

Template for the Curriculum vitae (C.V.)

Intended to be used for developing and updating the C.V. for promotion and tenure for faculty in the College of Agricultural Sciences

Developed by Bernadine Strik, Professor of Horticulture

Revised May 31, 2018

This goal of this template is to assist 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 level. 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-Rhodaback, Jim Myers, Nick Andrews, Vaughn Walton, and Patty Skinkis (Dept. Horticulture) and Brian Sidlauskas (Dept. Fish & Wildlife).

The CV needs to be fully consistent with OSU guidelines presented in the Faculty Handbook (<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#dossier>). Always check and modify your CV as required by OSU guidelines or when there is any uncertainty or confusion. The formatting below is a suggestion and is not required as long as the CV follows OSU guidelines.

The following headings/numbering system (in black font) are required per current university guidelines (at present) including use of 12 font. Comments and examples of formatting (in red/brown and green font and comment tabs) are included per position assignment when needed.

----- Begin CV template

Name

Department

Contact information

A. EDUCATION AND EMPLOYMENT INFORMATION

Education (e.g. 2000 Ph.D. Dept. Horticulture, University of Guelph, Ont. Canada)

Provide thesis title for each degree

Employment history (relevant positions since your B.S. degree

e.g. 2006 – present Associate Professor, Dept. Horticulture, Oregon State University)

B. TEACHING, ADVISING AND OTHER ASSIGNMENTS

Provide a brief summary of teaching philosophy (for faculty with responsibility for teaching credit courses in the PD)

Commented [Rev_11]: This version includes new formatting on number of sub-headings and all are left justified. Diversity section is added at end (section F) in this template per OSU requirements. However, for some faculty it might be appropriate to incorporate and present their activities on diversity, equity, and inclusion in the various sections of their CV. Suggestions are provided by CAS in this template as comments preceded by "DEI"

Commented [s2]: Do not provide any breakdown on your position assignment here – this info will be in your Position Description (PD) which is part of the dossier

Commented [s3]: Provide lists in reverse chronological order under each type of heading. Include position title, if applicable

1. Instructional Summary

a. Credit Courses

Course	Title	Enrollment	Term	Year
HORT 452/552	Berry & Grape production systems	30	Fall	2012

If you have taught course(s) that are beyond your position description (e.g. overload), make this distinction clear

b. Non-Credit Courses and Workshops

Summary table of teaching events since hire/last promotion

Topic	Total no. events	No. Events outside region of responsibility		Invited teaching events		Total no. of attendees
		National	International	National	International	
Berry crop nutrition	5	2	1	2	1	425
Pruning	3	1		1		150
TOTAL	8	3	1	3	1	575

Teaching events

- List by year in reverse chronological order; do not include teaching prior to hire at OSU unless you are receiving formal credit for service prior to OSU towards tenure. Briefly summarize any info prior to last promotion (e.g prior to promotion to Associate Professor)
- For each item include: Title of talk, meeting name, meeting location, date of event, and number of attendees (in bracket) and bold "invited" if this is the case

Summary table of workshops organized since hire/last promotion

Topic	Total no. events	Role	No. invited outside region	Total no. of attendees
Berry crop field days	9	Organizer	1	525
Pruning	2	Co-organizer	0	120
TOTAL	11		1	575

Commented [s4]: Table format is a suggestion. Block by course and put list in reverse chronological order. Divide table, if needed, into 1) credit courses before last promotion or at other institutions and 2) courses in which you've given a guest lecture or two. Note that faculty without a formal teaching requirement can list guest lectures in credit courses in this same format

Commented [s5]: Any non-credit courses that are presented to stakeholders/clientele should be summarized here, no matter, what your PD. For example, this is where extension or research faculty would list any talks to industry. EXCLUDE any presentations to peers (these go in scholarship section). No matter what the format of your table, be sure to indicate which presentations were invited (separate invited talks into national and international, if applicable). Do not include columns for which you have no outputs in this table or any table

Commented [Rev_16]: DEI-Throughout lists provide a designation or description of presentations to underrepresented groups or presentations with DEI topics.

