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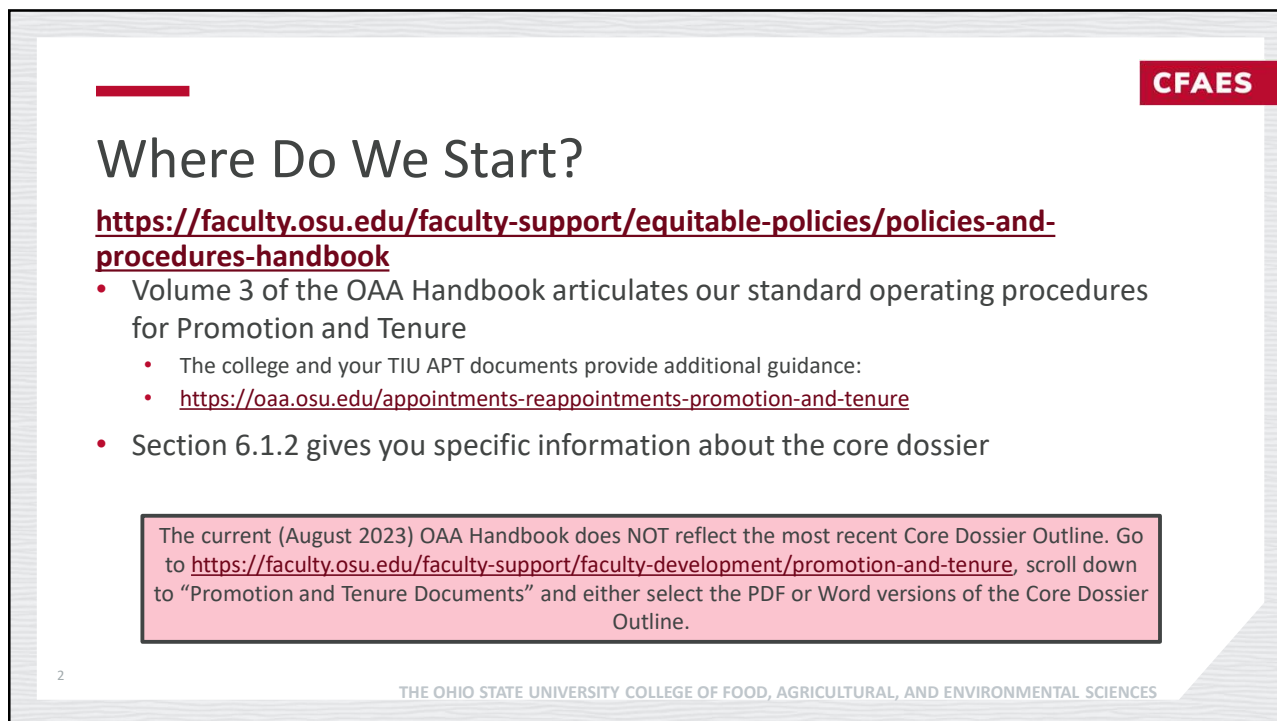
WE SUSTAIN LIFE

Core Dossier and Narrative Preparation

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 **THE OHIO STATE UNIVERSITY**
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

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Where Do We Start?

<https://faculty.osu.edu/faculty-support/equitable-policies/policies-and-procedures-handbook>

- Volume 3 of the OAA Handbook articulates our standard operating procedures for Promotion and Tenure
 - The college and your TIU APT documents provide additional guidance:
 - <https://oaa.osu.edu/appointments-reappointments-promotion-and-tenure>
- Section 6.1.2 gives you specific information about the core dossier

The current (August 2023) OAA Handbook does NOT reflect the most recent Core Dossier Outline. Go to <https://faculty.osu.edu/faculty-support/faculty-development/promotion-and-tenure>, scroll down to "Promotion and Tenure Documents" and either select the PDF or Word versions of the Core Dossier Outline.

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Interfolio

<https://go.osu.edu/interfolio>

- Two Parts: Faculty Activity Reporting (FAR) and Review, Promotion and Tenure
 - We used RPT in 2023-2024 cycle to move dossiers from level to level, to capture forms/voting and to conduct the comment period; we will use RPT moving forward
 - FAR: your faculty reporting and narratives will be inputted here (eventually)
 - FAR is in the process of being built; we may start using FAR for annual performance reviews as early as Spring 2025 and for P&T as early as the 2025-2026 cycle
 - Once launched, you will update, at least annually, for your annual performance review

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My Narratives Should Portray...

