



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY



2021-2023

**EHE Dean's Diversity  
Postdoctoral Fellows**  
[ehe.osu.edu/postdoctoral-fellows](http://ehe.osu.edu/postdoctoral-fellows)



Office of Equity, Diversity and Global Engagement  
College of Education and Human Ecology  
2021-2023

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## Executive Summary

# College of Education and Human Ecology Dean's Diversity Postdoctoral Fellows Program PFP @ EHE

The College of Education and Human Ecology Dean's Diversity Postdoctoral Fellows Program seeks to increase the number of scholars who will contribute to the innovation, vibrancy, and excellence in the college. The PFP @ EHE employs a cohort approach to recruiting postdoctoral fellows in EHE for 2-year appointments. The mission of the PFP @ EHE program is to prepare graduate students and postdoctoral scholars for tenure-track faculty careers in EHE, with emphasis on those with a demonstrable track record of involvement in equity, diversity and inclusion in research, teaching and service. We also seek scholars whose interests align with EHE Core Values: excellence, justice, diversity, innovation, and internationalization and the EHE Pillars: early childhood, urban and rural education, health and economic vitality, global and local engagement, and STEAM education.

### The goals of the PFP @ EHE are:

- Enhance EHE's recruitment and the faculty pipeline by establishing and developing significant meaningful relationships with prospects, especially those from groups underrepresented in the professoriate, such as minorities and women.
- Provide the opportunity for participants to gain a deeper understanding of the unique context of EHE and OSU.
- Develop a network of current and emerging scholars in priority research areas who could be candidates for future tenure-track positions in EHE.
- Provides a socialization to academia and valuable time to establish a research agenda.

### What Makes Us Different

- Cohort of 3-6 fellows
- Eligibility for EHE faculty positions at the end of the postdoctoral appointment
- Competitive annual salary with full OSU benefits
- Annual stipend in the amount of \$2000 for conference travel or to support research, teaching and engagement activities
- A new computer selected from university options
- Assigned mentor(s) including mentor compensation
- Engagement in comprehensive research, teaching, and mentoring experience
- Formalized annual review process with benchmarking for tenure-track hiring eligibility
- Biweekly professional development activities on topics such as time-management, teaching excellence, transitioning to tenure track, and others
- Two-day campus visit and a two-day onboarding orientation

## Who Should Apply

Promising candidates in any discipline who meet the following criteria are eligible to apply:

- Graduate students who are far enough along in their dissertation research to demonstrate findings. Students must successfully defend their dissertation before beginning the PFP.
- Post-doctoral scholar within one year of earning degree.
- Those who demonstrate career goals, research interests, and academic potential that align with EHE mission and programs.
- Those who contribute to the university's continuing commitment to diversity and inclusive excellence.

## How We Select

Postdoctoral fellowships will be awarded with the intent to hire in EHE at the end of the postdoctoral appointment. Applicant materials are reviewed by committee members, who come from each department and offices across the college. Applicants are narrowed to 8-10 candidates who are invited for a 2 ½ -day visit that includes a welcome banquet, scholarly presentations, meet and greets with faculty and staff, social outings, and interviews with the committee and college leadership. Applicants are matched with the appropriate department and/or program.



## About EHE

Since our beginning in 1895, the **College of Education and Human Ecology (EHE)** has valued learning as a lifelong process. The educators, researchers, and professionals we help grow are critical to shaping academic success and health and wellness for generations to come.

Today, the education we provide is not limited to developing some of Ohio's best teachers. We train the next generation of our nation's school leaders, financial advisors, dietitians, policymakers, exercise scientists, event coordinators, counselors, fashion merchandisers, childhood education researchers and many other experts. Together they improve society and make the human experience better for future generations.

### Attracting the best and brightest

Our students are high-achieving and highly motivated learners with the expectations to match. They organize and lead major university organizations; achieve top recognition of their research; and are committed to using the knowledge they learn in the classroom to better the world around them. And that is just the start.

The College of Education and Human Ecology has 140 programs, majors and specializations.

### Commitment to academics

Everything about the College of Education and Human Ecology exemplifies its commitment to providing the best education one can receive. Students make personal connections with professors leading today's preeminent research and have opportunities for original research as an undergraduate or graduate student.

Out-of-the-classroom opportunities are abundant as a way to gain real-world experience and put your knowledge into action. Participation in the college's student organizations, honoraries and community service opportunities allows students to gain the necessary skills to make a difference during and beyond their study.

### A degree for every interest

The College of Education and Human Ecology has 24 undergraduate and graduate degrees. You also can expand your professional opportunities through several licensure and endorsement designations and certificate programs, in addition to EHE majors, minors and specializations.

