**Insider’s Guide to the 2023 Core Dossier**

This document will provide further explanation for completing a thorough dossier:

* Pages 1-3: Overall guidance on following the current template
* Page 4: Core dossier outline revised 11/28/2022 COM:
	+ Specific guidance and examples are provided for some of the sections of the core dossier. Look for the following symbols:



= ***Guidance*** = ***Example***

* + A full dossier example is available on the College of Medicine faculty website 🡪 Appointment, Promotion & Tenure Resources 🡪 APT Toolbox

*\*\*\* Please Note \*\*\*:* The full dossier in the APT Toolbox is to be used as an example of what a complete dossier looks like. It contains a previous version of the core dossier so it will look a little different from the current core dossier described below.

Starting with cycle 2018/2019, Ohio State has NOT required use of the Vita system to build your dossier. However, your dossier MUST follow the OAA core dossier template for the current cycle if you are requesting promotion and/or going up for a Tenure track review.

**Dossiers that do not follow the template are in jeopardy of being returned by the College of Medicine back to the Department causing delays in the process.**

NO changes to the actual dossier template are allowed!

It is expected that you will have sections labeled as “None” and you must leave those in the template.

All sections should be in reverse chronological order, with the newest and most recent information at the top. Clearly indicate what material is work completed since your last promotion and/or date of hire.

*Formatting examples for sections with dates*:

Current Appointments:

2019 – present Associate Professor-Clinical, Department of Pathology, The Ohio State University

Service and Engagement:

2017 - present Editorial board for Clinical Breast Cancer

Write in layman’s terms. The reviewers of your dossier at the College and University level will not be in your discipline and specialty. Make sure you eliminate the need for a reviewer to guess the impact of your academic work:

* Clearly explain what you are doing
* Spell out acronyms
* Avoid abbreviations
* Give quantities/details

The key is not length, but clear and concise information. Make sure to fully answer each question/section with the relevant information that is requested. Please don't respond with “see lectures in teaching section.” Nor “see addendum attached.” At the same time, do not clutter the dossier with inconsequential information. Make sure the truly important information is easy to discern.

Proofread the final document front to back. Look to fill in gaps, fix page breaks, etc. Make it look concise and presentable. Neatness Counts!

Do not underestimate the amount of effort that is needed to put together a successful dossier. You will go through several draft versions until the final polished complete dossier is ready to submit to the College of Medicine!

**NARRATIVES**

Specific Narrative Resources are available on the College of Medicine faculty website 🡪 Appointment, Promotion & Tenure Resources 🡪 APT Toolbox 🡪 3. Dossier Creation 🡪 3.(a) Introduction & Core Dossier:

* Building Narratives Overview
* Building Narratives - Presentation

All narrative sections in the dossier should contain “I” statements and not “we” statements.

Your narratives create and give perspective to your data points and help demonstrate your level of recognition and impact. Create your story of why you should be promoted through the narratives.

Narratives should focus on the most recent data (last 5 years or since last promotion). Use the narratives to create unity and themes in your dossier through your teaching, research, service and clinical roles. Connect the dots to show your IMPACT!

Make sure your narratives are clear and informative. Your narratives should help to interpret the data that is presented in your dossier and close any gaps so only one interpretation can be reached – yours (that you should be promoted).

Questions that should be clear in your narratives:

* Why is what you have accomplished important?
* How are you known in your field?
* How have you created impact on a national, international level?
* How do you measure and demonstrate your impact?
* How have you met your department’s P&T criteria?

Be your own advocate. Do not be modest but do not be arrogant.

Address any challenges or setbacks you may have had. How you overcame these can be turned into a strength!

**Updated 12/7/2022**

* Suzanne Knott, Faculty Affairs Specialist, Dept of Surgery

Hired at The Ohio State University Medical Center in 2003 and has held administrative positions in Surgical Oncology and Neurosurgery before being promoted to the P&T coordinator position in the Department of Surgery in 2014.  Since cycle 2014/2015, the Department of Surgery has promoted an average of nine faculty each year.  Also supports the Department of Surgery, Vice Chair of Academic Development and Promotion and Tenure, Dr. William E. Carson, III.  He has been a faculty member here at Ohio State for over 25 years and served on the College of Medicine P&T Committee from 2010-2019.