Commented [s7]: table format is a suggestion. Include only those presentations focused on clientele

Commented [s8]: do not include professional meetings dominated by peers here

Commented [s9]: This section includes workshops that you organized where others were presenting. Table format is a suggestion. Include only those focused on clientele. It is very important to avoid repetition between this section and the section above that summarizes individual presentations

Workshops organized or co-organized

- List by year in reverse chronological order; do not include teaching prior to hire at OSU unless you are receiving formal credit for service prior to OSU towards tenure. Briefly summarize any events prior to last promotion (e.g. prior to promotion to Associate Professor)
- For each item include: Title of workshop, meeting location, date of event, and number of attendees (in bracket) and role

Commented [s10]: Do not include professional meetings dominated by peers here. Serving as a convener or organizer of a professional meeting should go under professional service

c. Curriculum Development

Provide information on credit courses and non-credit courses developed (give dates). Indicate if you revised curriculum or developed original material and acknowledge significant collaborators for each, if applicable. Also, make a distinction between courses part of your PD and courses taught as part of overload, if applicable.

Commented [s11]: Note this is relevant for teaching faculty and those with extension appointments who have developed non-credit classes

Include information on curricular committee assignments/roles.

Commented [Rev_112]: DEI—include in narrative DEI activities which might include development of Difference, Power and Discrimination class(es), incorporating DEI topics into existing disciplinary courses, or Extension and Outreach curriculum development specifically targeting underrepresented populations.

If you have scholarship in curriculum development (e.g. original credit or non-credit courses being adopted outside of region) then be clear about situation, approach, outcomes/impacts and scholarship. See example below (also see examples for extension and research programs in section B5.)

Example of teaching program with scholarship

Promoting Public Health Through Horticulture

Commented [s13]: It is important to NOT repeat information in the candidate statement. Be clear and concise when summarizing programs.

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 (C.1). Our paper was been selected for a “spotlight” in an issue of HortTechnology (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

Graduate students advised

John Doe	MS	2014 (expected)	{Environmental Science}
Jane Doe	Ph.D.	2011 (co-advised)	

Graduate students, committee member

Xavier Bee	MS	2013 (expected)
Sue Wilde	MS	2011 (grad rep.)

Undergraduate students advised

Abe Lincoln	2009 (thesis mentor)
Martha Wash	2008 (project mentor)

Postdoctoral trainees

Al There	2009-present
May Bee	2007-2009

Visiting scientists hosted/trained

e. Team or Collaborative Efforts

Commented [s14]: It is very important to provide only a concise summary of scholarly outcomes and cite the relevant section in “C” where more detail can be found. DO NOT repeat citations here

Commented [Rev_115]: DEI—Consider a brief summary paragraph that gives general numbers (proportions) of students who are women and/or underrepresented racial groups. For example: Women represent 60% of the undergraduates I have mentored in my lab, and 50% of my graduate students. Underrepresented minorities.....It is NOT appropriate to identify individual students as being from underrepresented groups.

Commented [s16]: Consider adding what graduate students are doing now (professionally)

Commented [s17]: Provide the program if different than your department

Commented [s18]: Consider adding what post-docs are doing now (professionally)

Commented [s19]: Provide appropriate title. Include name of scientist, institution, country, years trained/advised

Indicate special efforts undertaken to team or collaborate with another individual, group, or institution in the planning or delivery of instruction. List and describe collaborative teaching efforts and name collaborators (provide affiliation in brackets). Non-credit teaching programs (e.g. for extension faculty) may be included here if focus is on teaching – other collaborative programs go in section B5.

Commented [s20]: Note that giving a guest lecture(s) is not considered collaborative teaching

f. International Teaching

Provide a list of teaching events or curricular development in other countries (e.g. 2011 “How to develop BMP for blueberries”, a training event for crop consultants, Vancouver, Canada (invited))

Commented [s21]: I recommend significant classes/courses be listed here; individual seminars or presentations would be listed in section B I. ii

2. Student and Participant/Client Evaluation

a. Credit Courses

Summary of student evaluations of teaching (SET)

Course	Term	Responses	Instructor rating			Course rating		
			Ind.	HORT	CAS	Ind.	HORT	CAS
HORT 251	F 2011	33	5.5	5.5	5.2	5.7	5.5	5.1
	F 2010	28	5.4	5.5	5.1	5.7	5.6	5.3
ENT 330	Spr. 2011	110	5.0	5.2	5.1	5.6	5.4	5.3

Commented [s22]: Table format is an example. You must provide Dept and College comparators for term and level of course. If CAS comparators not available indicate this with a footnote. I suggest separating eCampus courses from face-to-face instruction.