## Core Values of the College of Education and Human Ecology

To chart a path towards the future, the College of Education and Human Ecology (EHE) must have a charter that orients its steps. In collaboration and consultation with its faculty and staff, EHE has developed five core values that represent our mission to serve The Ohio State University, the larger Columbus community, the state and world in which we live. The EHE Core Values are:

**Excellence:** in transformative high-impact research, teaching, and service devoted to our faculty, students, staff and community

**Justice:** in our plans, actions, and outcomes especially in the face of challenging circumstances and in the absence of agreement

**Diversity, Equity, and Inclusion:** in cultivating that is inclusive an equitable in representation, language, action, and behavior

**Innovation:** in a continuous process of discovery that is solution-focused and community-based

**Internationalization:** in cultivating an academic community in global awareness, engagement and perspective

As one college, we are inspiring innovation in learning and living. We have a vision that builds on our rich traditions of excellence. This dynamic evolution has fostered an even stronger college, with expanded opportunities for our students, faculty and graduates. Our diverse academic areas spark research and outreach that bring new possibilities to schools, consumers and communities. In addition, the college has identified pillars that focus our efforts in the college:



### **Pillar 1: Early Childhood**

Taking an approach that engages children, parents, and community stakeholders, we seek to be a nationally-recognized hub for research and practice to promote the development and maximize the potential of young learners beginning at birth and through third grade. Our faculty and practitioners will provide the latest research regarding the foundational needs of this critical population.

### **Pillar 2: Urban and Rural Educational and Workforce Ecologies**

As part of a University network that reaches potential learners throughout the state of Ohio, the College of Education and Human Ecology is uniquely poised to partner with urban and rural communities to broaden educational and workforce opportunities and to close educational and employment gaps. Building on an already robust set of educational and research agendas, our college will prioritize scholarship that foregrounds the analysis of education and workforce opportunities in urban and rural communities.

### **Pillar 3: Human Health, Human Development and Economic Vitality Across the Lifespan**

Our faculty, staff and students are dedicated to collaborating with a variety of local and national partners to advance the research and practice of human health and development, well-being and economic vitality. Our mission is to continue to be at the forefront of research in understanding how human beings live, work and play.

### **Pillar 4: Internationalization and Global Engagement**

Our guiding philosophy of the global in the local, or “glocal,” centers on the cultivation of new and

deeper educational partnerships at home and abroad. Faculty, students and staff benefit greatly from scholarly and service experiences abroad that enhance understanding and cross-cultural competence.

### **Pillar 5: STEAM Education**

We will continue to grow our reputation in the educational preparation of those undertaking careers in Science, Technology, Engineering, the Arts and Mathematics, particularly from underrepresented student populations. Our approach is multi-disciplinary and geared towards greater inclusivity.

## **About The Office of Equity, Diversity and Global Engagement**

The Office of Equity, Diversity, and Global Engagement (EDGE) develops, promotes and supports dynamic programming to encourage critical thinking about diversity, equity and inclusion. The office engages in high-quality research, outreach and advocacy efforts focusing on social, civil and educational rights.

- The diversity of our faculty, students, and staff should reflect the demographically diverse nature of Ohio and the broader society and be leveraged to challenge and ameliorate educational and social inequalities;
- Diversity of identity, culture, perspective, language, talents, and expression should be protected and actively cultivated in our research, curricular, pedagogical, service, and assessment commitments;
- Systems, policies, practices, and languages must ensure the dignity, full inclusion and access, particularly those of persons who identify as members of historically disenfranchised groups,
- Efficiencies and processes must encourage community and active engagement across disciplines and geographies (department, college, local, state, nation, globe) courageous, respectful, and civil discourse across differences in opinion, perspective, identity, and power status;
- All EHE stakeholders should contribute and hold one another accountable through appropriate channels and mediations.



-  Diversity, social justice and collaboration in teaching, learning and research
-  Equitable educational initiatives for all students, especially historically underserved populations
-  Practices that support the rights of all students and link inclusion and diversity to excellence
-  Global, national and local engagement and partnerships
-  Recruitment and retention efforts, in consultation with the college and the university, for historically underserved populations

## EDGE Commitments

### Diversity

We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origins, religious commitments, age, disability status and political perspective. We resist tokenism, erasive and assimilationist practices in the pursuit of diversity. We commit to intentional efforts to create our college as a place where differences are welcomed and where different viewpoints are respectfully heard and valued.

### Equity

We commit to challenge and respond to violence, bias, harassment and discrimination. We are committed to policies of equal opportunity and advancement for all persons. We stand against any discrimination on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, veteran status or political viewpoint.

### Inclusion

We commit to a creating a college in which each individual or group feels a sense of belonging and inclusion. We know that spaces and places are not discursively neutral and mediate (and are mediated by) organizational cultural and climate. We commit to fostering structural and attitudinal aspects of organizational culture and climate such as policy, to equitably regulate position (inclusion/exclusion), but also equitable participation.

