Introduction and Core Dossier Outline and Instructions

Document Structure

This document has been designed with internal links. Page 2 presents the Introduction and Core Dossier outline required by the Office of Academic Affairs for annual reviews for all assistant and associate professors, fourth year reviews for tenure track assistant professors, promotion with tenure, and promotion reviews. The subsequent pages provide the instructions for each section. The Introduction heading is linked to instructions on information to include in that section. Each item listed in the Core Dossier Outline is linked to instructions for that section.

If you will be submitting this document, delete the Document Structure section as well as all of the instructions.

The outline and instructions have been updated to align with the Faculty Activity Report in Interfolio.

Should you have questions about the content of any of the following sections that are not resolved with the instructions, please contact your P&T Committee Chair, your Department Chair/School Director, or your Associate Dean for Faculty Affairs.

Should you have questions about entering information into Interfolio, please contact your unit's Interfolio Coordinator.

Introduction and Core Dossier Outline

Introduction

Current Appointment
Biographical Statement
Degrees
Professional Appointments Held

Core Dossier Outline

1. Workload Allocation
2. Approach to and Goals in Teaching—Narrative
3. Evaluation of Teaching—Narrative
4. Undergraduate, Graduate, and Professional Courses Captured Through the University Registrar
5. Credit-Bearing Instruction Not Captured Through the University Registrar
6. Non-Credit Bearing Instruction
7. Non-Credit Bearing Instruction—EXTENSTION ONLY
8. Formal and Informal Advising and Mentoring (Summary)
9. Formal and Informal Advising and Mentoring (Detailed Record)
10. Curriculum Development
11. Coaching and Mentoring Faculty
12. Description of Research—Narrative
13. Research Impact—Narrative
14. Scholarly Contributions and Creative Productions
15. Research Funding (Grants)
16. Contracts and Non-Research Grant Funding
17. Professional Development Funding
18. Evaluation of Service—Narrative
19. Service and Engagement—University, College, and Department/School Committee Service
20. Service and Engagement—Editorships and Editorial Review Service
21. Service and Engagement—Professional Memberships
22. Service and Engagement—Consultation Activity
23. Service and Engagement—Clinical
24. Service and Engagement—Professional
25. Service and Engagement—Administrative Service
26. Service and Engagement—Student Service
27. Service and Engagement—Other
28. Professional Development
29. Awards and Formal Recognition

Introduction and Core Dossier Instructions

Introduction

The Introduction section should include a current appointment, biographical statement, degrees, and professional appointments held.

List your name and current appointment(s) (including joint and Discovery Theme appointments as appropriate).

The biographical statement can include a narrative description of your educational background, brief summaries of your teaching, research, and service efforts, and effort assignments (e.g., 40% teaching, 40% research, 20% service). This statement is to be no longer than 750 words and may summarize information provided in greater detail in the core dossier. This statement can be used to

List your degrees and professional positions held, with dates for each.

Do not include a CV in the introduction. If a TIU wishes to review a CV, one may be included in the scholarship folder in Interfolio.

Core Dossier

If you are unsure about the content needed for a particular item, consult your TIU head, chair of the promotion and tenure committee, chair of the committee of the eligible faculty, and/or procedures oversight designee (POD) for assistance. If your job does not require engagement in a particular area included below, please leave the section blank. For example, if you are not expected to engage in research and creative activity, you may leave sections 12 through 17 blank.

Summarize accomplishments as succinctly as possible and in outline form to the extent possible (e.g., student accomplishments, curricular development, etc.)—you may present your narrative in prose or outline form. Some explanation is valuable, but lengthy narrative and explanation may obscure important accomplishments rather than highlight them. Accomplishments may only be listed once in the dossier. You should consult your TIU head, chair of the promotion and tenure committee, chair of the committee of the eligible faculty, and/or procedures oversight designee (POD) with any questions about where specific accomplishments should be included.

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

Organize all material in the core dossier in reverse chronological order.

