Funding acquisition** - Acquisition of the financial support for the project leading to this publication.*

I = Investigation *– Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection.*
M = Methodology *– Development or design of methodology; creation of models.*
A = Project administration *– Management and coordination responsibility for the research activity planning and execution.*
R = Resources *– Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools.*
S = Software *– Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components.*
M = Supervision *– Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team.*
V = Validation *– Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.*
G = Visualization *– Preparation, creation and/or presentation of the published work, specifically visualization/data presentation.*
W1 = Writing – original draft *– Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).*
W2 = Writing – review & editing *– Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre- or post-publication stages.*
DEI *=* ***Diversity, equity and inclusion*** *– topic of publication specifically addresses some aspect of diversity, equity and inclusion in my discipline.*
** = Graduate Student in my lab.*
*** = Undergraduate Student in my lab.*

Bañados, M.P.*, **B.C. Strik**, D.R. Bryla**, and T.L. Righetti. 2012. Response of highbush blueberry to nitrogen fertilizer during field establishment. I. Accumulation and allocation of fertilizer nitrogen and biomass. HortScience 47:648-655. C, M, A, $, W1.

ii. Book Edited

- List the title, year, editors, and publisher of the book you edited or co-edited.

Specialty foods: processing technology, quality, and safety. 2012. **Zhao, Y.** Editor. Taylor and Francis Group, LLC, Boca Raton, FL. W1, DEI.

iii. Book Chapters

- List the title, year, authors, and publisher of the book chapter you wrote, and indicate your role by using the codes provided above.

Sensory quality of foods associated with edible films and coating system and shelf-life extension, Chapter 24 In *Innovation in Food Packaging*. 2005. **Zhao, Y.** and McDaniel, M., Edited by J.H. Han. Elsevier Academic Press, UK. Page 434-453. W1.

iv. Extension Publications

- While each substantive revision of a publication warrants a “count” as a

separate publication in the table at the beginning of this section, it is advisable to indicate revised publications in a more concise manner.

Bower, C., Stan, S., Daeschel, M. and **Zhao, Y.** 2003. Guideline for ensuring microbial safety of Northwest berry and berry products. OSU Extension publication No. EM8838. 34 pages total. $, A, W1.

v. Proceedings (This is to peers)

Park, S-I and **Zhao, Y.** 2003. Characterization of chitosan based films containing high concentration of mineral or vitamin. Proceedings of the 9th Conference of Food Engineering (CoFE 2001). Nov. 16-21, San Francisco, CA. $, A, W2.

vi. Abstracts from Conferences Without Published Proceedings

Larco, H.*, B**.C. Strik,** D. Bryla, and D. Sullivan. 2009. Establishing Organic Highbush Blueberry Production Systems – The Effect of Raised Beds, Weed Management, Fertility, and Cultivar. HortScience (abstr.), 44:1120-21. $, A, W2.

b. Other Publications
- These are not typically peer-reviewed, sub-headings may include "Newsletters", "Trade/Industry Journal Articles", "Videos", "Websites", etc.

i. Newsletters

ii. Trade/Industry Journal Articles

iii. Videos

iv. Websites

2. Presentations
- For professional meetings, symposia, and conferences, note the dates, location, and role of the candidate (e.g. organizer, chair, invited speaker, discussant, presenter). Where these are presented as scholarship or creative activity, explain the validation process and the significance or stature of the event.

Summary of presentations to peers at professional meetings

Time	Within region	National	International	TOTAL	No. invited
Since last promotion (or hiring) in 20xx	1	3	2	6	2 (national) & 1 (internal.)
Prior to last promotion (or hiring)					
TOTAL					

a. National Presentations (clearly indicate invited ones)
Tseng, A. and **Zhao, Y.** 2012. Effect of different drying methods and storage time on the retention of bioactive compounds and antimicrobial activity of wine grape pomace (Pinot Noir and Merlot). Poster presentation at IFT Annual Conference, June 25-28, 2012, Las Vegas, NV. $, A, W2.

b. International Presentations (clearly indicate invited ones)
Zhao, Y. 2012. Food processing for meeting the critical needs of food safety, health and security. 2012 Taiwan Association of Food Science & Technology Annual Congress. November 30, 2012. Taipei, Taiwan. **Keynote Speaker.**

3. Sponsored Research

- Provide a summary sentence giving total grants, fees, contracts, and endowments.
- List grant and contract support (dollar amount) along with funding agency or organization, dates and name of principal investigator. Grant and contract support may also include industry-sponsored activities (contracting and material transfer agreements, research, services and testing), non-profit and foundation support, or government commercialization programs (e.g., Small Business Technology Transfer (STTR) and Small Business Innovation Research (SBIR) grants, National Science Foundation-Partnerships for Innovation (NSF-PFI), state and/or local funding opportunities).
- List separately as shown below since last promotion or since hire at OSU.
- State your role in the grant (PI, co-PI, collaborate, etc.) and the amount of share to your program.

Total ~$xxx grants, $xxx fees, and $xxx contracts with $xxx goes to my program since hired at OSU (or last promotion) in June 20xx.

a. Grant and Contract

Summary of grant and contract (Provide full name of funding agencies using footnotes as needed).