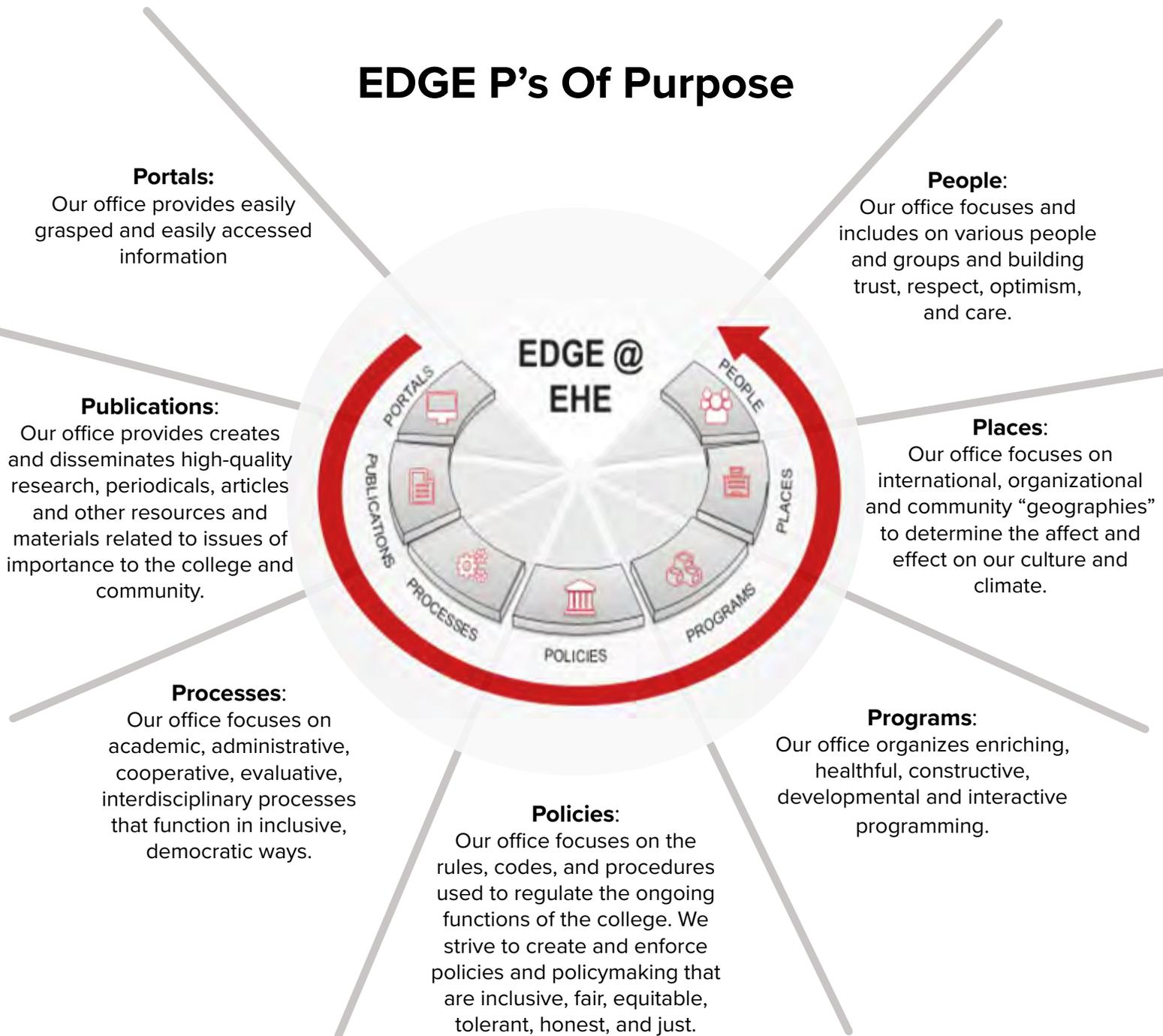
### Global Engagement and Outreach

We commit to working collaboratively with groups to address issues affecting the wellbeing of our university, college and community. Our standpoint is that engagement can take many forms, and partners can include various local and global, groups, agencies, institutions, or individuals. We commit to partnerships and coalitions that help mobilize resources and influence systems, change relationships, and serve as catalysts for changing policies, programs, and practices. We consider outreach as engagement that includes advocacy and problem solving and innovation with organizations, groups, audiences and the global public.

**EDGE P's Of Purpose**

Invitational Theory focuses on five domains that exist in practically every environment and that contribute to the success or failure of each individual. In the same way as everyone and everything in hospitals should invite health, so everyone and everything in every setting should democratically and ethically invite the realization of human potential. This involves the **people, places, policies, programs** and **processes**. These five “Ps” make up the ecosystem in which individuals continuously interact. We added **publications** and **portals** to the five domains to create the larger purpose for the EDGE office.

**EDGE P's Of Purpose**



## How to Apply

To Apply please visit:

<https://ehe.osu.edu/postdoctoral-fellows/>



## Postdoctoral Scholar Expectations

The maximum length of this Post-Doctoral Researcher appointment is two years.

### Scholarship (60%)

We expect EHE Dean's Diversity postdoctoral scholars to pursue an independent line of inquiry, teaching, and service that leads to their professional success in their chosen discipline(s). However, the college encourages and supports collaboration and interdisciplinary, so the fellow may work with other scholars, as deemed appropriate.