1. Workload Allocation

This section is designed to represent your workload distribution of responsibilities as determined by your contract and annual reviews, and agreed upon between you and your supervisor. Each year your workload distribution should be reviewed during an annual faculty performance review for the coming year or multiple years and any changes agreed upon and documented. It is possible for this to change during the year, before another annual review, and it may be updated as needed. Include workload for the following categories (as applies): teaching, research and creative activity, service (e.g., participation on or chairing of committees, service to professional organizations, etc.), extension, and/or administration/leadership (e.g., serving as department chair, school director, center director, associate dean, etc.).

The information provided here should align with the most recent annual review, which is to be included in the full dossier.

2. Approach to and Goals in Teaching—Narrative

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

3. Evaluation of Teaching—Narrative

Briefly describe **how** you have used evaluation information (e.g., student evaluations of instruction, survey of the student learning experience, peer evaluations of teaching, other feedback) to improve the quality of your teaching and student mentoring. Do not summarize SEI or SSLE data in this section.

4. Undergraduate, Graduate, and Professional Courses Captured Through the University Registrar

In Interfolio, this list will be automatically generated. If you are creating your core dossier outside of Interfolio, generate a table with each of the bulleted components below as a column and list each credit-bearing course taught and managed through the University Registrar.

- courses taught by quarter (AU, WI, SP, SU), semester (AU, SP), summer session or term, and year
- course number, title, and number of credit hours
- official final course enrollment
- percentage of course taught by candidate based on proportion of total student contact hours in course
    - brief explanation (less than 250 words) of candidate's role, if candidate was not solely responsible for course, including GTA supervision, course management, and team teaching
- indicate whether formal course evaluations were completed by students and/or faculty peers by placing a check mark in the appropriate column. If you have not obtained student evaluations in every regular classroom course, explain why this was not done. Such evaluation is required by Faculty Rule 3335-3-35(C)(14).

Do **not** include in this list credit-bearing courses NOT captured through the University Registrar, extension, continuing education, or other non-bearing courses.

5. Credit-Bearing Instruction NOT Captured Through the University Registrar

In this section, you will include any courses you have taught that are not captured by the University Registrar. This may include instruction of advanced trainees (e.g., residents, fellows, medical students, professional students, trainees), and/or courses taught at other institutions. Do **not** include extension, non-credit continuing education instruction, and guest lectures, as these have their own section.

If you joined Ohio State from another institution, and if your TIU has requested that you include information on your pre-Ohio State course instruction, please provide the information described below.

List the following for each course included in this section:

- courses taught by quarter (AU, WI, SP, SU), semester (AU, SP), summer session or term, and year

- course title
- final course enrollment
- percentage of course taught by candidate based on proportion of total student contact hours in course
    - brief explanation (less than 250 words) of candidate's role, if candidate was not solely responsible for course, including GTA supervision, course management, and team teaching
- Target audience for the course

6. Non-Credit Bearing Instruction

In this section document any non-credit continuing education instruction, and guest lectures. This may include instruction of advanced trainees (e.g., residents, fellows, medical students, professional students, trainees). For non-credit continuing education, include any mentoring provided to the Michael V. Drake Institute for Teaching and Learning as well as Second-Year Experience Program (STEP) mentoring.

Include for each offering the title, audience, location instruction was delivered, sponsoring organization and location, number of participants, a description of the instructional activity, and the dates of the offering.

7. Non-Credit-Bearing Instruction—EXTENSION ONLY

In this section document any Extension education.

Include for each offering the title, audience, location instruction was delivered, sponsoring organization and location, number of participants, a description of the instructional activity, your teaching role, whether formal evaluations were collected, the date(s) of the offering.

Sponsoring Organization: List the organization sponsoring your instruction. If this instruction was presented multiple times to the same sponsoring organization—or if there's a succinct way to capture multiple sponsoring organizations (for example, "Various County Farm Bureau groups")—you only need one activity entry for the multiple instructional times.

Number of Participants: If you don't have an accurate account of participants, make your best estimate. If this entry encompasses multiple times the instruction was provided, use the total number of participants across all times the instruction was provided.

