



Promotion Dossier Preparation Workshop

Associate Dean Trish Hammer

Executive Assistant Amber Robinson

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What We Will Cover

- The importance of promotion dossiers
- Timeline and due dates
- Resources to help with preparation
- Details to watch for
- Q & A

The Importance of Promotion Dossiers

Why do we care about promotion dossiers?

1. We want our faculty to be promoted!
2. Our faculty are doing extraordinary work, and we want that work to be recognized and rewarded.
3. In order for our faculty to truly shine, the dossiers need to not detract from but clearly and accurately represent the great work they do.
4. TELL YOUR STORY!





Why are details and formatting so important?

| | Tenure-Track | Collegiate Faculty | Professors of Practice | Instructors |
|-----------------------------------|--------------|--------------------|------------------------|-------------|
| Most Dossiers From One Department | 4 | 4 | 1 | 6 |
| Number of COS Dossiers | 20 | 6 | 1 | 8 |
| Number of University Dossiers | 107 | 21 | 10 | 14 |



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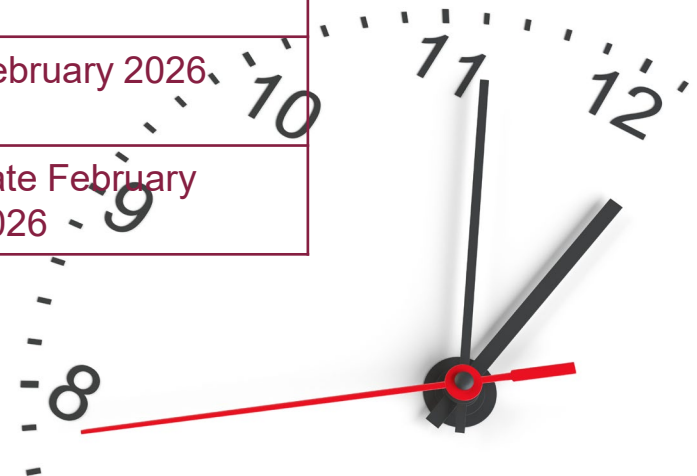
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Timelines and Due Dates



Timelines and Due Dates

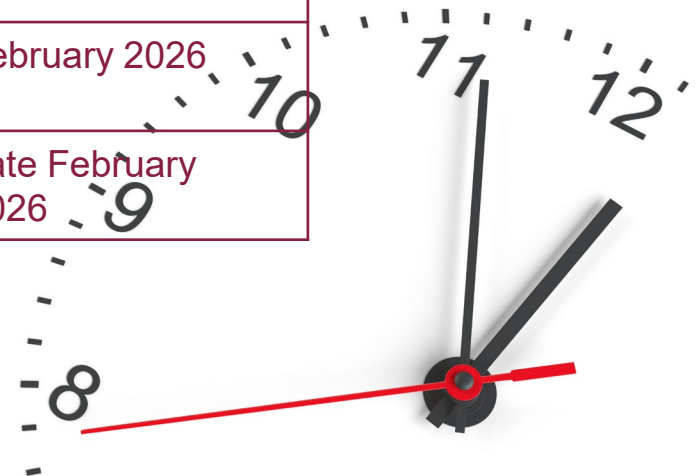
| | Tenure-track Faculty | Research Faculty | CF & PoP | Instructor |
|--------------------------------------|--------------------------|--------------------------|------------------------|--------------------|
| Candidate Dossier Preparation | Spring and Summer | Late Spring and Summer | Late Spring and Summer | Summer |
| External Letters Requested | Early Summer | Early Summer | Mid-Summer | N/A |
| Dossiers due to Departments | set by department | set by department | set by department | set by department |
| Dossiers due to COS | Late October 2025 | Mid-November 2025 | Mid-November 2025 | Late January 2026 |
| COS Promotion Committee Work | November – December 2025 | November – December 2025 | January 2026 | February 2026 |
| Dossiers due to Provost/OVPRI | Late January 2026 | Early February 2026 | Late February 2026 | Late February 2026 |