### Teaching (10%)

In addition, the fellow is required to teach no more than one (1) course per academic year. The PFP Fellow may create a new course or teach an existing course. The PFP is responsible for creating or revising the syllabus including all projects, activities, and assignments, and submitting syllabi for approval to the respective departments. You are also expected to have a teaching evaluation each year. During year one, the mentor will conduct the evaluation. In year two, you will work with your mentor to secure a peer evaluation from another colleague.

All syllabi of courses taught and a teaching review will be completed by the postdoctoral mentors. In addition, the University Faculty Rules, 3335-3-35 (C)(4), stipulates that a student be given the opportunity to evaluate the quality of instruction provided in each course. The Student Evaluation of Instruction (SEI) was developed as the official, university-wide instrument for this purpose.

The SEI consists of ten questions, along with optional comments. It is administered electronically via the OSU Mobile App, Carmen, or Buckeye Link. Learn more about SEIs at Ohio State in the SEI Handbook.

### Service/Engagement (15%)

We also expect scholars to participate in service opportunities for the college during their appointment and contribute to and engage meaningfully in the mission and goals of the college. This service counts as 15% of the PFP appointment. The PFP Fellows will work on strategic initiatives for the college. At orientation, the EDGE office will provide service opportunities based on requests from the Associate Deans and Dean's Chief of Staff and Director of Strategic Operations.

### Professional Development and Programming (15%)

The PFP fellow is required to participate in all postdoctoral programming and activities. See the calendar for a full list of programming.

The PFP fellow is required to attend the EHE Dean's Diversity Postdoctoral orientation, during which they will receive additional information about the team of mentors

### Annual Expectations

During the PFP appointment, the fellow will undergo an annual review process to monitor progress and performance. Eligibility for hire as a tenure track assistant professor in an agreed upon department(s) or program(s) is based upon progress and performance. All postdocs must complete the following annual expectations:

- Submit a minimum of one grant or funding (internal or external) proposal (federal, foundation, or other funding sources)
- Submit a minimum of two peer reviewed journal articles in a high quality journal (PFP scholar should be first author on at least one submission).
- Design and teach one course (teaching may be online or face to face)
- Participate in a minimum of one service activity.
- Complete annual review process.
- Attend programming offered by the college.
- Attend faculty and program meetings in the department as determined by your mentor and/or program chair and department chair.

### **Review**

At the beginning of each semester, the fellow will submit goals and focused action steps related to Teaching; Scholarship (including publications and funding); and Service and/or Engagement. The fellow will submit an updated documentation of performance and accomplishments related to the areas listed above. (See section on PFP Annual Review).

## **Mentor Expectations**

The faculty mentor is one of the most important aspects of postdoctoral experience. The mentor serves as the college liaison to each postdoctoral fellow, and should support the fellow in acclimating to academia in general, and to EHE specifically. The mentor serves as the first point of contact for fellows for questions and concerns related to the program and to the tenure-track trajectory. The mentorship requires 12 months of commitment annually with light expectations in the summer.

- The lead mentor will receive \$1000 in professional development funds for each year served as mentor.

The mentor(s) are expected to:

- Attend meetings called by EHE leadership regarding the PFP program.
- Participate in research, teaching and service planning with the PFP fellow.
- Review syllabi for postdoctoral scholars and provide feedback.
- Provide at least one peer-review of the PFP fellow's teaching (according to guidelines for department in which the fellow is placed or using the online review of teaching provided by the College Directors) and work with the fellow to secure another peer-review of teaching in year two.
- Facilitate goal setting each semester with the PFP fellow to ensure optimal growth and development in preparation for a potential faculty appointment.
- Assess the PFP fellow at the end of each semester and hold a feedback meeting.
- Hold mentoring meetings throughout each semester to check in on goal progress.
- Notify postdoctoral fellow of any concerns related to expectations and progress.
- Consult with department chair regarding the PFP fellow's performance and provide a recommendation regarding potential hiring.
- Serve as an advocate for the postdoctoral fellow and for the PFP program.
- Maintain regular communication with postdoctoral fellow to provide support and direction when needed.