- Clarity
- Trajectory
- Impact
- Your best examples, not all of your examples
 - Your best examples WILL GET LOST if you talk about everything
 - Summarize, summarize, summarize

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Notice

I will be sharing excerpts from faculty members' core dossiers. These are successful faculty members who submitted strong dossiers. However, nobody's dossier is perfect. If you asked to see their whole dossier, there may be parts that need improvement. (To that end - be cautious about using ANYONE'S dossier as a template – the further we've gotten away from using a faculty reporting system, the more issues we've seen.)

Also: your narrative is YOUR story and not someone else's story!

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Make a Good First Impression: Part I: Introduction Section

- Can be an excellent frame for your readers
- Make it easily read – 1 to 2 pages at most
- Start with your distribution of effort (either numeric in % or narrative)
- Move into a succinct scholarly agenda that ties your research, teaching and Extension/outreach
- Develop paragraphs by mission area: research, teaching, Extension/outreach and then one paragraph for service
 - Summarize quantities that are easily readable and lift MOST (not every) impactful examples
 - Read your TIU's APT document to make sure you connecting examples and numerics to criteria

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Introduction Example

Introductory Statement

My appointment is 60% Extension, 20% Research, and 20% Teaching. My program focuses on the biology, ecology, integrated pest management, and biological control of beneficial and pest insects in field crop agriculture, especially soybean and corn (a \$92 billion U.S. industry). My ultimate goal is more sustainable and profitable field crop production systems. I look for pest management solutions that minimize inputs (such as insecticides) and maximize outputs (crop production) and enhance sustainability and environmental stewardship. This research complements my extension appointment and my extension goal, which is to convey research-based information and advice to farmers to improve the sustainability and profitability of their farms. I began my tenure-track career at South Dakota State University in 2005, was promoted to Associate Professor there in 2009 based on accomplishments through 2008 and joined the faculty of The Ohio State University as a tenured Associate Professor in 2016.

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Introduction Example

Research Summary 1 (Bigger Appointment)

At OSU I have developed a thematically focused portfolio of research activity which includes both disciplinary and applied problem-based projects. My research explores how natural and anthropogenic disturbances (including restoration activities) affect the composition and structure of ecosystem services associated with terrestrial vegetation communities. Key areas of focus include the ecology of fire and peatland ecosystem dynamics. Since my appointment I have published 19 peer-reviewed scientific journal papers (of 42 total published papers and chapters) and presented my research at 9 international, regional or national conferences. My scholarship has developed a national and international reputation for excellence, as evidenced by ISI and Google Scholar h-indices of 10 and 17 respectively, and a total of 1,137 citations in Google Scholar. My reputation is also evidenced by contributions to international conservation and ecosystem management evidence reviews, service as an Associate Editor on two peer reviewed journals, and participation on Federal and professional society grant review panels.

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Introduction Example

Research Summary 2 (Smaller Appointment)

My research program focuses on developing sustainable crop production techniques for ornamentals and hydroponic vegetables in controlled environment agriculture. I have published 21 peer reviewed papers in my career. I collaborate with the OSU faculty, USDA and industry, to conduct industry-oriented research which provides research experience to post-doctoral researchers and undergraduate students. I actively seek funding from extramural grants to support the research program and to develop technology in the greenhouses, so students can experience up-to-date facilities. I have obtained nearly 1.7 million worth of grants as a PI or Co-PI during my tenure. Current my research and outreach projects are supported by 3 active large scale USDA grants.

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Introduction Example

Teaching Summary 1 (Larger Appointment/UG Focus)

I teach following courses: Exploring Horticulture, Greenhouse Environmental Control, Greenhouse Production of Annuals, Plant Propagation, Greenhouse Vegetable Production, Practical Leadership in Greenhouse Management, and Practicums in Greenhouse Management, Greenhouse Engineering Technology, and Nursery Management. I am also the coordinator of the Greenhouse and Nursery Management program, and I give leadership to all the specializations under this program i.e., Greenhouse Management, Nursery Management, and Greenhouse Engineering Technology. I supervise and advise all students enrolled for these specializations and advisees ranged from 28 to 35 each year. In addition, I coordinate the internships for these students. Furthermore, I meet with the prospective students and engage in recruitment activities for the program. Each year, I organize an advisory committee meeting with the stakeholders to share the progress of the program. This provides an opportunity to collaborate with the industry as well as faculty at the OSU. I also oversee the greenhouse and nursery complex, provide guidance to the greenhouse manager, and conduct staff performance reviews.