Average Percentage Taught: Note your percentage contribution of the instruction provided.

Teaching Role: When possible, you should use one of the following descriptors: Instructor, Organizer, Resource Person, Activity Leader, Discussion Leader, Presenter, Author, Facilitator (if your role does not fit one of those descriptors, then you can write in that other descriptor).

Formal Evaluation: Was an EEET or other formal evaluation provided to participants?

8. Formal and Informal Advising and Mentoring (Summary)

In a table, document the number of students, residents, interns, and postdoctoral scholars you are (or have) formally or informally advising (advised) and/or mentoring (mentored). Enter these data by academic year.

For each year, indicate whether the advising and mentoring occurred at Ohio State or at somewhere else (e.g., you may currently mentor a graduate student at another university).

Definitions:

Doctoral students (dissertation advisor): include the number of doctoral students for whom you serve(d) as the dissertation advisor or co-advisor of record.

Doctoral students (dissertation committee member): include the number of doctoral students for whom you serve(d) as a member of the dissertation committee. Do NOT include service as a Graduate School representative; this will be documented in the service section.

Doctoral students (candidacy examination committee chair): include the number of doctoral students for whom you serve(d) as the candidacy examination committee chair.

Doctoral students (candidacy examination committee member): include the number of doctoral students for whom you serve(d) as a member of the candidacy examination committee. Do NOT include service as a Graduate School representative; this will be documented in the service section.

Master's students plan A (thesis advisor): include the number of master's students for whom you serve(d) as the thesis advisor or co-advisor of record.

Master's students plan B (advisor): include the number of master's students for whom you serve(d) as the advisor or co-advisor of record.

Master's students (thesis committee member): include the number of master's students for whom you serve(d) as a member of the thesis committee.

Master's students (examination committee member): include the number of master's students for whom you serve(d) as a member of the examination committee.

Residency candidates: include the number of residency candidates you supervised. Do not include students included in any other categories.

Clinical interns: include the number of clinical interns you supervised. Do not include students included in any other categories.

Postdoctoral scholars and researchers: include the number of postdoctoral scholars and researchers you supervised.

Undergraduate research mentoring: include the number of undergraduate students for whom you served as a research mentor.

Other: include the number of students, residents, clinical interns, and or postdoctoral scholars and researchers to whom you provide(d) informal mentoring not included in any of the above categories in this section (i.e., Formal and Informal Advising and Mentoring—Summary.

Total: Calculate the total number of students, residents, interns, and postdoctoral scholars that you have or are currently formally or informally advising and/or mentoring.

9. Formal and Informal Advising and Mentoring—Detailed Record

Document information about students, residents, medical interns, and postdoctoral scholars that you are formally or informally advising and/or mentoring.

Definitions:

Student Information

Start/end semester: provide the start and end semester/year of the formal advising and mentoring. If the engagement is ongoing, indicate this.

Student name: provide the first and last name of the student, resident, intern, or postdoctoral scholar.

Student classification: this identifies the classification of the person you advise(d)/mentor(ed).

Student ORCID: include the student's ORCID here, if available.

Project title: this is the title of the undergraduate research project, master's thesis, or dissertation.

Expected month of graduation: this is the actual date (if graduated) or anticipated graduation date.

Did you seek internal or external funds for this student: indicate yes if you sought funding to support this advisee/mentee. Select no if you did not.

Description of accomplishments: describe any noteworthy accomplishments of advisees/mentees. Examples include publications and/or presentations during or emanating from their work with you, awards for their work, post-doctoral scholar positions, first post-graduation positions. NOTE: In this section only, you may have duplication; if you have co-authored work with an advisee/mentee, you can list the citation in this section and in the research section.

Faculty Information

Faculty Role: select the role you served in for the activity you are reporting.

Type: select the type of project you advised/mentored.

10. Curriculum Development

If this is your first review at Ohio State, regardless of rank, describe curriculum development since Ohio State start date. If this is a review for promotion to professor, list the items for the previous five years or since promotion, whichever time period is shorter.