## Example of Planned Programming

Requirement	Month/Year Date, Location	Title and Description
Required		<b>Orientation</b>
		<b>Welcome Dinner</b>
Required		<b>EHE Research Support Group Lunch Meetings</b>
Required		<b>Time Management, Productivity and Work-Life Balance</b>
Required		<b>Research Impact</b>
Required		<b>OSU Office of Research Grant Writing Workshop</b>
		<b>Critical Methodologies</b>
Required		<b>EHE Two-Day Grant Writing Retreat</b>
Required		<b>Teaching Excellence</b> Faculty Teaching Awardees
Required		<b>Drake Institute for Teaching and Learning</b> Course Design Institute
Required		<b>Internationalization and Diplomacy</b>
Required		<b>The Road to Promotion and Tenure</b> <i>Streamlining Research Teaching and Service</i> <i>Crafting Quality Statements</i>
Required		<b>Community Based Research and Service</b>
Required		<b>Service Learning and Professional Development</b>
Required		<b>End of Year Meeting</b>
Advised		<b>One-on-One Grant Mentoring</b> ORIC offers one-on-one proposal development support. Weekly or bi-weekly meetings resulting in an application submission. Expect 3-6 months of meetings. This may benefit your proposal writing after you have established an idea and direction by participating in the grant writing workshops in fall.
Advised	As scheduled	<b>Drake Institute Teaching Endorsements</b> —Offers several teaching endorsements that you may want to consider, see web site.
Required	As scheduled	<b>Monthly meetings</b> with Mentor
Required	As scheduled	<b>Semester Goal Setting</b> with Mentors

# Orientation

## Sample Schedule

### Day 1

<b>8:30am</b>	Light Breakfast and Mingle
<b>9:00-9:15am</b>	Welcome
<b>9:15-9:20am</b>	Introduction to Staff in EDGE and Office of Faculty Affairs
<b>9:20-9:45am</b>	Transitioning from PhD Student
<b>9:45-10:10am</b>	HR Resources Q&A
<b>10:10-10:30am</b>	Hiring Process (Targeted)
<b>10:30am</b>	Break
<b>10:45-11:15am</b>	Expectations and Annual Review Process
<b>11:15-11:45am</b>	Goal Setting and Timelines
<b>11:45am-12:15pm</b>	Breakout Session to work on goals
<b>12:15-1:00pm</b>	Lunch
<b>1:00-1:30pm</b>	A Day in the Life of the Postdoc
<b>2:00-2:30pm</b>	Getting Started with Funding
<b>2:00-2:30pm</b>	Office of Academic Affairs
<b>2:30-3:15pm</b>	Service and Engagement Opportunities
<b>3:15pm</b>	Snacks and Break
<b>3:30-4:00</b>	Mentor Expectations
	Adjourn for the Day

### Day 2

<b>8:30am</b>	Light Breakfast and Mingle
<b>9:00-9:30am</b>	Research in Schools
<b>9:30-10:00</b>	Operations: Office Assignments, Keys, and Computing
<b>10:00-10:30am</b>	Professional Development and Programming
<b>10:30-10:45am</b>	Break
<b>10:45-11:15am</b>	Data Access and Analysis Center
<b>11:15am-12:00pm</b>	Using Workday
<b>12:00-1:00pm</b>	Lunch
<b>1:00-1:30pm</b>	International and Global Opportunities
<b>1:30-2:00pm</b>	University Institute for Teaching and Learning
<b>2:00-2:30pm</b>	Wellness Resources
<b>2:30-3:00pm</b>	Writing Resources and Templates
<b>3:15pm</b>	Snacks and Break

<b>3:30-4:00</b>	Q & A
<b>4:00</b>	Wexner Center for the Arts (The Wex) regarding research opportunities
<b>Dinner 5:00-8:00pm</b>	

## Hiring Process

The tenure-track faculty offers will be made to successful postdoctoral scholars who have met goals and benchmarks set the PFP @ EHE program. In addition, offers will be made to individuals who, in the judgment of the committee, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students. The hiring process for postdoctoral scholars will follow EHE's guidelines on targeted searches.

Targeted searches for faculty members are for those who provide a unit with quality it is lacking, either in experience or expertise, and also possesses attributes that will contribute to the unit's diversity initiatives.

- Targeted searches are different from open searches in that target hires are the only candidate for the position.
- These are similar to open searches in some of the processes such as search committees, the job interview, presentation of scholarship, meetings with faculty, administrators and students.
- It is critical that fellows meet the benchmarks outlined so that they are eligible to be targeted for a tenure-track faculty position in EHE.

## Timelines

Activity	PFP Fellow	Mentor
<b>Orientation August 8-9</b>		
<b>Review 1 (Fall)</b>		
<b>Fall Goal Setting Complete</b>	September 1	
<b>1st Semester Review materials upload</b>	Dec 1	
<b>Complete Fall Evaluation and Feedback Session</b>		December 15
<b>Review 2 (Spring)</b>		
<b>Spring goal setting complete</b>	January 10	
<b>2nd Semester Review materials upload</b>	April 30	
<b>Complete Spring Evaluation and Feedback Session</b>		May 15
<b>Review 3 (Summer)</b>		
<b>Summer goal setting complete</b>	May 10	