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Introduction Example

Teaching Summary 2 (Smaller Appointment)

I educate graduate students in insect ecology, evolution, and professional development skills. My distribution of effort is expected to include a 3 credit course every other year plus contributions to other courses, as well as graduate and undergraduate mentoring and training. I currently teach a graduate Presentation Skills course designed to train students in effective scientific delivery of talks and posters. I also teach a graduate-level course in Insect Ecology and Evolutionary Process (and taught similar courses previously at South Dakota State University). Over the years I have made efforts to improve these courses by including more dynamic content, more student interaction, and showing more ties between course material and real-world situations. These efforts have resulted in an improvement of overall student evaluation scores from and average of XX (previously, at SDSU) to XX (currently, at OSU). At OSU I have increased my graduate student mentorship by advising a Ph.D. student who is near completion [there was no Ph.D. program in entomology at SDSU], in addition to a current MS student. Overall, I have advised 1 Ph.D. student and 5 M.S. students as the primary advisor, and 5 Ph.D. students and 11 M.S. students as a committee member. I have coached undergraduate students in research projects resulting in posters and regional and national meetings.

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Introduction Example

Extension Summary (Academic Department)

I am the State Specialist for field crop entomology in Ohio. My extension program is heavily informed by my applied research program. My primary extension stakeholders are farmers of field crops, other crop professionals such as crop consultants, and also county-level extension educators for whom I serve as a resource. My ultimate extension goal is to convey research-based information and advice to farmers about insect pest management to improve the sustainability and profitability of their farms. I also serve as a leader for regional and national extension efforts, and through this leadership my extension program has a national impact. For example, I produced a nationally-distributed field guide on stink bugs, supported by the multistate soybean grant which I direct, and also produced an ID/alert publication on soybean gall midge, a new and spreading pest, which with a distribution of 74,000 copies in 14 states, in addition to online delivery. My two extension websites have been viewed in 128 countries over 104,000 times collectively. I have written 233 extension works and 102 other extension products, including factsheets, field guides, scouting videos, and pest monitoring networks. My factsheets include co-authored, nationally distributed interdisciplinary factsheets with plant pathologists and agronomists, published through a Land Grant University Publishing Network. I've delivered national webinars viewed 18,399 times. My Ohio State University Extension newsletters have been viewed 39,618 times since 2016, and my field guides have been distributed throughout Ohio. My digital delivery tools include the Northern Plains IPM Mobile App which was named one of the 20 Best Mobile Apps for Agriculture by CropLife Magazine (a national farm journal). In addition, I have won four regional and national awards for my extension work, including the Distinguished Achievement Award in Extension from the Entomological Society of America North Central Branch.

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Introduction Example

Extension Summary 2 (Department of Extension)

I conduct educational programming, research, scholarly and creative works in two main theme areas: farm management and production agriculture. My specialization area is in the area of farm management with a specific emphasis on farm transition planning, tax management, and farm business planning. This specialization is shared with farmers across Ohio as well as nationally.

My goal for the allocation of my time is as follows:

Farm Management (Specialization)- 55% [short paragraph]

Production Agriculture- 25% [short paragraph]

Horticulture and Natural Resources-10% [short paragraph]

Administrative-10% [short paragraph]

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What are your a-ha moments so far?

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Instructions for the Core Dossier

Summarize accomplishments as succinctly as possible and in outline form to the extent possible (e.g., student accomplishments, curricular development, etc.)—you may present your narrative in prose or outline form. **Some explanation is valuable, but lengthy narrative and explanation may obscure important accomplishments rather than highlight them. In general, narrative sections should be no longer than 750 words except where noted.** Accomplishments may only be listed once in the dossier, except in cases where you are providing information (e.g., honors, awards, publications) with students. You should consult your TIU head, chair of the promotion and tenure committee, chair of the committee of the eligible faculty, and/or procedures oversight designee (POD) with any questions about where specific accomplishments should be included.

Avoid self-evaluation except when it is requested. Others can most appropriately offer assessment of the quality and importance of the candidate's accomplishments. However, narrative sections can be used to highlight evidence of quality and impact.