Timelines and Due Dates

| | Tenure-track Faculty | Research Faculty | CF & PoP | Instructor |
|--------------------------------------|---|--------------------------|--------------------|--------------------|
| Candidate Dossier Preparation | Once a dossier is submitted by the candidate, the content may not be revised or modified except for clarifications of existing content and the required addition of material [letters] by department head, departmental promotion committee, dean and college promotion committee. | | | |
| External Letters Requested | | | | |
| Dossiers due to Departments | set by department | set by department | set by department | set by department |
| Dossiers due to COS | Late October 2025 | Mid-November 2025 | Mid-November 2025 | Late January 2026 |
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| Dossiers due to Provost/OVPRI | Late January 2026 | Early February 2026 | Late February 2026 | Late February 2026 |



Resources

- Faculty Affairs/Provost Website
 - <https://faculty.vt.edu/promotion-tenure.html>
- COS Website
 - <https://www.science.vt.edu/resources/employees.html>
- Dossier Checksheets
 - Contact Amber Robinson (hamber08@vt.edu) for tenure-track
 - Contact Jen Pike (jenpike@vt.edu) for all others



Dossier Certification



The Department Head and/or their designate should work with the candidate to assist in the initial preparation of the dossier.

Virginia Tech is committed to supporting faculty in the promotion and/or tenure process. Prior to the formal evaluation of a candidate's dossier, a draft should be reviewed by the department/school and the candidate provided with feedback and mentoring.

This feedback does not absolve the candidate of their responsibility for the formatting and content of their dossier in accordance with the latest [guidelines](#) from the Office of the Executive Vice President and Provost. It is provided solely to help the candidate submit a complete and properly formatted dossier.

Name of Department Head/Chair/School Director,
Departmental/School P&T Committee Chair, or Faculty Mentor

Date review completed

CANDIDATE DOSSIER CERTIFICATION

(Must be signed by candidate and submitted along with the dossier materials.)

I affirm that my dossier is an accurate and truthful record of my scholarly achievement. I assume full responsibility for the presentation and formatting of the dossier as required by the [guidelines](#) of the Office of the Executive Vice President and Provost and any additional guidance by my college.

I further acknowledge that once I have submitted my dossier for review, it may not be revised or modified by me. Should additional information become available or if substantive errors are identified during the review process, they may be included and/or explained in the department head's letter and/or the dean's letter.

Signature of Candidate

Date

Dossier Outline

(CF, PoP, Research, Clinical, Tenure-track)

- I. Executive Summary
- II. Recommendation Statements (including external)
- III. Candidate's Statement
- IV. Teaching and Advising Effectiveness
- V. Research and Creative Activities
- VI. International & Professional Service and
Other Outreach & Extension Activities
- VII. University Service
- VIII. Work Under Review or In Progress
- IX. Other Pertinent Activities

Dossier Outline

(Instructor)

- I. Dean's Statement
- II. College Review Committee's Statement
- III. Department Head's Statement
- IV. Department Review Committee's Statement
- V. Candidate's Statement
- VI. Evidence of Exemplary Instruction
- VII. Evidence of Extended Professional Development
- VIII. Course/Curricular Development
- IX. Advising or Mentoring
- X. Administration/Service Related to Instructional Mission
- XI. Recognized Scholarly/Creative Work Enhancing Instruction
- XII. Works Under Review or In Progress



Dossier Checklist

Covers each section
of the dossier

P&T Dossier Check Sheet for Departments:

Candidate Name: _____

Provost Guidelines: <https://faculty.vt.edu/academic-personnel/promotion-and-tenure.html>

COS Guidelines: <https://www.science.vt.edu/resources/employees.html>

_____ **Opening View:** Are bookmarks visible?

_____ Do all bookmarks work?

_____ Are all bookmarks present? *(All sections and major headings should be bookmarked – I. – IX. and A - whatever letter. It is not necessary to bookmark outline items V.B.1-15. It is not necessary to bookmark a section that is not applicable.)*

_____ **Cover Page:** Are all blanks filled in even if it is a zero?

_____ **Dossier Certification Form:** Present and complete?

_____ **Executive Summary:** Max 3 pages in length?

_____ Are the tables formatted according to COS Guidelines? Are column titles correct?

_____ **Does the information in the tables (counts and dollar amounts) match the information presented in the rest of the dossier? Can this information be easily identified? (Are lead author/corresponding authors and co-author/editor identified in some way? Are funding amounts of total versus candidate portion identifiable? Etc.)**