* Crista Marbley, Faculty Affairs Analyst, College of Medicine Office of Faculty Affairs

Hired at The Ohio State University Medical Center in 2010 and held administrative roles in business and finance, student life, and Cardiology at Nationwide Children’s Hospital before being promoted to the P&T coordinator position, in the Department of Pediatrics in 2017 leading to helping over 100 faculty with promotion and tenure. She is now a Faculty Affairs Analyst in the Office of Faculty Affairs in the College of Medicine.

* References:
* Office of Academic Affairs Policies and Procedures Handbook: Volume 3

Promotion and Tenure Review, Revised August 2022

* Feedback and tips from Dr. Oberyszyn, Kendra Kay, and Jacqui Lankford that were seen during the College of Medicine P&T Committee Review meetings.

**NAME**

Address

Telephone

Email

**Biographical Narrative** (approximately 750 words)



***Guidance***: This should be your Ohio State Narrative and not Biographical Narrative. You can include a narrative description of your educational background, brief summaries of your teaching, research, and service efforts and effort assignments (for example 40% teachings, 40% research, 20% service).

Talk about your IMPACT since date of hire or last promotion. No need to restate your training or previous appointments. That information is listed below. Stick to describing your impact.

This is the first thing a reviewer will read!

Please clearly state your track and pathway (pathways only apply to the clinical track). Also list your % effort spent on clinical duties. You will explain your clinical duties in more detail later but listing the percent here will help the reviewer have a frame of reference on your time for academic activities outside of delivering patient care.

For example, I am currently an Associate Professor on the Clinical Track and am requesting promotion to Professor on the Clinical Excellence Pathway. My clinical FTE is .8. (Yes this information is included in additional paperwork submitted to the College of Medicine but is helpful for external evaluators and internal reviewers to list here.)

Make sure it is easy to know when you were hired/last promoted at Ohio State.

If applicable, add information about the Impact of COVID on your career if you needed to shift your academic or research priorities or had to adjust your timeline for research, etc.

Think of this as your dossier “cover letter” or an abstract for your manuscript.

**Current Appointments**

**Academic Appointments**

**Other Appointments**

**Degrees**

**Fellowships, Internships, Residency**

**Certifications**

**Licensures**

**Teaching** (except for teaching sections 2 and 3, include information from date of appointment, last promotion, or the past 5 years, whichever is the shortest).

Key notes:

* Do not enter information twice in the core dossier
* Sections cannot be deleted. If there is no information, please put “0”, “N/A”, or “None” as applicable
* Do not delete tables, do not add tables, do not change structures, and do not leave incomplete
* Do not add images or graphs
* Ensure all years are noted (e.g. years advising student)

1) Undergraduate, graduate, and professional courses taught



***Guidance***: Please list everything in the one table below, recurrent items and one-time items. Include formal faculty/learner teaching opportunities (bedside teaching, rounds, operating room, clinics, lab, etc) for medical students, residents, fellows, post docs, etc.

Do not include mentoring of other faculty members. Mentoring of faculty would appear under service, number 6 – Administrative service, 6e) Faculty peer mentoring.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Period Offered | Course Number, Title, Credit Hours | Enrollment | % Taught, Role | Stdnt. Eval. | Peer Eval. | Other Eval. | Instr. Method |
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2) Involvement in graduate/professional exams, theses, and dissertations and undergraduate research for entire career at Ohio State

1. Graduate students—list completed and current and include:

***Guidance***: Do not include service as a Graduate School representative (this should be listed in Service 6f)

If you served on the same student’s candidacy exam committee and on their dissertation committee, they should be listed twice. See *Example* below.

|  |  |  |
| --- | --- | --- |
| Category | Current | Complete |
| Doctoral Student | Dissertation Advisor |  |  |
| Doctoral Student | Dissertation Committee Member |  |  |
| Doctoral Student | Candidacy Examination Committee Chair |  |  |
| Doctoral Student | Candidacy Examination Committee Member |  |  |
| Masters Student | Thesis Committee Member |  |  |
| Masters Student Plan A | Thesis Advisor |  |  |
| Total |  |  |  |

i) doctoral students (dissertation advisor)

ii) doctoral students (dissertation committee member)

iii) doctoral students (candidacy examination committee chair)