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Part II. Core Dossier Outline (by Section)

- | | |
|---|---|
| 1. Workload Allocation | 15. Research Funding |
| 2. Approach to and Goals in Teaching—Narrative | 16. Contracts and Non-Research Grant Funding |
| 3. Evaluation of Teaching—Narrative | 17. Professional Development Funding |
| 4. Undergraduate, Graduate, and Professional Courses Taught at OSU | 18. Evaluation of Service—Narrative |
| 5. Undergraduate, Graduate, and Professional Courses Taught at Other Institutions | 19. Service and Engagement—University, College, and Department/School Committee Service |
| 6. Formal and Informal Advising and Mentoring—Summary | 20. Service and Engagement—Editorships and Editorial Review Service |
| 7. Formal and Informal Advising and Mentoring—Detailed Record | 21. Service and Engagement—Professional Memberships |
| 8. Extension, Non-Credit Continuing Education Instruction, and Guest Lectures | 22. Service and Engagement—Consultation Activity |
| 9. Curriculum Development | 23. Service and Engagement—Clinical |
| 10. Coaching and Mentoring Faculty | 24. Service and Engagement—Professional |
| 11. Professional Development Related to Teaching | 25. Service and Engagement—Administrative Service |
| 12. Description of Research—Narrative (750 words) | 26. Service and Engagement—Student Service |
| 13. Research Impact—Narrative | 27. Service and Engagement—Other |
| 14. Scholarly Contributions and Creative Productions | 28. Awards and Formal Recognition |

Sections with Narratives

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1. Workload Allocation

Timeframe	Distribution of Effort %=100 Across All Columns Each Year				Effort Across TIUs for Split Appointments	
	Teaching%	Research%	Extension%	Other% (List Appt)	TIU 1%	TIU 2%
August 2019- July 2023 example	40%	50%	0%	10% – Grad Studies Director	70%	30%

Do NOT include Discovery Theme (DT) Appointments. If you don't have a split appointment across TIUs, those columns can be deleted. Note below the table if you have a formal DT appointment or any unusual circumstances regarding your appointment. Unusual circumstances could also include service appointments for a period of time not addressed by a percentage in the table.

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2. Approach to and Goals in Teaching - Narrative

- Briefly describe your approach to and goals in teaching and student mentoring, major accomplishments during the time period under review (including positive impact of your teaching and mentoring on students), and plans for the future in teaching and student mentoring. Do not quote student comments.
- For the semester start and semester end fields, include the period of time under review.

Make sure you address all areas of the instructions: 1. approach to and goals in teaching and student mentoring, 2. major accomplishments during the time period under review (including positive impact of your teaching and mentoring on students), and 3. plans for the future in teaching and student mentoring. Consider using sub-headers for these three areas.

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Example: Major Accomplishments Component of Section 2

In 2017, I developed the course curriculum sequence for the Greenhouse Management program to cater both ornamental and food crop-based greenhouse industry as discussed in section X). To increase facilities for laboratories for both new and existing courses I purchased equipment and hydroponic systems. HORTTEC 2560T Greenhouse Vegetable Production was first offered in autumn 2018, and I developed the course content and rest of the facilities in the hydroponic greenhouse to offer the laboratory component. The changes to the program and facilities lead to attraction of more students to the program and doubled the enrollments.

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3. Evaluation of Teaching—Narrative

- Briefly describe how you have used evaluation information (e.g., student evaluations of instruction, peer evaluations of teaching, other feedback) to improve the quality of your teaching and student mentoring. **Do not summarize SEI data in this section.**
- For the start semester and end semester fields, include the period of time under review.

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Example: Section 3

I have received feedback on my teaching both formally and informally. I have utilized EETs to get feedback from clientele. My EET average is XX compared to the all-educator average of XX. One area where I identified room to improve is in "Presenting material that helps me." My precision agriculture presentations tend to focus more on the potential of technology and participants leave without much actionable knowledge. I have worked to identify and incorporate information that will be of more immediate use to my students. I utilize results from on-farm research trials and tailor presentations to local interests to make the information I share more useful. Since 2017, my average for this metric has increased from an average of XX to XX. I have also used peer review letters to improve my teaching. [Peer reviewer] suggested I incorporate a hands-on activity into my presentations to enhance the engagement of the participants. Since receiving this feedback, I have incorporated an activity to demonstrate how yield monitors process yield data and have developed handouts and a data analysis activity for my data quality and management presentations. The participants are eager to practice the techniques discussed and the visual demonstration improves the comprehension of the concepts for some participants.

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What are your a-ha moments so far?

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Sections 4-8: Let's Look at the Template

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9. Curriculum Development

- If this is your first review at Ohio State, regardless of rank, describe curriculum development since Ohio State start date. If this is a review for promotion to professor, list the items for the previous five years or since promotion, whichever time period is shorter.
- Give specific examples of your involvement in curriculum development (role in the design and implementation of new or revised courses); development of new teaching methods or materials (undergraduate, graduate, or professional); creation of new programs. This section may also include examples of teaching methods or materials adopted beyond Ohio State, such as presentations on pedagogy and teaching at national and international conferences. Do not include information on presentations on pedagogy and teaching, if this information is provided in the 'Scholarly Contributions and Creative Productions' section.
- If Extension is a specified area of expectation, include a description of the overall Extension program (curricular) goals, a brief description of the scope and sequence of instructional activities as they relate to the program (curricular) goals, the target audience(s), the candidate's role in the curriculum/program development, the role of others engaged in that curricular program, and a brief description of the impact of the curriculum.

