



Oregon State University
College of Agricultural
Sciences

Template for the Promotion Dossier Curriculum Vitae (C.V.) of Instructors

Developed in Summer 2023 and Updated in August 2024

by CAS Dean's Office

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

The goal of this template is to assist CAS Instructors in formatting their accomplishments, impact, and scholarship to best highlight achievements, avoid repetition among sections, and to 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

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*). Dean's Office greatly appreciates Alicia Leytem (*Sr. Instructor I at Crop and Soil Science*) and Megan Mobley (*Sr. Instructor 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, Ph.D., Dept. name, University name, City, Country.

Major:

Dissertation title:

19xx, M.S., Dept. name, University name, City, Country.

Major:

Thesis title:

19xx, B.S., Dept. name, University name, City, Country.

Major:

2. Employment History

- Provide year, location, and institution for each position held since your B.S. degree, start from most recent one, and may use a table to better 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

- Provide a brief summary (300-400 words) of your teaching philosophy

1. Instructional Summary

a. Credit Courses

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

Summary of credit-course teaching events

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

b. Non-Credit Courses and Workshops

(if not relevant to your position, please put NA)

- Non-credit courses are those that are presented to stakeholders/clientele, such as workshops, shortcourse, seminars, etc. They should be summarized here, no matter what your position (e.g., Extension or research faculty).
- Do not include professional meetings dominated by peers here as these go to the scholarship section.
- A table below is an example of summary of your non-credit teaching events. It may include the events you organized or co-organized, and presentations you gave in the events. There can be situations where you serve as both organizers and speakers. Try to organize them in a concise way and avoid repetition.

Summary of non-credit teaching events

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

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

- Start from the most recent and provide a separator for courses or workshops taught since and before your last promotion or hiring date.
- For each item include: the title of the event, date, location, number of participant, your role, and **bold “invited”** if this is the case.
- Be sure to indicate which presentations/events were invitations to speak. An invitation is being asked to speak at an event outside of your region of duty. For

example, it is not an invitation to speak at a local event by one of your stakeholders.

- **DEI: Clearly indicate events delivered to underrepresented populations using footnotes or other notable ways.**

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

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

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

Date	Event Name	Location	No. Participants	Presentation Title(s)
Since last promotion (or hire) in 20xx				
Dec. 1, 2006	Short course: Good agricultural practices for fruit and vegetable production	Corvallis, OR	25	<ul style="list-style-type: none"> • <i>FDA Guidelines for ensuring microbial safety of fresh and minimally processed fruits and vegetables</i> • <i>Introduction to Preharvest GAPs</i> • <i>Worker health and hygiene</i>
Prior to last promotion (or hire to OSU)				
April 26- May 3, 2001	Workshop: New England cheese safety	Brattleboro, VT	130	<ul style="list-style-type: none"> • <i>Current food safety issues in cheesemaking</i> • <i>Specific prevention and control measures in cheesemaking, pasteurization vs. unpasteurized cheese</i> • <i>Milk pasteurization equipment</i>

c. Curriculum Development

- Provide brief description on credit courses and non-credit courses developed or modified (e.g., adapted course for eCampus) (give dates).
- Indicate if you revised curriculum or developed original material and acknowledge significant collaborators for each, if applicable.
- Make a distinction between courses stated in your PD and courses taught as part of overload, if applicable.
- Include information on curricular committee assignments/roles.
- Use a table to list course development. See example below.
- **DEI:** Include in narrative DEI activities which might include the development of general education (Bacc Core or Core Ed) courses that include a DEI focus, incorporating DEI topics into existing disciplinary courses, or Extension and Outreach curriculum development specifically targeting underrepresented populations.

List of course development

Course number	Institution	Course description link if applicable	New or revision	In load or overload	DEI
Courses developed since last promotion (or hire) in 20xx					
Courses developed prior to promotion (or hire to OSU)					

d. Graduate and Undergraduate Students Trainees

- List current and former graduate and undergraduate student trainees whom you have had a major instructional or mentoring responsibility, this could also include managing TAs for course(s).
- Indicate instructional 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 mentoring activities, what classes and training have you taken to make yourself a better advisor/mentor, etc.