<b>Summer Review materials upload</b>	August 1	
<b>Complete 3rd Semester Evaluation and Feedback Session</b>		August 15
<b>Review 4 (Fall)</b>		
<b>Fall goal setting complete</b>	August 30	
<b>4th Semester Review materials upload</b>	Dec 1	
<b>Complete 4th Semester Evaluation and Feedback Session</b>		December 5
<b>Recommend PFP fellow for potential hire to Department Chair</b>		December 5
<b>Review 5 (Spring)</b>		
<b>Summer goal setting complete</b>	May 1	
<b>Complete Spring Evaluation and Feedback Session</b>		March 25
<b>Hiring processes for successful candidates will begin in Spring Semester according to timelines set by the Office of Academic Affairs and the Department.</b>	January-February	
<b>Review 6 Final Semester (Summer)</b>		
<b>6th Semester Review materials upload</b>	July 15	
<b>Complete 6th Semester Evaluation and Feedback Session</b>		July 20
<b>End of PFP Appointment July 31</b>		

\*In Fall of the second year, the mentor will consult with department chair regarding the PFP fellow's performance and recommendation regarding potential hiring. The department chair will contact the Associate Dean for Faculty Affairs as a next step.

## PFP Goal Setting

The PFP allows one to complete advanced professional research, training or teaching to gain skills and experience that will further prepare them for their academic career. The purpose of a postdoctoral appointment is not an extension of the doctoral program nor a “glorified” graduate assistantship. However, the postdoctoral fellow is free to continue their studies, take courses, or carry out research and further increase expertise in a specialist subject, including integrating a team and acquiring novel skills and research methods. Scholars may work on current projects with mentors. However, it is expected that the postdoctoral scholar establish and develop independent lines of inquiry that further their postdoctoral scholar’s research agenda.

In EHE, we consider the postdoctoral experience as essential to advancing the mission and priorities of the college. We expect scholars to produce relevant scholarly activity such as publications in peer-reviewed academic journals and other outlets, presenting at conferences, or writing proposals for funding. We also expect scholars to participate in service opportunities for the college during their appointment and contribute to and engage meaningfully in the mission and goals of the college. Postdoctoral fellows are also expected to teach at least one course per year in consultation with the department chair.

Planning and goal setting is a key part of a quality postdoctoral experience. This process helps to ensure that the postdoctoral fellow is making progress towards a successful career.

## PFP Annual Review

PFP FELLOW NAME/MENTOR NAME

GOALS
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**PFP Fellows should complete goal setting each semester in consultation with their mentor.**

Goal	Semester/Year	Resources	Benchmarks
EX. Create proposal for Teachers College Press for dissertation in for November submission.	Summer 2018	Acquisitions Editor	Contact acquisitions editor in August (Jeff Brooks connection). Brooks review end of September. Revisions in October. Submit November 1.


**TEACHING**

**For semesters during which there is no teaching, the fellow should indicate NA.**

Course #/ Title	Semester/ year	Credit hours	#enrolled	% taught	SEI mean score (item 10)	SEI Response rate
EX. ESADM 8200 Place-Based Leadership	Fall/2019	3	19	100%	4.7	80%

**PUBLICATIONS**

APA Citation (for in progress works, include targeted outlet)	Semester/ year	Type (books, peer reviewed articles, non- peer reviewed articles, book chapters, Conference proceedings etc)	% Effort and Contribution	Quality Indicator (Manuscript acceptance rate; impact factor; ranking from a specific, stated source; other)	Status/Date (In progress, in submission, in review, in revision, in press etc.)
EX. Arnold, N.W. (in revision). "Paying professional taxes": Academic labor cost of tenure/promotion. Race, Ethnicity and Education.	Fall/2019	Peer Reviewed Article	100% I conducted the study and wrote all parts of the article.	Impact Factor 1.382 SJR	Revise and resubmit-Due on x-xx-21xx

PRESENTATIONS					
Title/Presenter	Semester/ year	Type	Conference Name, Date, Location	Format	% Effort and Contribution
EX. Arnold, N. W. The Caregiving Crisis During COVID-19.	(2020, June)	Invited	The Women's Place, The Ohio State University. Columbus, OH.	Panel	

FUNDING					
Title and Description	Semester/ year	Funder	Amount	Your Role % Effort and Contribution	Status (awarded, not awarded, in review, etc.)
EX Administrator Funds of Knowledge and Critical Incidents of Immigration I specifically ground funds of identity in information grounds (IGs) (Fisher & Naumer, 2006). The overarching goal is to better understand how leaders' identities are scaffolded professionally by where, how and with whom they receive their information about particular immigrant groups.	Spring/2018	OSU Fisher College of Business	\$2800	Principal Investigator I wrote 100% of the proposal and conceptualized the project.	Funded 2017-18


**PROFESSIONAL DEVELOPMENT**

Title	Semester/year	Date	Description	EHE Provided Programming (yes, no)

**SERVICE**

Title	Semester/Year	Your Contribution and/or Outcomes	Brief Description	Type of Service (college, dept., program, campus)

AWARDS/RECOGNITIONS			
Title	Semester/Year	Description	Status (awarded, nominated, finalist, etc.)