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Example: Section 9 (Coursework)

In Fall 2016, I re-structured COMLDR 5330 - Methods of Teaching in Non-formal Learning Environments. After collecting syllabi for similar courses from departments around the country, I created a course that would allow my students the opportunity to practice what they were learning while giving back to the local community. Service learning is a great way for students to engage with topics in a real-world setting. While this can take much coordination and planning, both the community and the students enjoy the activities and demonstrating course concepts. During the Fall of 2017, I re-structured the flow of the course, creating modules for similar topics and developing more experiential learning activities. In 2018 and 2019, I took student feedback and incorporated changes to improve the course.

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Example: Section 9 (Extension)

Title: Small Farm Business Management 101 [Farm Management (Specialization)]

Year Developed: 2018; revised and rebranded 2020.

Overview/Need: Across the United States and Ohio there is a growing number of small and beginning farmers seeking assistance from Extension in managing their small farms. The United States Department of Agriculture (USDA) considers anyone who has operated a farm or ranch for less than ten years to be a beginning farmer or rancher. The 2017 Census of Agriculture reports there are 33,883 beginning farmers in Ohio which accounts for 26.3% of total producers. The average size of Ohio farms is 179 acres with 45% of farms having less than \$4,999 of gross sales.

Overall Objective: The overall objective of this curriculum was to develop an educational program which teaches basic farm management skills to beginning farmers.

Target Audience: The target audience is beginning farmers in Ohio.

Curriculum Description: Microsoft PowerPoint® presentations, student activity sheets and factsheets are included in this curriculum package. This material is contained in a notebook for each course participant.

Role: I created 100% of the Microsoft Powerpoint® presentations and 25% of the total curriculum materials. The notebook includes factsheets from The Ohio State University and other land grant universities as well as the United States Department of Agriculture and the Internal Revenue Service. I developed the teaching outline and evaluation. Local County Extension Educators were responsible for the program management for their local workshops.

Use by Others: This curriculum has been shared with 10 Extension professionals at the National Farm Business Management Conference in Wisconsin in 2019 and has been shared with three out-of-state educators who have requested it.

Impact: This curriculum has been used in 9 workshops offered in Ashtabula, Cuyahoga, Franklin and Medina Counties since its creation. Two additional offerings were canceled due to the coronavirus pandemic. Ninety-eight percent of the attendees have reported their knowledge of managing their small farm increased as a result of the workshop.

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Sections 10-11: Let's Look at the Template

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12. Description of Research—Narrative

- Brief description of the focus of your research or creative work, major accomplishments, and plans for the future, including works in progress.
- This section can also include a description of work that has not yet been submitted for publication. Although future plans may be included, works should be items that are in final edits/process. This section can also include a brief description of any trainings you have completed to prepare for the submission of proposals for research funding.
- If you have a joint appointment or if you are engaged in interdisciplinary work, describe the nature of your work.

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Example: Section 12 (Highlights Progression)

My early research on peatlands was centered on their management in northwest Europe where significant disagreements exist over the effects of fire on biodiversity and ecosystem services. My work was amongst the first to identify interactions between components of the fire regime (intensity, severity and ecosystem response), quantify the extent of variation in wildfire severity, and develop experimental approaches to investigate how drought and vegetation/fuel structure could affect fire severity. Work completed with my PhD student X investigated how variation in peatland wildfire severity affects post-fire ecosystem carbon fluxes and vegetation regeneration dynamics. More recently I used participatory approaches with land-managers to validate empirical models of peatland fire intensity and flame properties to help guide prescribed burning and wildfire mitigation efforts. I continue to be very interested in fire management issues in northern environments. Between 2019 and 2020 I have led the submission of several grant applications, including a \$3M application to NSF, to investigate interactions between wildfire risk, human infrastructure and ecosystem function in the Arctic. While a decision on this grant remains pending, I led a successful bid to fund research on wildfires in Greenland and collaborated on a 2019 bid to the Norwegian Research Council to examine winter fire risk in Scandinavian arctic and sub-arctic heathlands.

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13. Research Impact—Narrative

- Provide a description of quality indicators of your research, scholarly, or creative work such as citations; publication outlet quality indicators such as acceptance rates, ranking, or impact factors of journal or publisher; or other indicators of the impact of your work.
- You should review your APT document to determine what quality indicators are relevant to your unit(s). Support for developing a research impact statement can be found at the University Libraries' Research Impact website (<https://guides.osu.edu/c.php?g=60875>) and the Research Commons website (<https://library.osu.edu/research-impact>).