Graduate students advised

Name	Degree Sought and Department	Time Period	My role
Since last promotion (or hire) in 20xx			
xxx	Ph.D. (Hort) (in progress)	Since 20xx, Expected 20xx	Supervising for TA Hort xxx
xxx	MS (Food Science)	20xx - 20xx	Trained student in using PCR

	(completed)		
Prior to promotion (or hire to OSU)			

Undergraduate students advised

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

e. Team or Collaborative Efforts

(If no, put N/A)

- Indicate special efforts undertaken to team or collaborate with another individual, group, or institution in the planning or delivery of instruction.
- List and describe collaborative teaching efforts and name collaborators. See example below.
 - FST& NUTR 514, 3-credits, co-developed this course with Dr. Melinda Manore from NUTR in 2005, and co-taught to both food science and nutrition students during 2006-2023.
- Non-credit teaching programs may be included here if focus is on teaching.
- Other collaborative programs go in section “B.4. Other Assignments”.
- Giving a guest lecture(s) is not considered collaborative teaching. Put that detail into section above in B.1.a. Credit Courses.

f. International Teaching (If no, put N/A)

- Identify instructional activities (short and long-term) and/or curricular developments that have taken place in countries other than the United States.
- Indicate the location, time frame, and nature of the teaching experience (i.e. workshop, seminar, course, etc.). See example below.
 - Fu-Jen University, Taipei, Taiwan, intensive graduate course, “Novel Technologies for Value-added Fruit Processing”, 3-credits, 3/5/2018-3/23/2018, invited.
- **Note:** Individual seminars or workshops should be listed in section “B.1.b. Non-Credit Courses and Workshops”.

g. Innovation and Entrepreneurship (I&E) (If no, put N/A)

- Identify students and researchers trained/mentored as part of the work/curriculum, student-led innovations and startups under faculty mentorship, incorporation of I&E skills into classroom, and/or curricular development/enhancements based on I&E work.

2. Student and Participant/Client Evaluation (when applicable)

a. Credit Courses

- Use a table to summarize student evaluations of teaching as shown below. Indicate the number of students in the course who submitted evaluations.
- Include same course by term and year, as well as comparisons of the course to department and/or college norms on important variables such as required/not required, core or elective, and level (100, 200, ...), etc. as shown below. This allows evaluation of progress over time.
- For courses taught from Spring 2020 through Winter 2022, it is at the faculty member’s discretion to use eSET or SLE scores without prejudice. This applies to all courses, including Ecampus courses. In lieu of eSET or SLE scores, faculty may want to provide narrative about how they modified their course(s) for remote delivery and worked with students to ensure their success during that time.
- If faculty choose to not include eSET or SLE scores for above time period, include the following notation: “Course student evaluation scores omitted per COVID-19 accommodation recommendations.”
- Separate eCampus courses from in-person instruction.
- Letters from individual students, clients, or program participants should not be included while student committee letter is required in the dossier.

Summary of Student Evaluations of Teaching (eSET or SLE)

Course	Term	Response s/Enroll ment	Instructor rating			Course rating		
			This course	Dept	CA S	This course	Dept	CAS
Since last promotion (or hire) in 20xx								
HORT 251	F 2011	33/40	5.5	5.5	5.2	5.7	5.5	5.1
	F 2010	28/35	5.4	5.5	5.1	5.7	5.6	5.3
ENT 330	Spr. 2011	110/140	5.0	5.2	5.1	5.6	5.4	5.3
Prior to last promotion (or hire to OSU)								

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

(If not relevant, put N/A)

- Clearly show the total number of events evaluated per year, and average rating received in a given year for your non-credit course teaching.
- Do not list or summarize written comments provided by clientele.