 ***Example****:* 2016-2020 John Smith, The Ohio State University, Title of thesis

iv) doctoral students (candidacy examination committee member)



 ***Example***: 2018 John Smith, The Ohio State University

v) master’s students plan A (thesis advisor)

vi) master’s students plan B (advisor)

vii) master’s students (thesis committee member)

viii) master’s students (examination committee member)

ix) medical students (who are not included above with other graduate students. Do not include MD/PhD candidates here. Those are included above with doctoral students. \*add brief description about interaction with the medical students.

x) residents/fellows (who are not included above with other graduate students e.g. it can be patient care or in the research laboratory. \*add brief description about interaction with the residents/fellows.

b) Describe any noteworthy accomplishments of graduate students for whom the candidate has been the advisor of record.

***Guidance***: Examples: publications during or emanating from graduate program, awards for graduate work, prestigious post-docs, or first post-graduate positions. In this section only, you may have duplication; if you have co-authored work with a graduate student, you can list the citation in this section and in the research section.

 Only list true PhD or Master’s Graduate students.

c) Undergraduate research mentoring.

***Guidance***: For each student mentored, give name of student, title of thesis or project, quarter or semester of graduation, and noteworthy outcomes of this mentorship such as publications, presentations, honors or student awards.

d) Describe any noteworthy accomplishments of undergraduate students, in particular related to research, for whom the candidate has been the advisor of record (publications, posters, honors or student awards). If listing publication posters, please bold student names.

3) Involvement with postdoctoral scholars and researchers throughout career at Ohio State (i.e. PhD students who are doing a postdoctoral fellowship).

***Guidance***: List completed and current postdoctoral scholars and/or researchers under the candidate’s supervision.

Residents/Fellows carrying out research should be listed here in addition to postdoctoral scholars.

4) Extension, continuing education instruction



***Guidance***: Summarize briefly the major instructional activities (workshops, non-credit courses) using the tables. Identify role and number of participants.

Continuing Education (i.e. Continuing education are talks you give that provide CME credit or are presented to the general public providing information on a clinical or research topic)

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| **Date** | **Title** | **Sponsor** | **Enr.** | **%****Taught** | **Candidate's Role** | **Formal Eval.** |
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Grand Rounds

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| **Date** | **Title** | **Sponsor** | **Enr.** | **%****Taught** | **Candidate's Role** | **Formal Eval.** |
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Lecture

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Title** | **Sponsor** | **Enr.** | **%****Taught** | **Candidate's Role** | **Formal Eval.** |
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5) Curriculum development since date of hire at Ohio State if this is first review, regardless of rank. If this is a review for professor list the items for the previous five years or since promotion, whichever time period is shorter.

***Guidance***: This is a required narrative.

Give specific examples of your involvement in curriculum development (role in the design and implementation of new or revised courses); development of new teaching methods or materials (undergraduate, graduate, or professional); creation of new programs. This section may also include examples of teaching methods or materials adopted beyond Ohio State, presentations on pedagogy and teaching at national and international conferences.

If Extension is a specified area of expectation for you, include a description of the overall Extension program (curricular) goals, a brief description of the scope and sequence of instructional activities as they relate to the program (curricular) goals, the target audience(s), the candidate’s role in the curriculum/program development, the role of others engaged in that curricular program, and a brief description of the impact of the curriculum.

6) Briefly describe the candidate’s approach to and goals in teaching and student mentoring, major accomplishments (including positive impact of teaching and mentoring on students), plans for the future in teaching and student mentoring (no longer than 750 words).

 ***Guidance***: This is a required narrative.

Describe your teaching and mentoring philosophy and any achievements.

7) Evaluation of teaching. Briefly describe how the candidate has used the evaluation information (e.g., student evaluations of instruction, peer evaluations of teaching, other feedback) to improve the quality of teaching and student mentoring (no more than 250 words). Do not summarize SEI data in this section, as it is provided in the Student Evaluation section of the complete dossier.