**ASSESSMENTS**

PFP FELLOW SEMESTER SELF ASSESSMENT STATEMENT (SEMESTER 1)

MENTOR STATEMENT OF SEMESTER PERFORMANCE AND RECOMMENDATIONS (SEMESTER 1)

SIGNATURES (PFP FELLOW; MENTOR) (SEMESTER 1)

**Semester 2**

PFP FELLOW SEMESTER SELF ASSESSMENT STATEMENT (SEMESTER 2)

MENTOR STATEMENT OF SEMESTER PERFORMANCE AND RECOMMENDATIONS (SEMESTER 2)

SIGNATURES (PFP FELLOW; MENTOR) (SEMESTER 2)

**Semester 3**

PFP FELLOW SEMESTER SELF ASSESSMENT STATEMENT (SEMESTER 3)

MENTOR STATEMENT OF SEMESTER PERFORMANCE AND RECOMMENDATIONS (SEMESTER 3)

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SIGNATURES (PFP FELLOW; MENTOR) (SEMESTER 3)

**Semester 4**

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PFP FELLOW SEMESTER SELF ASSESSMENT STATEMENT (SEMESTER 4)

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MENTOR STATEMENT OF SEMESTER PERFORMANCE AND RECOMMENDATIONS (SEMESTER 4)

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SIGNATURES (PFP FELLOW; MENTOR) (SEMESTER 4)

**Semester 5**

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PFP FELLOW SEMESTER SELF ASSESSMENT STATEMENT (SEMESTER 5)

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MENTOR STATEMENT OF SEMESTER PERFORMANCE AND RECOMMENDATIONS (SEMESTER 5)

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SIGNATURES (PFP FELLOW; MENTOR) (SEMESTER 5)

**Semester 6**

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PFP FELLOW SEMESTER SELF ASSESSMENT STATEMENT (SEMESTER 6)

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MENTOR STATEMENT OF SEMESTER PERFORMANCE AND RECOMMENDATIONS (SEMESTER 6)

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SIGNATURES (PFP FELLOW; MENTOR) (SEMESTER 6)

## Guidelines for Mentor Statements

During the PFP appointment, the fellow will undergo an annual review process to monitor progress and performance. Eligibility for hire as a tenure track assistant professor in an agreed upon department(s) or program(s) is based upon progress and performance. All postdocs must complete the following annual expectations

- Submit a minimum of one grant or funding (internal or external) proposal (federal, foundation, or other funding sources)
- Submit a minimum of two peer reviewed journal articles in a high quality journal (PFP scholar should be first author on at least one submission).
- Design and teach one course (teaching may be online or face to face)
- Participate in a minimum of one service activity.
- Complete annual review process.
- Attend programming/professional development offered by the college.
- Attend faculty and program meetings in the department as determined by your mentor and/or program chair and department chair.

Mentors will provide a statement of the PFP fellow's performance and recommendations **each semester**. In addition, the mentor will meet with the fellow to discuss the content of the statement.

At a minimum the statement should must address accomplishments and recommendations for the following:

- Teaching and/or course development,
- Scholarship including publications, funding, and conferences and presentations,
- Service

The mentor also may add comments on any other pertinent fellow activity such as honors and awards, professional development, etc.

## Culminating Letter or Other Written Report

The College Directors (CD) for the EHE Dean's Diversity Postdoctoral Program will also meet with each fellow each semester to discuss fellow accomplishments and recommendations. In semester 2 and 3, the CDs will provide a letter to each fellow related to their progress and related benchmarks in the following areas:

- Teaching and course development
- Publications
- Funding
- Service
- Professional Development/Programming

The CDs also may add comments on any other pertinent fellow activity such as honors and awards, etc.

## Resources

### National Center for Faculty Development & Diversity

OSU is an institutional member of the National Center for Faculty Development & Diversity. Please see <https://www.facultydiversity.org/postdocs> for more information on offerings at NCFDD.

### Office of Postdoctoral Affairs

The mission of the Office of Postdoctoral Affairs (OPA) is to prepare the next generation of research leaders by enhancing the postdoctoral experience at Ohio State through promotion of career development opportunities, advancing the quality of the training environment for postdoctoral scholars, and providing resources and support to faculty mentors. See <https://u.osu.edu/osupac/> for more information.

Some supports include:

- Funding Ohio State's membership to the National Postdoc Association (NPA)
- Monthly postdoc orientations
- Professional development events
- Advocacy

### University Institute for Teaching and Learning

The overall purpose of UITL is to integrate and enhance teaching and learning efforts at Ohio State, and to elevate such work to the institutional level. UITL both coordinates and leads current and new activities focused on improving the learning experience for our students and positions the university for national leadership in teaching and learning within a research university setting. Visit <https://uitl.osu.edu/> for more information.

### The Office of Responsible Research Practices

The Office of Responsible Research Practices provides administrative support to the university research community and the committees responsible for research review and oversight. We help Ohio State faculty, staff, and student researchers navigate research requirements through education and quality improvement initiatives designed to facilitate research, improve efficiencies, and ensure regulatory compliance.