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

Teaching event	Year	No. responses/ No. participants	Quality of event ^z	Quality of instruction [*]

Blueberry Nutrition	2011	25/30	5.1	5.2
How to train blackberries	2010	20/25	5.8	5.9

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

3. Advising

- If you do not have any formal advising responsibility in your PD, put a “N/A” here (note: undergrad and grad student advising is listed in section B.1.d).
- If you have formal advising responsibility in your PD, describe the type of advising/counseling responsibilities.
- For formal academic advising, give number of student advisees and how often they typically meet with you.
- For co-curricular advising (e.g. faculty adviser for student professional organization), provide evaluations of advising performance, including dates, and describe how student input was obtained.
- Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services, when signed by the students.

4. Other Assignments

- In addition of teaching and advising, some instructors may have other assigned duties in the position description, such as **Supervision, Program Support, Collaboration Programs**, etc. as listed below.
- For each of other assigned duties, please use a heading as shown below, and provide a paragraph to describe the assigned duties, target audience, collaborative aspects, and number of individuals served as applicable.
- 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 Instructors’ promotion dossier CV. Permission to use as examples in this dossier template have been obtained from each of the listed instructors.

a. Supervision

Supervise and train teaching assistants to be able to teach the lab sections (Example from Alicia Leytem, Sr. Instructor I at the Department of Crop and Soil Science)

Each term I mentor 1-4 Graduate Teaching Assistants (GTAs), preparing them to establish healthy learning environments, encourage active learning through lab activities,

and fairly grade student work. Management activities for each term include:

- a. Providing GTA guidance materials at the beginning of each term
- b. Creating lab presentations and teaching plans for in class activities
- c. Maintaining a resource library for all lab materials in Google Drive, including weekly Canvas announcement templates, grading keys, and SOPs for various GTA tasks
- d. Holding weekly GTA meetings
- e. Providing training on teaching tools including Canvas, Speedgrader, Gradescope, Google Slides, Turnitin, and more
- f. Monitoring GTA written communication with students
- g. Discussing pedagogical methods for engaging students, creating active learning environments, and creating a more equitable classroom DEI
- h. Holding individual pre- and post-term interviews with each GTA to establish goals and reflect on accomplishments
- i. Identifying and encouraging additional professional development activities based on individual GTA needs and desires
- j. Evaluating GTA quality of work and completion of responsibilities and providing additional guidance or discipline when needed

Working with Graduate Teaching Assistants is the most rewarding aspect of my job as an instructor. Many of the graduate students have little to no teaching experience when they join my class, and at the beginning of every term I meet with them individually to plan out our goals for their growth that term. We focus on what skills they're bringing to the position, the aspects of the job that they or myself feel like they need growth in and develop an individualized list of goals for the term. I've had many GTAs for just a single term, and the growth in their confidence as teachers over the ten weeks is huge. However, it is the most rewarding when a GTA can teach the class for several terms. This allows them to move past the initial steps of becoming familiar with the materials, learning the various aspects of the grading platforms, and gaining the confidence to lead a classroom. Often these long term GTAs can start focusing on ways to improve the classroom experience for their students including increased active learning, forming student instructor connections, and establishing an equitable and inclusive learning environment.

I have one GTA who has taught with me for six terms, which has allowed him to master various platforms and teaching styles through the pandemic including remote, hybrid, and in person. His abilities have developed to a point where I am now working with him directly to develop course materials and asking him to take on a mentorship role with other GTAs to teach them various tools used in the classroom and online. He has a career goal of becoming an educator, and thanks to his success with this course we have been able to directly focus on skills and abilities that will help him with that goal. I have complete confidence in his teaching abilities, and the overwhelmingly positive feedback he has received from students reflects the advances he has made.

b. Program Support

Assist with student recruiting and promotional materials for the SUS program (Example from Megan Mobley, Sr. Instructor II at Crop and Soil Science)

I am an innovative and effective instructor who works hard to connect with students. During the time I had this SUS Support responsibility, my quality reputation recruited students to the SUS 102 course, to other SUS courses, and to the SUS double-degree and minor. The dramatic growth of the SUS program from my hire to 2019 suggests that my reputation among students and my promotional efforts recruited students into the course and the degree program.