 ***Guidance***: This is a required narrative.

Briefly describe how you have used the evaluation information to improve the quality of instruction. It is ok to list that on average one has received a 4.8 out of 5 in teaching evaluations. However, please do not list actual comments from evaluations. The evaluation summaries are a separate part of your entire promotion packet that is submitted to the College of Medicine.

8) Awards and formal recognition for teaching and mentoring

9) Other academic advising or mentoring (academic advising of students that are not included in section 2 under teaching or section 7 under service).

10) Completion of teaching development programs. Include the following:

* Name of the program or workshop
* Date completed
* Description of training
* Impact of training

***Guidance***: List continuing education programs related to teaching. Include teaching endorsements, course design institutes, FIT mentoring, or workshops offered by the Michael V. Drake Institute for Teaching and Learning as well as other teaching development programs.

**Research**

Although all scholarly/creative works should be listed, please clearly denote outcomes since appointment or last promotion at Ohio State.

Key notes:

* Do not enter information twice in the core dossier
* Sections cannot be deleted. If there is no information, please put “0”, “N/A”, or “None” as applicable
* Do not delete tables, do not add tables, do not change structures, and do not leave incomplete
* Do not add images or graphs
* Each section should be numbered (published works, presentations, grant funding, etc).

1) List of books, articles, and other published papers (all scholarly/creative works should be included in this table and for 1a – 1e add language to denote outcomes since appointment or last promotion: Articles # 1 - # 27 are generated since last promotion or appointment at Ohio State)

***Guidance*:** Your name needs to be in **bold** for all items under this list of books, articles, and other published papers.

Items 1a-1e for the last five years, need to include a narrative description (approximately 50 words) of the candidate’s intellectual contribution and percentage of contribution are required. Examples of appropriate formats for this information include:

* I designed the experiment (which was carried out by the graduate student co-authors) and wrote the article (75% contribution).
* I identified the patients for the study, administered the drug regimen, reported results to the consortium, and reviewed the draft manuscript (25% contribution).
* I completed and wrote the literature review for the paper, shared equally with the co-author in the analysis and interpretation of the data, and reviewed the complete draft manuscript (50% contribution).

Statements such as the following are not acceptable: “All authors contributed equally” or “50% effort.” Do not refer to past dossiers for how to write the required description, because requirements have changed.

Be realistic!

If there are four authors and you are a middle author, stating 80% effort is simply not believable. Likewise, if you are one of two authors and state 100% effort, the other author should not have been on the manuscript.

***Guidance and Example*:** Meeting presentations (talks, posters) that have been cancelled due to COVID-19

Stepleman LM, McCall WV (accepted). Facilitating Faculty Success in Academic Medicine: An Institutional Example. 2020 Group on Faculty Affairs Professional Development Conference, Portland, OR. Due to Covid-19 related conference cancellation, this peer-reviewed abstract and/or presentation was accepted but not presented.

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| --- | --- |
| **Published Work Type** | **Number of Publications** |
| Peer-Reviewed Journal Articles |  |
| Abstract and Short Entries |  |
| Chapters in Edited Books |  |
| Editor Reviewed Journal Articles |  |
| **Total** |  |

1a) Books (other than edited volumes) and monographs

1b) Edited books

1c) Chapters in edited books

1d) Bulletins and technical reports

1e) Peer-reviewed journal articles

1f) Editor-reviewed journal articles

1g) Reviews (indicate whether peer reviewed)

1h) Abstracts and short entries (indicate whether peer reviewed)

***Guidance*:** All abstracts should go here. You can separate them into those chosen for platform presentations and posters

 Platform presentations

 Posters

1i) Papers in proceedings (indicate whether peer reviewed)

***Guidance*:** This section is for academic papers published in the context of an academic conference or workshop. Papers that you are currently in the process of preparing or are under review would go under section 1k – potential publications under review

1j) Unpublished scholarly presentations (invited presentations – not abstracts. Invited presentations are when someone reached out to you to give a talk without you submitting an abstract. It should only have your name. Multiple names would belong under abstracts)

***Guidance:***These should be separated into the three categories listed below.

Invitations to be a moderator, panelist or discussant at a conference would also be included in this section (clearly list your role).

Please note: when separating into the three categories, this refers to the reach of the conference (what is indicative of the audience and organization), not the actual location of the event.