### Buck-IRB

**Buck-IRB** is the electronic system used for the submission and review of exempt and Institutional Review Board (IRB) research performed by Ohio State investigators. Buck-IRB streamlines the exempt and IRB submission processes for investigators. To access the Buck-IRB system, login at <https://orrrp.osu.edu/irb/buck-irb/>

### Getting PI status

<https://u.osu.edu/proposaldevelopment/getting-started/do-i-qualify-for-pi-status/>

## **CITI Training**

[CITI training](#) and the [OSU Conflict of Interest disclosure form](#)

## **Background Checks if you are going into schools**

You must have to have the paperwork with you when they go to the schools to show the principal or other administrative person when they check in. Here is the link for the information --<https://hr.osu.edu/services/background-checks/bci-fbi/>. The cost is BCI & FBI Combined: \$61.70. It must be renewed every year. Be sure to start early -- the website says from 1-60 days (quite a range).

## **Kirwan Institute for the Study of Race and Ethnicity**

The Kirwan Institute for the Study of Race and Ethnicity is an interdisciplinary engaged research institute at The Ohio State University established in May 2003. It was named for former university president William E. "Brit" Kirwan in recognition of his efforts to champion diversity at OSU.

The goal is to connect individuals and communities with opportunities needed for thriving by educating the public, building the capacity of allied social justice organizations, and investing in efforts that support equity and inclusion. At the Kirwan Institute, they do this through research, engagement, and communication.

Visit Kirwan's website <http://kirwaninstitute.osu.edu/> and <http://kirwaninstitute.osu.edu/weeklyforum/> for biweekly forums and events.

## **OSU Office of Diversity and Inclusion**

The Ohio State University Office of Diversity and Inclusion (ODI) is one of the oldest and most prominent offices of its kind in the nation. Founded in 1970, ODI supports the recruitment, retention and success of students, faculty and staff who enhance the diversity of The Ohio State University. ODI oversees the Frank W. Hale Jr. Black Cultural Center, the Todd Anthony Bell National Resource Center on the African American Male, the Louis Stokes Alliances for Minority Participation (LSAMP) Program, the nine-city Young Scholars Program, as well as being home to a wide-range of retention, mentoring, scholarship, and access programs.

<https://odi.osu.edu>

<https://www.osu.edu/initiatives/diversity.html>

## **The Women's Place**

The Women's Place serves as a catalyst for institutional change to expand opportunities for women's growth, leadership and power in an inclusive, supportive, and safe University environment consistent with the goals of the Academic and Diversity Plans. The Women's Place is Ohio State's central resource for women. They work with and support on-campus groups, organizations and offices and offer professional development opportunities, grants, women's health information and more.

Stay up to date on initiatives, women's issues and events, visit <https://womensplace.osu.edu/>

## Hale Center

The Frank W. Hale, Jr. Black Cultural Center is named in honor of Dr. Frank Hale, Jr., a visionary leader, a tireless mentor, and a civil rights crusader who fought to increase opportunities for minority students at The Ohio State University. Dr. Hale was the former Associate Dean of the Graduate School, and Vice Provost for the Office of Minority Affairs and Special Assistant to the President. <https://odi.osu.edu/hbcc-about>

## Preparing for the Professoriate

The Office of Diversity and Inclusion's Preparing for the Professoriate Retreat works to create a sense of community and connectedness for its attendees, particularly underrepresented graduate students. The retreat also provides a scholarly atmosphere of support where doctoral students can share and receive ongoing feedback on their research and professional interests, and assists students with goal setting and outlining a professional plan. Students are also given instruction on how to maintain a balanced life as they matriculate through their studies, how to structure their curriculum vita, find funding for their research, the best strategies to publish their work, useful teaching approaches, and tips for navigating the job market. <https://odi.osu.edu/preparing-professoriate-retreat>

## Office of International Affairs

The Office of International Affairs helps facilitate the development and growth of the Global Gateways and oversees Education Abroad, International Students and Scholars, Global One Health and five Area Studies Centers. We sponsor and administer grants and scholarships for faculty, graduate and undergraduate student research, education abroad and independent study. We develop agreements with international academic institutions, host international delegations, and initiate and coordinate international education outreach activities and special events. Additionally, we support the International Affairs Scholars Program, which provides opportunities for students from all majors who are interested in global themes. <https://oia.osu.edu/>

## Michael V. Drake Institute for Teaching and Learning

The teaching and learning mission of the university is specified as a core goal of the institution, and President Michael V. Drake has called for the university to be as highly regarded for world-class teaching and learning as it is for research. In order to pursue that goal, the Michael V. Drake Institute for Teaching and Learning was conceived, vetted and approved by the university governance system with a unanimous vote from University Senate on April 21, 2016.

The overall purpose of the institute is to integrate and enhance teaching and learning efforts at Ohio State, and to elevate such work to the institutional level. The institute both coordinates and leads current and new activities focused on improving the learning experience for our students and positions the university for national leadership in teaching and learning within a research university setting. <https://drakeinstitute.osu.edu/>