- From 2014-2019, SUS 102 annual total enrollment increased >30%, overall annual enrollment in all SUS courses increased >100% (as the number of courses also increased), and the number of SUS majors and minors increased >60%.
- A 2016 OSU Ecampus News article profiled an engineering undergraduate who was recruited to other SUS courses and a SUS minor after taking my SUS 102 course.
- A 2017 Capital Press article promoted my innovative teaching in SUS Ecampus program to readers and potential students outside the university.
- I promoted the quality and uniqueness of the SUS program in presentations (3) and media interviews (1).
- I contributed to program assessment by developing rubrics to assess whether students in the courses are achieving the learning outcomes. This information was then used to improve course and SUS program alignment and quality for future terms, which improved the SUS program's reputation and ability to recruit students.
- I drafted a Cat 1 proposal for a Sustainable Business Certificate program, in collaboration with COB faculty. If approved, this would have expanded course options and enrollment in SUS program courses.

c. Collaborative Programs

While collaborative programs in teaching are highlighted in section B.1.e, highlight collaborative programs in "Other Assignments" are here.

C. SCHOLARSHIP AND CREATIVE ACTIVITY

- If there is no scholarship duty in your PD, 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. Publication

a. Peer-reviewed

- Use a 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.

Summary of peer-reviewed publications

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

i. Refereed Journal Publications

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

My role in publications is designated by the following codes:

C = Conceptualization – Ideas; formulation or evolution of overarching research goals and aims.

D = Data curation – Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later re-use.

FA = Formal analysis – Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data.

\$ = Funding acquisition - Acquisition of the financial support for the project leading to this publication.

I = Investigation – Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection.

M = Methodology – Development or design of methodology; creation of models.

A = Project administration – Management and coordination responsibility for the research activity planning and execution.

R = Resources – Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools.

S = Software – Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components.

M = Supervision – Oversight and leadership responsibility for the research activity

planning and execution, including mentorship external to the core team.

V = Validation – *Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.*

G = Visualization – *Preparation, creation and/or presentation of the published work, specifically visualization/data presentation.*

W1 = Writing – original draft – *Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).*

W2 = Writing – review & editing – *Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre- or post-publication stages.*

DEI = Diversity, equity and inclusion – *topic of publication specifically addresses some aspect of diversity, equity and inclusion in my discipline.*

* = *Graduate Student in my lab.*

** = *Undergraduate Student in my lab.*

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

ii. Book Edited

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

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

iii. Book Chapters

- List the title, year, authors, and publisher of the book chapter you wrote, and indicate your role.

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

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

v. Proceedings (This is to peers)

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

vi. Abstracts from Conferences Without Published Proceedings

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

b. Other Publications

- These are not 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

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

(Clear 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.

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 it’s not relevant to your position, put “N/A”)

- Provide a summary sentence giving total grants, fees, contracts and endowments, list separately as shown below since last promotion or since hire at OSU.
- State your role in the grant (PI, co-PI, collaborator, etc.) and the amount of share

came to your program.

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

a. Grant and Contract

Summary of grant and contract

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 and figures for the proposal)
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

b. Fees Generated

- 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, may also be listed here if it is being used to support programs.
- Use a table to report (group as needed). See an example below.

Summary of fee generated

Year	Revenue generated from online Master Gardener course	
	Total	To my program
2020 (up to 8/18)	\$53,055	\$37,138
2019	\$42,630	\$29,777

4. Intellectual Property (If it's 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.

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 it's not relevant to your position, 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 it's not relevant to your position, 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 it's not relevant to your position, 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, Sept. 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 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 obviously 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 outcome and impact of service.

E. AWARDS

- Include awards received from professional organizations/societies, Oregon State University, College, 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

4. College

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”.