Oregon State University
College of Agricultural Sciences

Template for the Promotion Dossier Curriculum Vitae (C.V.) of Faculty Research Assistants and Research Associates

Developed in Summer 2023 and Updated in August 2024 by Dean's Office

Intended to be used for developing and updating the C.V. for promotion of Faculty Research Assistants and Research Associates in the College of Agricultural Sciences

The goal of this template is to assist CAS Faculty Research Assistants (FRAs) and Research Associates (RAs) in formatting their accomplishments, impact, and scholarship to best highlight achievements, avoid repetition among sections, and facilitate review when applying for promotion. The suggested format follows the OSU promotion guidelines presented in the Faculty Handbook.

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.
- 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.
- **This is a living document.** Always check and modify your CV as required by OSU guidelines or when there is any uncertainty or confusion. The CV should be fully consistent with OSU guidelines presented in the Faculty Handbook OSU Dossier Preparation Guidelines).

Acknowledgment
The Dean's Office appreciates the review and input of this promotion dossier 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 Conversation Sciences*), and Dr. Gail Langellotto and Dr. Patty Skinkis (*Horticulture*). The CAS Dean's Office greatly appreciates Dr. Brittany Barker (*Sr. RA I at Horticulture*), Meredith Cocks (*Sr. FRA I at Environmental and Molecular Toxicology*), and Ekaterina Jeliazkova (*Sr. FRA II at Crop and Soil Science)* for allowing the use of their statements of accomplishment under "Other Assignments" as examples in this dossier CV template.

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PROMOTION 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, M.S., Dept. name, University name, City, Country.
Major:
Thesis title:
20xx, 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, start from most recent one, and use a table to improve formatting.

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

- FRAs and RAs don't usually have formal teaching and advising assignment in the Position Description. If so, put "N/A" under the headings below, and then move to the next section B.4. "Other Assignments".
- If you have a portion of teaching and/or advising assignment, please follow the Instructor dossier CV template posted at the CAS P&T website.

1. Instructional Summary

- Following sub-headings are usually included in this section. If your job duties do not have any of these, put "N/A" under the heading. Since some FRAs and RAs may engage in training undergraduate and graduate students, a template to report it is provided.

a. Credit Courses

b. Non-credit Courses and Workshops

c. Curriculum Development

d. Graduate and Undergraduate Students Trainees
- List current and former graduate and undergraduate student trainees for whom you had a major instructional or mentoring responsibility.
- Indicate your instructional/training role 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 the lab environment, mentoring (graduate and/or undergraduate students) activities, what training have you taken to make yourself a better mentor, etc.

Graduate students advised

Name of student	Degree and Department	Time Period	My role
Since last promotion (or hiring at OSU) in 20xx			
xxx	Ph.D. (Hort) (in progress)	Since 20xx, expected in 20xx	Trained student in PCR analysis
xxx	MS (Animal Sci) (completed)	20xx - 20xx	xxx
Prior to last promotion (or hiring at OSU) in 20xx			

Undergraduate students advised

Name of student	Department	Time period	My role
xxx	Horticulture	20xx-20xx	Honor thesis mentor
xxx	Animal science	20xx-20xx	Project mentor

e. Team or Collaborative Efforts
(If no, put N/A)
This indicates special efforts undertaken to team or collaborate with another individual, group, or institution in the planning or delivery of instruction, and is mostly not applicable to FRAs/RAs. If so, please put "N/A". If you have anything to report, look at Instructor's promotion dossier CV template to report.

f. International Teaching
(If no, put N/A)
This basically reports instructional activities (short and long-term) and/or curricular developments that have taken place in countries other than the United Sates, and is mostly not applicable to FRAs/RAs. If so, please put "N/A". If you have anything to

report, look at Instructor's promotion dossier CV template to report.

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.

2. Student and Participant/Client Evaluation
(If not relevant, state N/A)
This is mostly not applicable to FRAs/RAs. If so, please put "N/A". If you have anything to report, look at Instructor's promotion dossier CV template to report.

3. Advising

If you do not have any formal advising responsibility in your PD, put a "N/A" here (note: undergrad and grad student advising is listed in section B.1.d).

4. Other Assignments

- This section is relevant to the job duties that are typically described in the position description for FRAs and RAs other than teaching and advising program. Examples of "Other Assignments" may be:
  - Science Communication
  - Research
  - Hire, Train and Supervise Field Crews Collecting Data for Research Projects
  - Coordinate Volunteer Assignments
  - Manage Analytical Laboratory
  - Analyze Data and Prepare Summaries for Publications and Presentations
  - Supervise Husbandry of Research Animals
- There is substantial variation in "Other Assignments" because frequently FRAs and RAs have positions that are unique to the lab they work in or to the faculty member they work with.
- For each of the other assign duties, provide a paragraph to describe the assigned duties, target audience, collaborative aspects, and number of individuals served as applicable.
- Where appropriate, provide lists or tables that document outputs. Examples are:
  - List of research projects supported by year
  - List of field crews hired, trained and supervised by year
  - Number of service lab customers by year
  - Number of papers and presentations you summarized data for by year (not provide full list as it should be under "Scholarship and Creative Activity" section).
- Keep in mind that the target criteria for promotion are competence, achievement,

special professional expertise, initiative, creative approaches, professional growth and innovation in assigned duties. Therefore, please focus on these criteria when reporting your activities and outcomes.