Make sure what you're highlighting aligns with your TIUs criteria for excellence and impact.

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Example: Section 13

Since my appointment in SENR I have published 18 articles in peer-reviewed scientific journals. While Impact Factors should not be considered a useful indicator of the quality of published research (<https://sfdora.org/read>) they may hold some value as a representation of the competition for acceptance in a particular journal and/or the general visibility of the research to the wider scientific community. The majority of my papers have been accepted in journals with strong Impact Factors or high rankings within relevant disciplinary areas. Citation counts are a similarly crude representation of quality and impact but may be used to gauge the level of colleagues' interaction with my work. From rates of citations recorded in Thomson Reuters Web of Science (which records citations from a restricted range of publications) my publications have accumulated a total of 606 citations (excluding self-citations) and 180 for publications produced since I joined in SENR in 2015. This corresponds to an average of 10 citations per publication and an h-index of 10. Publications listed on Google Scholar (including peer-reviewed papers and research reports) have gained a total of 1158 citations and provide an h-index of 17.

Some departments prefer adding a table with impact factors and/or acceptance rates by journal. You should NOT include graphs! Again, review your TIU's APT document for measures of excellence and impact.

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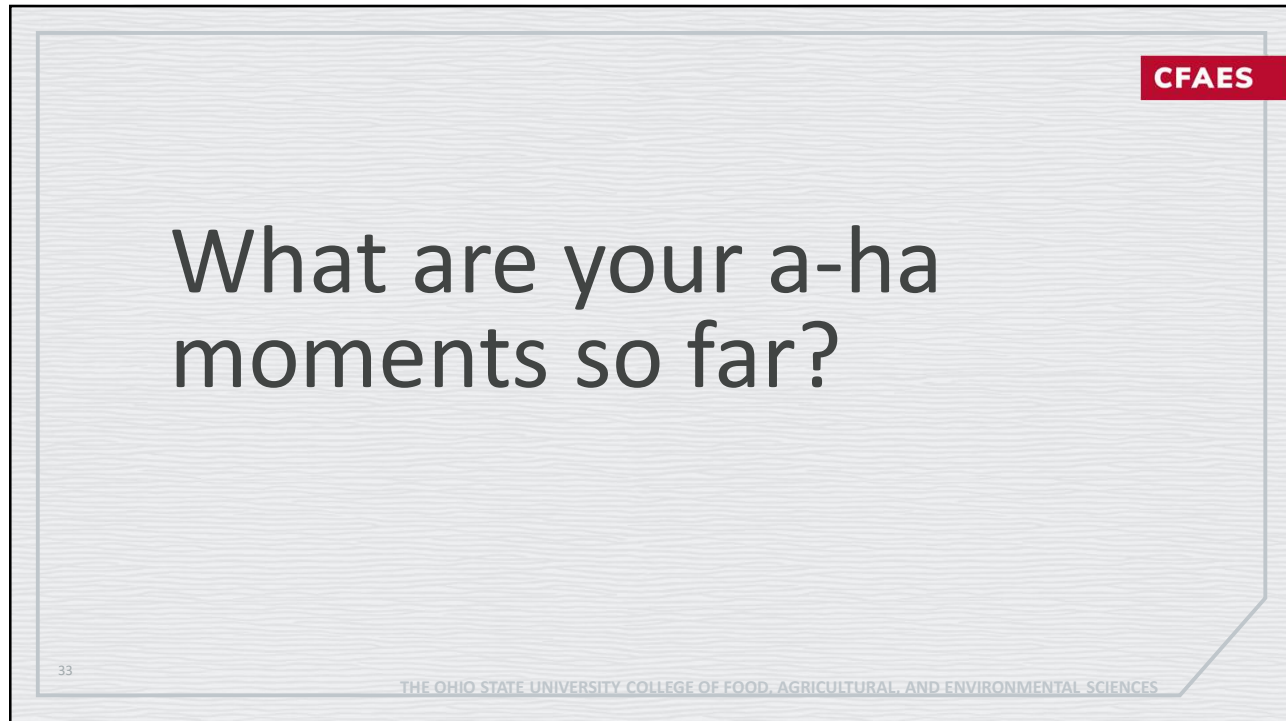
Example: Section 13 (without "traditional" measures)

Community leadership is a newer field of study. It takes from the fields of rural sociology, extension education, and community development. Therefore, for the work that I do with international and U.S. based at-risk populations there are several avenues for publication and presentations. However, for this profession, the premier journal for international extension education is the *Journal of International Agricultural Extension Education* (JIAEE). JIAEE is a peer-reviewed journal published three times per year, managed by the Association of International Agricultural Extension Education, and strives support research and enhance the knowledge base of agricultural and extension education from an international perspective. The journal welcomes research from countries all over the world working in this field. JIAEE uses a double-blind peer review for accepting manuscripts for publication and the current rate of acceptance as of 2019 is 9%.