Do not summarize written comments provided by students

Commented [s23]: Written comments should not be included here. Teaching faculty will need separately summarized formal peer-review of teaching and a student committee letter/evaluation

b. Non-Credit Courses and Workshops

Summary of client evaluations of teaching (CET)

Teaching event	Year	Number of responses	Quality of event ^z	Quality of instruction ^z
Blueberry Nutrition	2011	25	5.1	5.2
How to train blackberries	2010	20	5.8	5.9

^zMean ratings on a scale of 1-6: 1=poor, 6=excellent

Commented [s24]: Classes of similar topics may be combined and an average CET given – make this clear using footnotes

Do not summarize written comments provided by clientele

Commented [s25]: Written comments should generally not be included here. Extension faculty will have a peer letter summarizing CET and client/peer evaluations of non-credit teaching

3. Peer Teaching Evaluations

Candidates should check on the latest requirements for insertion of the required peer-teaching evaluation of credit and non-credit teaching.

The candidate may choose to provide a paragraph summarizing the peer teaching reviews done for the period being evaluated (optional).

A summary of peer evaluation of non-credit courses may be included here, but a letter summarizing evaluations is put into the dossier for extension faculty.

4. Advising

If you do not have any formal advising responsibility in your PD, put a “Not applicable” here (note: undergrad and grad student advising is listed in section B.1.iv)

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.

5. Other Assignments

You may choose to start this section with a brief descriptor of your over-arching research and/or extension program goals.

For each area of focus in your programming, dividing your description into the following headings has worked well:

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. Instead give numbers and cite relevant sections (e.g. “Outcomes in this program include 2 industry tours, 3 workshops, and 2 webinars (Section B) and 2 OSU Extension publications and 3 industry trade articles (Section C)”). Provide a clear indication of impact; it should be obvious how impact was estimated. Try to be as precise as possible (e.g. “This new production technique has impacted 80% of the acreage [4,000 acres], has led to a labor savings of \$100/acre [\$400,000] and a yield increase of 1,000 lb/acre [$@ \$0.75/\text{lb} \times 4000 \text{ acres} = \3 million] for a total estimated impact of \$3.4 million per year). Consider social and environmental impacts – while measuring change in knowledge from an educational program is a start, long-term change should be measured.

Commented [s26]: Relevant for candidates with an assignment in teaching credit course(s)

Commented [s27]: Applies to any faculty teaching non-credit courses – recommended for extension faculty. Depending on how many peer teaching evaluations were done for non-credit teaching events, you may choose to put these in table format for ease of reading

Commented [Rev_128]: DEI--specifically mention advising activities targeting underrepresented groups such as student clubs.

Commented [s29]: Advising must be addressed here if it is a responsibility in the PD

Commented [s30]: This section is relevant to any faculty who do not have a 100% teaching or advising program. If you have an extension and research appointment you may have sub-headings of “outreach and engagement” and “research” or you may choose to highlight areas of focus and blend outreach and research. Research faculty may choose to highlight main focus areas of research program.

Commented [s31]: It is ill advised to use the same wording as in the candidate’s statement

Commented [s32]: Note, the following section is option for faculty with a predominant research appointment (no outreach or extension)

Commented [Rev_133]: DEI--if you have other assignments specifically related to DEI, include a description here.

Scholarship. Not all programs being conducted (e.g. those still in progress or many extension programs) lead to scholarship. Leave this section out if there is no scholarship for the program being summarized. For example, “We have obtained \$250,000 in grant support from NIFA-OREI and have published 2 peer-reviewed, refereed papers (Section C).”

Note: For faculty at early stages of their tenure-track position (e.g. mid-term review), the impact section may focus predominantly on plans to document long-term change and scholarly programs in progress.

Examples of ways to present programs that have scholarship as well as impact include:

Extension scholarship statement example:

“*Scholarship.* The OSU Extension publication entitled “Nutrient management techniques for blueberry” (Section C), generated as a result of this program, has been adopted outside the region and is being used, un-edited, by peers in their outreach programs in Alaska, Idaho, Michigan, and New Jersey, USA and in Canada and Australia. Outcomes from this program have been disseminated to clientele within and outside the region (6 presentations; Section B) and to peers at national (2) and international meetings (1); three of my presentations were invited (Section C). Over \$120,000 in grant funding was generated for this program.”

Commented [s34]: Your region of responsibility is defined in your PD. For state specialists it is Oregon.

Commented [s35]: Provide names of peers and affiliations.

Commented [s36]: Use “to date” for projects still in progress

Example of extension program description:

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. In collaboration with Dan Sullivan (Department of Crop and Soil Science, OSU) I developed methods and tools for growers to estimate PAN from cover crops and organic fertilizers and to identify balanced and cost effective 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, Sullivan 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 OSU Organic Fertilizer 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.