- DEI - If you have other assignments specifically related to DEI, include a description here.

Following sections are the examples of "Other Assignments" extracted from a few CAS FRAs and RAs' recent promotion dossiers CV. Permission to use them in this dossier CV template have been obtained from each of listed FRAs and RAs.

Note: Please avoid repeating the same materials in Candidate Statement.

a. **Engage in science communication**
by providing unbiased, scientific pesticide information to the public and professionals through real-time research of scientific resources (Example from Meredith Cocks, Sr. FRA I at the department of Environmental and Molecular Toxicology).

i. Provide scientific information via phone calls, emails, and other inquiries related to pesticide toxicology, environmental fate, and a wide variety of related issues. Use a variety of scientific databases and resources to provide science-based, objective responses.
I have responded to over 4,871 phone-based inquiries (calls and voicemails to NPICs hotline). I have responded to over 887 email inquiries. Many phone conversations require me to assess the caller's risks in real time, while locating and interpreting information to the caller using lay terms. Resources consulted include EPA Risk Assessment documents, PubChem and other chemical databases, and peer reviewed literatures.

ii. Collect detailed data daily for entry into NPIC's Pesticide Inquiry Database and for use by tribal, state, and federal partners. Incorporate elements of data collection into publishable work or presentations.
I have documented all 5,758 inquiries in NPIC's Pesticide Inquiry Database, according to strict qualitative coding standards. Approximately 20 percent of inquiries to NPIC are considered pesticide incidents (a pesticide incident is defined as an unintended pesticide exposure, exposure with adverse effects, a misapplication, or a spill). The exact number of incidents I have responded to is not available. However, I document pesticide incidents with a significantly higher level of detail so the data can inform research and state/Federal regulatory action.

b. **Research**
Phenology, climate suitability, and infection risk models and tools (Example from Dr. Brittany Barker, Sr. RA I at the Department of Horticulture)

Situation. Agricultural decision-makers need science-based, ecologically-informed site and spatialized models to help manage and monitor pests, their crop hosts, and their natural enemies. With respect to invasive species, decision makers need information on *where* an invasive species could potentially establish and *when* developmental stages are expected to occur, because this knowledge can support and improve strategic and tactical pest management decisions. Similarly, optimizing biological control programs can

benefit from knowledge of where and when biological control agents will exert sufficient pressure on target pests.

Approach. I have co-developed a spatialized modeling tool known as DDRP (**D**egree-**D**ay, establishment **R**isk, and **P**henological event mapping system), which was designed to predict realtime and forecasted phenology and climate suitability of insect species in the contiguous US. This work included (1) building models for 16 high-risk pest insects as part of a USDA-APHIS-PPQ (Center for Plant Health Science & Technology Program) cooperative agreement; (2) co-developing a version of DDRP that models insects with photoperiodic cued diapause to support biological control programs for three invasive plant species; and (3) co-developing a third version of DDRP that models infection risk and climate suitability for an invasive fungal pathogen causing boxwood blight.

I am currently developing a web app to make boxwood blight forecasts more accessible to stakeholders, increasing DDRP's capabilities to model moisture-sensitive organisms, and validating model forecasts using ground-based observation data for select species.

Outcomes and impact. I helped develop DDRP models for 14 of the 16 target insect species for the PPQ-S&T cooperative agreement. Regularly updated (every three days) models forecasts for all species are available at http://uspest.org/CAPS. The DDRP platform, models, and associated documentations including technical reports and a detailed user-manual were handed over to PPQS& T in 2020, and they are available at USPest.org and in a GitHub repository (https://github.com/bbarker505/ddrp_v2). The impacts of this work are currently unknown because we're not sure how PPQ S&T is using DDRP code and models in their existing workflows. However, our recently funded USDA NIFA AFRI Tactical Sciences in Biosecurity grant (Coop, Barker, and Crimmins) will support work to make DDRP forecasts more accessible and visible to decision makers, and to seek feedback from end-users on how forecasts are influencing their pest surveillance and management decisions.

Scholarship. Work related to DDRP has resulted in 10 technical reports, three peer-reviewed journal articles (two as first author), two book chapters (both as co-author), and 16 presentations (10 as first author). I have been a co-PI or PI on six grants, two of which were funded (NIFA AFRI Tactical Sciences in Biosecurity grant, and Oregon Department of Agriculture Nursery Research grant) and one that is pending (DoD Strategic Environmental Research and Development Program, SERDP). I led the writing of a USDA CPPM Extension Implementation Program Area grant, although I was not listed as a co-PI.

c. **Research support with field, laboratory, and greenhouse experiments**
(Example from Ekaterina Jeliazkova, Sr. FRA II at the Department of Crop and Soil Science)

My everyday jobs included all aspects related to setting up & maintenance of on-station as well as on-farm/growers field trials, greenhouse trials, and laboratory

experiments.