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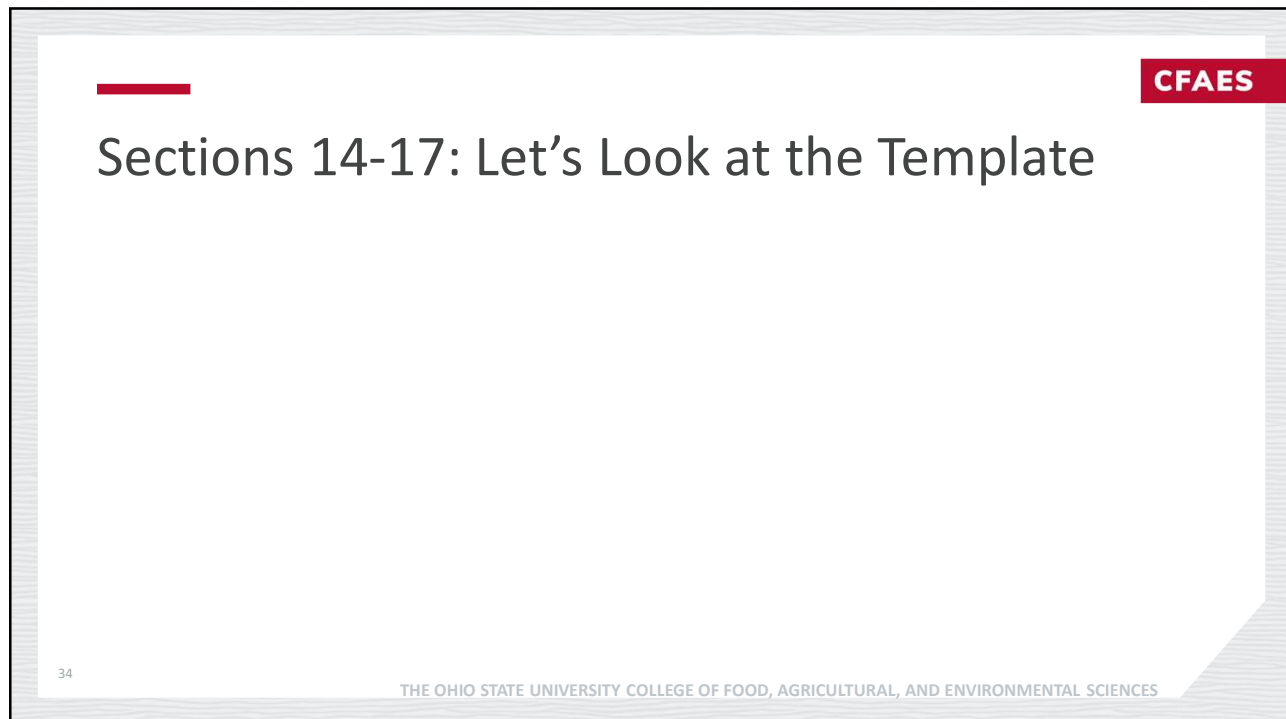
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What are your a-ha moments so far?

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Sections 14-17: Let's Look at the Template

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Section 14 (Apply to Other Sections, Too)

How to Denote Since Prior Promotion or Experience

(At OSU)

1. Stoof C., Kettridge N., Gray A., Ascoli D., Fernandes P., Marrs R., Allen K., Doerr S., Clay G., McMorrow J., Vandvik V. & **Davies G.M.** (2017). Controlled fires, politics, and the media. Geophysical Research Abstracts, 19, EGU2017-14706.

(Prior to OSU)

2. **Davies G.M.**, Legg C.L., Smith A.A. & MacDonald A. (2006). Developing shrub fire behaviour models in an oceanic climate: Burning in the British Uplands. Forest Ecology and Management, 234, Supplement 1, S107. (IF: 3.064) (Citations: Google Scholar: 25; WoS: -)
3. Kitchen K., Marno P., Legg C., Bruce M. & **Davies G.M.** (2006). Developing a fire danger rating system for the United Kingdom. Forest Ecology and Management, 234, Supplement 1, S21. (IF: 3.064) (Citations: Google Scholar: 27; WoS: -)

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18. Evaluation of Service—Narrative

- Include a description of your service goals as well as the impact of your service and engagement to your profession, the community, and the university.