Example of research (or blended research/extension program) description:

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.

**** end of program examples*****

Collaborative programs

Describe or tabulate collaborative programs in extension or research efforts.

Commented [s37]: While collaborative programs in teaching are highlighted in section B 1. iii, highlight collaborative programs in “other assignments” e.g. outreach and research here

C. SCHOLARSHIP AND CREATIVE ACTIVITY

Summary of peer-reviewed papers

Time frame	Refereed papers	Book Chapters	Extension publications	Other peer-reviewed materials
Since last promotion	24	3	12	7
Prior to last promotion	35	4	12	12
TOTAL	59	7	24	19

Commented [s38]: Providing a table like this really highlights accomplishments. Change formatting and headings to suit your PD

Commented [s39]: Or “Since at OSU”

Commented [s40]: Or “Prior to present position”

It is becoming more 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 calculated/obtained at sites such as Google Scholar).

Commented [Rev_141]: In addition, we recommend adding a sentence or two about what types of refereed journals reach your audience/peers and you may provide the impact factor for each of these here.

1. Publications

a. Peer-reviewed

i. Refereed publications

Commented [s42]: Note: in each of these sections, omit sub-headings for which you have nothing to report (or add relevant ones).

Example of footnote method and citation:

Commented [Rev_143]: DEI--Throughout lists of publications use brief description after the publication to identify scholarship related to DEI.

Role: As lead author, I solicited funding for project, analyzed data, and wrote draft and edited manuscript. As a co-author to graduate students or others advised in my lab (indicated by a “”), I solicited funding for the project, developed or co-developed the methodology and data analysis and edited or wrote the paper. Papers for which I was a co-author and a co-PI on grant for that project are indicated by a “z”.*

Commented [s44]: Your role must be provided. If your role is similar for many sets of papers, you may wish to find a simple way to do so such as the footnoting example provided. Also it simplifies review if co-authors advised by candidate (e.g. students and post-docs) are indicated by a footnote.

ªBañados, 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.

ii. **Juried exhibits**

Commented [s45]: Do not include if you have no content in this category. If it would not necessarily be clear to a reviewer why/how a "juried exhibit" would be critically peer-reviewed, provide this information. Include percentage accepted/rejected. You may change this title to something else (e.g. peer-reviewed posters)

iii. **Book Chapters**

Commented [s46]: This section is for peer-reviewed (not peer-edited) book chapters. Do not include if you have no content in this category

Make sure you indicate your role

iv. **Extension Publications**

Commented [s47]: Also consider sections for Extension DVDs; eOrganic publications and websites that are **peer reviewed**

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. For co-authored publications, indicate your role. For example:

Pacific Northwest Weed Management Handbook. 2007, 2008, 2009, 2010, 2011. Edited by E. Peachey, contributing 19 sections in 2011, Oregon State University Press.

Skinkis, P., J. Pscheidt, V. Walton, **E. Peachey**, A. Dreves, I. Zasada, R. Martin and D. Sanchez. 2011. Pest Management Guide for Wine Grapes in Oregon, EM 8413.
Role: Edited and provided weed management content.

v. **Proceedings articles**

Commented [s48]: Include all proceedings articles from conferences that are peer-reviewed. For candidates who present at the ISHS Symposia, this would be the place to cite publications in Acta Horticulturae, for example

Strik, B.C. 2012. Flowering and fruiting on command in berry crops. Acta Hort. 926:197-214.
Invited

vi. **Abstracts from conferences without published proceedings**

Commented [s49]: This section is for peer-reviewed abstracts

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.

b. Other Publications

i. **Proceedings articles**

ii. **Newsletters**

iii. **Trade/industry journal articles**

iv. **Web-sites**

Commented [s50]: These are not peer-reviewed. Edit sub-headings as needed based on your outcomes

2. Presentations to peers

Summary table of presentations to peers at professional meetings

Year	Within region	National	International	TOTAL	No. invited
2012	1	3	2	6	2 (national) & 1 (intnl.)
TOTAL					

- List of national presentations and those invited
- List of international presentations and those invited

3. Grant and contract support

Provide a summary sentence giving total grants (and fees and endowments – list separately, see below) since last promotion or since hire at OSU and what share came to your program.