The target audience is the growers in the respective locations where the trials were conducted – the Columbia Basin in Eastern `Oregon for the trials with wheat and potatoes and Central Oregon for the trials with hybrid carrots for seed production and grass seed production. The projects were inspired by growers needs, the trials were designed to address specific issue to find solution. The outcomes are indicated in **section C 1. & C 2**. and also in the next bullet point below.

The field trials were conducted with agronomic crops, including alternative rotational crops in dry-land wheat-fallow production system, winter wheat blends studies, in-season nutrient uptake by hybrid carrots for seed production trials, Kentucky bluegrass seed production trials to screen herbicides for replacement of Beacon, industrial hemp, and potato fertilizer response trials. Also assisted with set up of Kentucky bluegrass seed yield and wheat variety trials, multiple harvests of orchard grass and fertilizer rate and lime and phosphorus in hay production on-farm trials. The laboratory studies included seed germination studies, to evaluate the effect of selected essential oils on wheat and barley seed germination. Also under laboratory settings, I conducted extractions of essential oil from plant samples collected from corresponding field experiments, and investigated effects of distillation techniques on essential oil composition. Performed DNA extraction from bacterial blight isolates to determine relationships between different isolates in carrots for seed production. Also evaluated potential of bacteria for biocontrol of bacterial blight. Conducted the greenhouse experiments for the initial screenings of herbicides for replacement of the Beacon herbicide used in Kentucky bluegrass for seed production, prior to establishing the field trials. Collected and processed plant tissue, seed, and soil samples as per objectives of each trial.

C. SCHOLARSHIP AND CREATIVE ACTIVITY

(If there is no scholarship duty in your position description, please put N/A.)

- 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 or critique; 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.

1. Publications

a. Peer-reviewed

- Use table to summarize peer-reviewed publications.
- Under each of the publication category, use heading to separate publications since last promotion or prior to hire at current position, such as "Since last promotion (or hire) in 20xx", "Prior to last promotion (or hire) in 20xx", etc.
- Bold you name in each publication.

Summary of peer-reviewed publications

Time frame	Refereed journal articles	Book chapters	Extension publications	Other peer reviewed materials
Since last promotion in 20xx				
Prior to last promotion				
Prior to OSU				
TOTAL				

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:
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 using same codes stated 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.
- For co-authored publications, indicate your role by using the codes provided above.

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.

b. Other Publications

- These are not peer-reviewed, sub-headings may include "Newsletters", "Trade/Industry Journal Articles", "Videos", "Websites", etc. If none for any of listed items below, put "N/A")

i. Newsletters

ii. Trade/Industry Journal Articles

iii. Videos

iv. Websites

2. Presentations to Peers

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. 2013. Edible coatings and films for enhancing quality and safety of food, 6/28/2013, Hongzhu Agriculture University, Wuhan, China. **Invited.**

3. Sponsored Research

(If not relevant, put N/A)

- If applicable, provide a summary sentence to state your involvement in total grants, fees, contracts and endowments, list separately as shown below since last promotion or since hire at OSU
- State your role in the grants (co-PI, collaborator, etc.).

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

i. Grant and Contract

Summary of grant and contract

Year(s)	PI(s)	Agency	Title	Total $	$ to my program (or My role)
Funded projects since last promotion (or hire) in June 20xx					
7/06-6/07	Zhao, Y.	USDA NCSFR[a]	Improving fresh market quality of blueberries through post-harvest handling and storage	$12,450	$12,450 (or I collected preliminary date, made tables/figures)
Funded projects prior to last promotion (or hire at OSU) (June 20xx- June 20xx)					
TOTAL					

[a] USDA NCSFR –USDA Northwest Center for Small Fruit Research

ii. Fees Generated
(If not applicable, put N/A)

- 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.

Summary of fee generated

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

4. Intellectual Property (If not relevant, put N/A)

- 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 (If not relevant, put N/A)

- 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.

6. Entity Creation (If not relevant, put N/A)

- 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.

7. Other Information Appropriate to the Discipline
(If not relevant, put N/A)

- 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, and other evidence of regional, national, or international stature and service to the profession.
- Provide dates for all activities. Examples:

a. Offices/roles in Professional Societies

b. Papers Reviewed for the Journals

3. Service to the Public (professionally related)

- Examples are talking about your discipline to community groups, Chamber of Commerce, Radio and TV programs, etc.
- Provide dates for all activities.
- **Note:** These are activities that may not be required in your PD.

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

- List community service not directly related to your appointment, but is consistent with professional training and responsibilities. They are 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 outcomes or impact of service.

E. AWARDS

- 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.

1. National and International Awards

2. State and Regional Awards

3. University Awards

4. College Awards

5. Community Awards

F. DIVERSITY, EQUITY AND INCLUSION

- Provide a narrative to summarize all DEI activities/efforts that you have participated in teaching, advising and/or other assigned job duties and their impacts.
- Include efforts to promote equitable outcomes among learners of diverse and underrepresented groups. Refer to "A Resource Guide for Planning and Reporting Diversity, Equity, and Inclusion (DEI) Activities for Promotion and Tenure".