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Section 18 Example

At the college level, I served as an executive committee member of the Ag Crisis Taskforce. This group was convened by Dean Kress to organize the effort to help the agriculture community deal with the challenges caused by the extreme weather conditions in 2019. In this role, I created a webpage to serve as a home base for people looking for Extension resources. I curated and organized content including a Frequently Asked Questions page. This page received a lot of traffic with over 13,000 page views since it went live July 9, 2019. My other responsibilities included helping coordinate regular meetings and identifying new members as the needs of the agriculture community changed.

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Service and Engagement

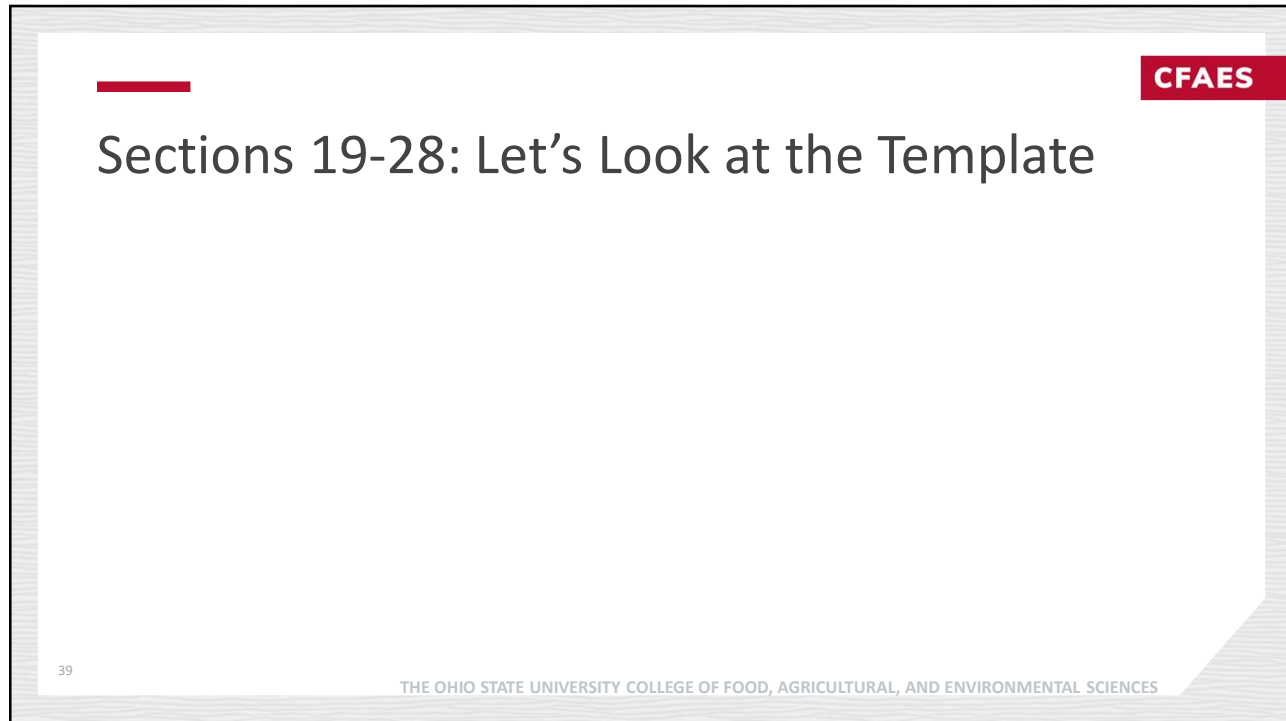
Brief elaboration that provides additional information about service activities listed above.

In the last 5 years, I have also sought leadership positions within my profession. I have been chair-elect and chair for the program improvement committee at the regional level of AAAE (2016-2018). In this role I coordinated poster abstract submissions, acceptance, and presentations. In 2018, I was elected by the general body of AIAEE for the role of secretary for the association. I served in this role for two years. Additionally, I have also been involved in AAAE as the co-leader for the Strategic Plan Initiative of a more diverse and inclusive society. This opportunity has allowed me to work closely with tenured professors at various institutions, the past-president of AAAE, and the current president. These new working relationships have allowed me to network with senior members and leadership of the AAAE organization. The work of this initiative will help me personally make a difference in my profession.

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Sections 19-28: Let's Look at the Template

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Questions?

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