- Grant support:

Year(s)	PI(s)	Agency	Title	Total \$	\$ to my program
2010-2014	Strik, Bryla, Zhao, Daeschel, Perkins-Veazie (NCSU) <i>Lead PI</i>	NIFA-OREI	Organic blackberry production systems and fruit quality	\$2.3 million	\$983,000
2011-12	Strik	Ore. Blue. Comm. (OBC)	Long-term impact of sawdust use and N fertilization rate on yield, quality, and C sequestration in blueberry	\$12,450	\$12,450
TOTAL					

For grants prior to last promotion, give a total.

For grants prior to hire at OSU do not list or provide total unless remaining grant monies came with you at hire.

Faculty generating fees (e.g. from on-line courses or blended courses) 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, should also be listed here if it is being used to support programs.

Faculty involved in generating funds for endowments should list these contributions.

4. Patent awards, cultivar releases, and inventions

Give year, patent number, type of patent, and co-investigators (provide your role if it's not clear). If you have no patents, put "na"

Commented [Rev_151]: DEI--Throughout lists provide a designation or description of presentations to underrepresented groups or presentations with DEI topics.

Commented [s52]: Note this section only includes presentations to peers. Clientele or student presentations go in section B

Commented [s53]: Table should give a tally by year for time period being evaluated (since last promotion or since hire) – for those being promoted, include total prior to promotion (in one line); this is optional for those going through promotion and tenure unless you have a formal agreement for prior years service counting toward tenure. Always list in reverse chronological order

Commented [s54]: Give a list of presentations by category (column headings in table) listing presenter (could be someone else in lab), year, title of talk, meeting, location, number attending, and whether invited or keynote

Note: poster presentations may be provided in a separate list from orals

Commented [s55]: Example table provided. Provide your role on grant if it's not clear. Provide total since last promotion and total since hire, if applicable. Indicate the level of peer review for the different granting agencies to facilitate review. Note it is critical to provide total \$ for grant and total to your program in separate columns

Commented [Rev_156]: DEI---In list of grants or contracts use special designation to identify grants or contracts related to DEI activities (work with underrepresented populations or research related to DEI).

5. Other information appropriate to the discipline

In this section, you may include membership in professional societies (list) and professional development (give year and event)

D. SERVICE

1. University Service

- Department/unit

You may choose to divide this section into screening committees and other types of service.

Provide committee name and years.

- College
- University

2. Service to the Profession

- P&T Dossier review (from peer institutions)
- Grant panels
- Offices/roles in professional societies
- Editor or Assoc. Editor of Journal
- Papers reviewed

3. Service to the Public (professionally related)

Would include talks about your discipline to community groups, The Rotary, Chamber of Commerce, Radio and TV programs etc (note: these are activities that are not obviously required in your PD)

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

Generally would include community leadership type roles

5. If service is a significant percentage of FTE, outcomes or impact should be described.

If service is 10% or less then it is not necessary to describe impact of service

E. AWARDS

- National and International Awards
- State and Regional Awards
- University and Community Awards

F. DIVERSITY, EQUITY and INCLUSION

(Additional guidance provided by Dean's Office, December 2017). In 2015, the university included new expectations in the Faculty Handbook that all faculty members are responsible for

Commented [s57]: Be sure to divide each section by "Prior to last promotion" OR "Prior to present position"

Commented [Rev_158]: DEI--Throughout lists of service activities designated those activities that specifically address DEI.

Commented [s59]: If applicable, list year and institution

Commented [s60]: Give granting agency/program and year

Commented [s61]: This section would include moderator of session at professional meeting, committee member, convener of a professional meeting etc.

Commented [s62]: Provide year(s) and journal and whether you were an editor or associate editor

Commented [s63]: Give average number of papers reviewed per year and the names of the journals typically covered

Commented [s64]: Provide year (reverse chronological order), name of award and agency. Divide list into "prior to present position" or "prior to last promotion"

Commented [Rev_165]: DEI In this section provide a brief narrative that summarizes all DEI activities/efforts that you have participated in.

helping to ensure that diversity, equity, and inclusion goals are achieved. Faculty member contributions to diversity, equity, and inclusion should be clearly identified in the position description so that they can be evaluated in promotion and tenure decisions. In January 2016, the college directed unit leaders to begin incorporating expectations for diversity, equity, and inclusion into all faculty position descriptions and provided guidance for those expectations at: https://agsci.oregonstate.edu/sites/agsci.oregonstate.edu/files/commitment_to_diversity_and_communityfinal20jan16.pdf.

Describe your approach and outcomes related to diversity, equity, and inclusion here. You may provide a summary in addition to having presented activities related to diversity, equity, and inclusion in various sections of your CV (see comments above designated with “DEI”).