*International*

*National*

*Local*

1k) Potential publications under review (indicate authorship, date of submission, and to what journal or publisher the work has been submitted)

***Guidance*:** Try not to have NONE listed here. Think of the idea of showing your trajectory. You should always have something in the pipeline that you are working on. For anything in progress, one does not need as much detail but show continued effort.

2) List of creative works pertinent to the candidate’s professional focus.



***Guidance*:** If the candidate has no creative works to list, write “None” for Section 2. Do not list each individual item below.

2a) Artwork



***Guidance*:** Remember that images for papers or journal covers would count here.

2b) Choreography

2c) Collections

2d) Compositions

2e) Curated exhibits

2f) Exhibited artwork

2g) Inventions and patents, including disclosures, options, and commercial licenses

2h) Moving images

2i) Multimedia/databases/websites

***Guidance*:** You may list the actual site or link but you MUST add a brief description about what this is, what you did, your impact. Please do not expect that a reviewer will go to the actual site.

2j) Radio and television

2k) Recitals and performances

2l) Recordings

2m) Other creative works

3) Brief description of the focus of the candidate’s research, scholarly or creative work, major accomplishments, and plans for the future, including works in progress (no longer than 750 words).

***Guidance*:** This is a required narrative.

Explain the significance, IMPACT, and progress of your research by highlighting specific significant contributions. Make your case for people outside of your field.

4) Description of quality indicators of the candidate’s research, scholarly, or creative work such as citations; publication outlet quality indicators such as acceptance rates, ranking, or impact factors of journal or publisher; or other indicators of the impact of the candidate’s work.

***Guidance*:** Specific Quality Indicator Resources are available on the College of Medicine faculty website 🡪 Appointment, Promotion & Tenure Resources 🡪 APT Toolbox 🡪 3. Dossier Creation 🡪 3.(a) Introduction & Core Dossier:

* + Tutorial on Finding Journal Impact Factors & Journal Rankings
	+ Dossier Quality Indicators: How and Where to Find Them

Faculty members can add their H index or general summary of citations pulled from Scopus or Google scholar just before the first table. However, you are not permitted to add your own graphs or tables.

The tables below must be completed from date of appointment or last promotion.

If the year you published does not have a journal impact factor listed, please use the most recent year available. For example, articles published in 2022 or 2021 may have to use 2020 impact factors if a more recent year is not yet posted.

For the Journal Impact Factor table, Rank Field = your field of work

For Article Citations, there are a variety of web-based calculators that can generate article citations, for example - Scopus, Web of Science, Google Scholar. Pick one source, be consistent and please make sure that you list which source you use.

Journal Impact Factor

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Journal Name** | **Year** | **Rank** | **Rank Field** | **I.F.** | **# of Pubs** |
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Article Citations

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|  **Year** | **First-Authorship Citations** | **Last-Authorship Citations** | **Co-Authorship Citations** | **Sole-Authorships Citations** | **Totals** |
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| Totals |  |  |  |  |  |

5) Research funding (Ensure all grant information is complete).

***Guidance*:** Remember to keep this brief, clear and concise. Your reviewers will not likely know much about the funding in your specialty.

If you are involved in clinical trials, they would also be listed in this section. A clinical trial is not successful without physicians that see and accrue the patients. Clinical trials are part of the research we do in the College of Medicine while providing patient care.

* Period of funding = date awarded and date ending. Do not put down things like 2019-present
* Source of funding = spell out acronyms, American Heart Association Young Investigator Award (not AHA YIA)
* Mention whether the grant is national, competitive and peer-reviewed

5a) Funded research, including contracts and clinical trials, on which the candidate is or has been the **principal investigator** (i.e., lead investigator)

* period of funding
* title of grant
* source and amount of funding
* amount of funding allocated to the candidate
* whether funding is or was in the form of a contract or grant
* explanation of role
* goal

5b) Funded research, including contracts and clinical trials, on which the candidate is or has been a **co-investigator** (i.e., not the lead investigator—includes co-principal investigator, co-investigator, collaborator, evaluator, etc.)