Year(s)	PI(s)	Agency	Title	Total $	$ to my program
Funded projects since last promotion (or hire) in June 20xx					
2010-2014	Strik, Bryla, Zhao, Daeschel, Perkins-Veazie (NCSU) ***Lead PI***	USDA NIFA-OREI*	Organic blackberry production systems and fruit quality	$2.3 million	$983,000

2011-12	Strik	Ore. Blueberry Commission	Long-term impact of sawdust use and N fertilization rate on yield, quality, and C sequestration in blueberry	$12,450	$12,450
Funded projects prior to last promotion (or hire at OSU) (June 20xx- June 20xx)					
TOTAL					

* USDA NIFA Organic Agriculture Research and Extension Initiative

b. Fees Generated

- Faculty generating fees should indicate fee generation by year (for program and total for OSU, if available) in separate column of grants table or clearly in separate section under grants.
- Money received from teaching overload classes, e.g., Ecampus, may also be listed here **if it is being used to support programs**. Use a table to report (group as needed).
- Faculty involved in generating funds for endowments should list these contributions.
- See an example below.

Summary of fee generated

Year	Revenue generated from online Master Gardener course		Donations to program endowment via the OSU Foundation	Donations to Agricultural Research Foundation at OSU
	Total	To my program		
2020 (up to 8/18)	$53,055	$37,138	$503,000	$25,000
2019	$42,630	$29,777	$7,950	$25,000

4. Intellectual Property

- List patent applications, patents awarded, copyrights (including software), trademarks, tangible property (e.g., cell lines), trade secrets & know how, germplasm protection, invention disclosures, novel data products, novel processes & procedures, installation of creative works, or commissioned works. Include titles and dates as appropriate.
- Provide title, date, type of Intellectual Property, your role, etc. If you have no Intellectual Property, put "N/A".

US11,078,630B2. *Molded Pomace Pulp Products and Methods*. Inventors Y. Zhao, J. Jung, J. Simonsen. Granted in August 3, 2021.

5. Use and Licensing

- List usage of product/service/method/data (including examples where product/service/method/data is made freely available), licensed intellectual property

and technologies (e.g., database access, cultivar and software releases, novel animal models for industrial use), royalty generated, discipline and/or unit-specific evidence of societal impact.

- License to XYZ Corporation of US Patent # 123,456,789 generated $250,000 in royalties (2020-to date)
    - Technology enables farmers to increase crop yield by 12%, over 10,000 farms are actively using technology
-

6. Entity Creation

- List startup/spinout organizations (including for-profit, non-profits and foundations to allow for broad recognition of societal impact) founded on specific university intellectual property including funds raised/follow-on funding (e.g., private and public commercialization funds beyond SBIR/STTR, private equity investment), revenue/funds generated, people impacted & people employed.
    - Professor Smith's Spinout company *Recycled Processes* received $2.5M in Series A funding from industry leaders X, Y and Z
        - Currently employs 10 people (as of July 30, 2024) include 6 OSU alums
        - Enabled by OSU license of US Patent # 123,456,789
        - Target market is XYZ and will impact approximately 100,000 consumers
-

7. Other Information Appropriate to the Discipline

- In this section, you may include media reports, OSU news release about your work/program, membership in professional societies (list) and professional development.
- Provide date, name of event, and website, etc.

a. OSU News Releases
Oregon State researchers makes key advance in turning apple waste into packaging material. February 14, 2022.

b. Media Reports
Packaging Digest. Sustainable Food Packaging Made from Pomace. By Rick Lingle, Sep 20, 2021.

c. Professional Development
Attended "Diversity, Equity and Inclusion (DEI): Measurable DEI actions, effectively integrating DEI into work, document DEI activities", CAS Professional Development Workshop, 11/04/2022.

D. SERVICE

1. University Service

- List departmental, college, and University committees (or other responsibilities), with dates.

a. Department/unit

b. College

c. University

2. Service to the Profession

- List involvement with professional associations/societies, especially offices held, research advisory or review panels, and other evidence of regional, national, or international stature and service to the profession.
- Provide dates for all activities.
- If any of the following items is not applicable, please remove the heading or indicate N/A.

a. Grant Panels

b. Offices/roles in Professional Societies

c. Editor or Assoc. Editor of Journal

d. Papers Reviewed for the Journals

e. P&T Dossier Review (from peer institutions)

f. DEI Related Service

3. Service to the Public (professionally related)

- List service provided to the public which is consistent with professional training and responsibilities.
- Service that is relevant to a faculty member's assignment, and which draws upon professional expertise or contributes significantly to university relations, is considered and valued in promotion and tenure decision.
- This service can include examples of engaging with industry, governments, non-profits, foundations, communities and/or other entities/individuals that can be linked to the university mission.
- Provide dates for all activities.
- **Note:** These are activities that are not obviously required in your PD.

4. Service to the Public (non-professionally related, optional)

- Community service not directly related to the faculty member's appointment, though valuable in itself, and ideally a responsibility of all citizens, is considered in promotion and tenure decisions to the extent that it contributes to the University.
- Provide dates for all activities.

5. If Service is a Significant Percentage of FTE, Describe Outcomes or Impact

- If service is 10% or less, it is unnecessary to describe outcome and impact of service.

E. AWARDS (If not applicable, put N/A**)**

- Include awards received from professional organizations/societies, Oregon State University, civic or community groups.
- The nature of the award (including its stature and significance) and reason received, e.g., teaching and advising, scholarship, etc., should be identified.
- The awards should be grouped, to the extent possible, into the following headings.
- Highlight DEI-focused awards.

1. National and International Awards

2. State and Regional Awards

3. University and Community Awards

F. DIVERSITY, EQUITY AND INCLUSION

- Provide a narrative to summarize all DEI activities/efforts that you have participated in teaching, research and/or Extension and their impacts.
- Include efforts to promote equitable outcomes among learners of diverse and underrepresented groups.
- Refer to the guidance and examples described at: https://agsci.oregonstate.edu/sites/agscid7/files/main/for-faculty/policy/cas_hiring_staffing_manual.pdf (Section 2. COMMITMENT TO DIVERSITY AND COMMUNITY, page 7-12).