Give specific examples of your involvement in curriculum development (role in the design and implementation of new or revised courses); development of new teaching methods or materials (undergraduate, graduate, or professional); creation of new programs. This section may also include examples of teaching methods or materials adopted beyond Ohio State, such as presentations on pedagogy and teaching at national and international conferences. Do not include information on presentations on pedagogy and teaching, if this information is provided in the 'Scholarly Contributions and Creative Productions' section.

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

11. Coaching and Mentoring Faculty

List the name, rank at the time of mentoring, and category of faculty members (tenure track, clinical/teaching/practice, research, associated) you have mentored, the duration of the mentoring, and a description of the mentoring relationship. If a faculty member's (the mentee's) role changes during the course of this relationship, use multiple entries to provide specific mentoring descriptions, start semester, end semester, and actions for each of this specific mentee's ranks and mentee categories. Coaching or mentoring listed in this section can be formal (i.e., through a specific program

or mentoring assignment) or informal (i.e., not specifically assigned), though the coaching/mentoring relationship should be structured so that you can provide the information requested.

12. Description of Research—Narrative (750 words)

Provide a brief description of the focus of your research or creative work, major accomplishments, and plans for the future, including works in progress.

This section can also include a description of work that has not yet been submitted for publication. Although future plans may be included, works should be items that are in final edits/process. This section can also include a brief description of any trainings you have completed to prepare for the submission of proposals for research funding.

If you have a joint appointment or if you are engaged in interdisciplinary work, describe the nature of your work.

13. Research Impact—Narrative (750 words)

Provide a description of quality indicators of your research, scholarly, or creative work such as citations; publication outlet quality indicators such as acceptance rates, ranking, or impact factors of journal or publisher; or other indicators of the impact of your work.

You should review your APT document to determine what quality indicators are relevant to your unit(s). Support for developing a research impact statement can be found at the University Libraries' Research Impact website (https://guides.osu.edu/c.php?g=60875) and the Research Commons website (https://library.osu.edu/research-impact).

14. Scholarly Contributions and Creative Productions

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

Works being drafted and not yet submitted may be discussed in the Description of Research narrative.

Use the standard citation style for your discipline with authors listed exactly as they are listed on the publication. You must list yourself even if you are the only author.

In cases of multiple authorship, a narrative description (approximately 50 words) of your 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).

The following statements are not acceptable: "All authors contributed equally" or "50% effort."

Report your scholarly contributions, including articles, books, creative work, presentations, patents, and more, using the following categories. Note: Conferences attended should be reported in the "Professional Development" section.

Abstract

Artistic and Professional Performances

Artistic and Professional Production

Book

Case Study

Chapter

Conference Proceedings

Data Set

Digital and Electronic Media, Social Media, Blog, Podcast

Exhibition

Journal Article

Other Scholarly Work

Other Teaching Materials

Patent and Intellectual Property

Poster Presentation

Presentation

Review

Technology

15. Research Funding

List funded research for which you are the principal investigator, not the principal investigator (e.g., co-principal investigator, investigator, evaluator, collaborator, etc.), and senior personnel. Include the title of the project, the period of funding, the authors in the order listed on the project, the source and amount of funding, and the amount of funding allocated to you.

Following funded research, list proposals for research funding that are pending or were submitted but not funded. Include the date of the submission, the title of the project, the authors in the order listed on the proposal, the agency to which the proposal was submitted, the priority score received (if applicable), and your role in the proposed project.

In cases of multiple authorship for funded and proposed grants noted below, list the author or authors in the order in which they appear on the grant proposal. A narrative description (approximately 50 words) of your intellectual contribution and percentage of contribution are required.

You may provide the approximate percentage of your contribution in relation to the total intellectual effort involved in the grant proposal if the unit or college requires this information.

Note: Honors and awards, whether monetary or not, should be reported in the Honors, Awards, and Fellowships section.