* period of funding
* title of grant
* list all PIs and/or Co-Is
* source and amount of funding
* amount of funding allocated to the candidate
* whether funding is or was in the form of a contract or grant
* explanation of role
* goal

5c) Proposals for research funding that are pending or were submitted but not funded

***Guidance*:** It is Mandatory to list proposals that were not funded. You do not have to include as much detail. However, submission often takes significant effort, and even though not funded, the effort and drive to submit proposals cannot be credited to you if these are not listed.

* date of submission
* title of project
* list all PIs and/or Co-Is
* agency to which proposal was submitted
* priority score received by proposal, if applicable
* candidate’s role

5d) Funded **training** grants on which the candidate is or has been the equivalent of the principal investigator

* date of submission
* date of funding
* title of project
* total award dollars
* list all PIs and/or Co-Is
* agency to which proposal was submitted
* priority score received by proposal, if applicable
* explanation of role
* goal

5e) Proposals for training grants that are pending or were submitted but not funded

***Guidance*:** It is Mandatory to list proposals that were not funded. You do not have to include as much detail. However, submission often takes significant effort, and even though not funded, the effort and drive to submit proposals cannot be credited to you if these are not listed.

* date of submission
* title of project
* list all PIs and/or Co-Is
* agency to which proposal was submitted
* priority score received by proposal, if applicable

5f) Any other funding received for the candidate’s academic work. Provide the type of information requested below as appropriate.

* date of submission
* date of funding
* title of project
* total award dollars
* list all PIs and/or Co-Is on
* agency to which proposal was submitted
* priority score received by proposal, if applicable
* explanation of role
* goal

6) List of prizes and awards for research, scholarly, or creative work. Nominations for such awards should not be listed.

**Service and Engagement** (include information from entire career at OSU)

Key notes:

* Do not enter information twice in the core dossier
* Sections cannot be deleted. If there is no information, please put “0”, “N/A”, or “None” as applicable
* Do not add images or graphs
* Ensure all years are noted (e.g. years serving on committees)

***Guidance*:** For each section below, make sure your committee work, especially in national societies, has a brief description about the society (what importance does that society have in your field).

1) List of editorships or service as an editorial reviewer or board member for journals, university presses, or other learned publications.

***Guidance*:** You do not need to list out specific articles, just the journals that you review for. One can list the approximate number of papers reviewed per year or in total for the last several years.

2) List of offices held and other service to professional societies and impact of service. List the organization in which office was held or service performed. Describe the nature of the organization (open or elected membership, honorary) and candidate’s responsibilities.

3) List of consultation activity (industry, education, government). Give the time period in which consultation was provided, candidate’s responsibilities, and other information as appropriate.

4) Clinical services. State specific clinical assignments.

***Guidance*:** Quantify your clinical workload. Clearly state the number of days you are in the operating room, clinic, covering inpatient/rounding.

This is the only place to capture your clinical workload. For example, if you operate two days per week and have two days of clinic, then all the other academic work appearing in this dossier is essentially done in one day. Now in that context, it becomes even more impactful. Remember to really SELL YOURSELF as if the reviewer has no knowledge of the life as a busy clinician with academic responsibilities and duties.

5) Other professional/public community service or engagement directly related to the candidate’s professional expertise, if not listed elsewhere. Community service not germane to a faculty member’s professional expertise is not relevant to P&T reviews.

6) Administrative service. Give dates and description of responsibility.

6a) Unit committees

6b) College or university committees

6c) Initiatives undertaken to enhance diversity in the candidate’s unit, college, or the university

6d) Administrative positions held (e.g., graduate studies chair)

6e) Faculty peer mentoring

6f) Service as a graduate faculty representative on a dissertation in another unit or university

7) Advisor to student groups and organizations

List the group or organization and specific responsibilities as advisor.

8) Office of Student Life committees

8a) List Office of Student Life committees on which the candidate has served.

8b) Summarize participation in Student Life programs such as fireside discussions, lectures to student groups outside the candidate’s unit, addresses or participation at student orientation, and the Second-Year Transformational Experience Program (STEP) (unless listed under teaching).

9) List of prizes and awards for service to the profession, the university, or the unit. Nominations for such awards should not be listed.

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

This section can include a description of the candidate’s service goals as well as the impact of the candidate’s service and engagement to their profession, the community, and the university (no longer than 750 words).