16. Contracts and Non-Research Grant Funding

List contracts and non-research grant funding for which you are the principal investigator, not the principal investigator (e.g., co-principal investigator, investigator, evaluator, collaborator, etc.), and senior personnel. Include the title of the project, the period of funding, the authors in the order listed

on the project, the source and amount of funding, the amount of funding allocated to you, and the type of funding (e.g., contract, training grant).

Following funded contracts and non-research funding, list proposals for funding that are pending or were submitted but not funded. Include the date of the submission, the title of the project, the authors in the order listed on the proposal, the agency to which the proposal was submitted, the priority score received (if applicable), your role in the proposed project, and and the type of funding (e.g., contract, training grant).

In cases of multiple authorship for funded and proposed grants noted below, list the author or authors in the order in which they appear on the grant proposal. A narrative description (approximately 50 words) of your intellectual contribution and percentage of contribution are required.

You may provide the approximate percentage of your contribution in relation to the total intellectual effort involved in the grant proposal if the unit or college requires this information.

Note: Honors and awards, whether monetary or not, should be reported in the Honors, Awards, and Fellowships section.

17. Professional Development Funding

List any funding you have been awarded for professional development in research, teaching, service, clinical work, and/or leadership. Include the funding agency/sponsor, the date of the award, and a description of the award and use of the funds.

18. Evaluation of Service—Narrative (750 words)

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

19. Service and Engagement—University, College, and Department/School Committee Service

List participation on standing committees within the institution and your role. Participation as a Graduate Representative is to be included in this section.

20. Service and Engagement—Editorships and Editorial Review Service

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

21. Service and Engagement—Professional Memberships

List your professional memberships.

22. Service and Engagement—Consultation Activity

List consultation activities (industry, education, government). Give the time period in which consultation was provided, candidate's responsibilities, and other information as appropriate. If this work was completed as an outside activity as defined by the Outside Activities and Conflicts policy, please indicate this in each entry as relevant.

23. Service and Engagement—Clinical

In this section, describe your clinical service. Examples of what you might include here are hours/days/week on clinical duty, ongoing/completed cases, where you provided clinical service, etc. You may also describe the impact of your clinical service.

Your unit's APT document and P&T committee chair can provide additional information on what you could include in this section.

If you provide clinical care, and your unit considers this as part of your teaching load, you may leave this section blank and include any information about your clinical work in the teaching section.

24. Service and Engagement—Professional

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

25. Service and Engagement—Administrative Service

List administrative positions held (e.g., Graduate Studies Chair).

26. Service and Engagement—Student Service

If you have served as an advisor for a student group, list the group or organization and specific responsibilities as advisor.

For Office of Student Life Committees, list committees on which you served. Also summarize participation in Student Life programs such as fireside discussions, lectures to student groups outside your unit, and addresses or participation at student orientation.

27. Service and Engagement—Other

Include in this section any service engagements not appropriately captured in the other service and engagement sections. Service listed here should directly related to your professional expertise, if not listed elsewhere. Community service not germane to your professional expertise is not relevant to promotion and tenure reviews.

28. Professional Development

List all professional development related to teaching, research, service, and clinical work.

Teaching

List continuing education programs related to teaching that you have completed, including teaching endorsements, course design institutes, participating in the FIT mentoring, and/or workshops offered by the Michael V. Drake Institute for Teaching and Learning as well as other teaching development programs. Additionally, professional development focusing on undergraduate advising would typically be appropriate in this category.

Research

List professional development related to research that you have completed, including workshops on research methodologies, grant writing workshops, dissemination strategies, as well as other research development programs.

Service

Professional development focusing on leadership, mentoring fellow faculty, certification programs, training workshops in all aspects of professional development, leadership training, and coaching would typically be appropriate in this category.

Clinical

List continuing education and professional development related to clinical practice you have completed, including medical and specialty courses and skill advancement, certification programs, trainings in professional standards of care, management, and compliance, and clinical professional development.

29. Awards and Formal Recognition

List awards you have received for excellence in teaching and/or mentoring, research and creative activity, and service (professional, community-based, and/or clinical). Nominations for such awards should not be listed.

Provide the name of the award, the year it was conferred, the conferring organization, and a brief description of the award.