_____ **Department Head/Chair Letter:** Max 6 pages in length?

_____ Addressed to the Dean?

_____ Includes % responsibility breakdown (teaching, research, and outreach/service)?

_____ Does the letter include whether the faculty member is AY or CY?

_____ If a progress review was not completed, is an explanation included?

_____ Is there a paragraph that states that the list of reviewers was reviewed? Are exceptions explained?

_____ Does the letter make an explicit recommendation?

_____ **Departmental Committee Letter:** Are the committee member names listed?

_____ Is a numbered vote given?

_____ Is there an explanation for any negative, ineligible, or non-voting observer votes?

_____ Are the names of ineligible or non-voting observers given?

_____ Addressed to department head/chair?

_____ Explicit recommendation?

_____ **External Letters:** 5 external letters?

_____ 3 independently selected external reviewers *(shown in table format matching Provost document)?*

_____ Reviewer Bios?

_____ Copy of letter of instructions sent to reviewers?

_____ tenure clock extension statement (if needed)?

_____ confidentiality statement?

_____ **Candidate Statement:** Max 4 pages?

_____ **Section IV. B:** Chronological list (previous to most recent)?

_____ Term, year, credit hours, course enrollments, and faculty member's role (if not solely

responsible for the course) with the percentage of effort or assignment?

_____ **Section IV. C:** Chronological list (previous to most recent)?

_____ **Section IV. E:** Is format correct according to Provost document?

_____ **Section IV. H:** Does table present required information (*role, name, degree, status/degree date/milestones*)?

_____ **Section IV. J:** Does evaluation table include data on all courses evaluated, enrollment of each course, number of students turning in evaluations, and numerical averages *(see sample table in Provost's document)*?

_____ **Section IV. K:** 2 peer evaluations?

_____ minimum of 2 pages?

_____ two different points of time/courses/instructional events

_____ content provides substantive detail regarding teaching or advising activities

_____ **Section V. B:** Reverse chronological order (most recent to previous)?

_____ Indication of which contributions occurred since last promotion?

_____ Qualitative assessment of the paper or alternatively of the journals in which published?

_____ **Section V. C:** Distinguish internal and external awards?

_____ Indication of which contributions occurred since last promotion?

_____ Includes all names on grant proposal, year, and duration of award?

_____ Includes % of candidate's participation/credit and source (agency) of the award?

_____ Includes total amount of award and candidate portion of amount (as listed in Summit)?

_____ Includes explicit statement about whether funding is sufficient to meet department/college expectations?

_____ Are sections that are not applicable still listed but include an N/A?

_____ Is the numbering/bulleted of different sections accurate *(numbers are not skipped or repeated, listing did not get a bullet or a number, etc.)*?

_____ For all citation counts, is the date included when the citations were recorded?

_____ **Supplemental Materials:** Is full, current CV included?

_____ Does the packet sent to external reviewers include a candidate narrative (5 page max), 5 publications, and a grant support list?

_____ Candidate's full SPOT scores (for the past 3 years, no requirement to include CY 2020)?

_____ Do bookmarks work?

External Reviewers

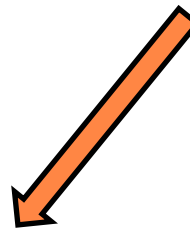
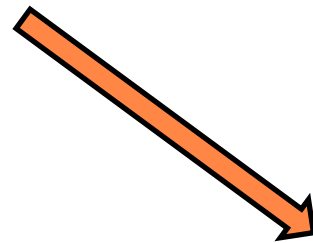
- Reviewers must not be former advisors, postdoctoral supervisors, co-investigators on grants or co-authors on recent publications (within 4 years).
- When possible, avoid selecting external reviewers from the candidate's PhD granting institution or from universities at which the faculty member had a prior faculty position.

Faculty member
prepares a list

Department
Chair/committee
prepares a list

create final list
(blend)

Summer Request by Head/Chair
External Packet Letters due early Fall





Details to Watch For



Executive Summary Tables

| Accomplishments | Prior to VT appointment | Since VT appointment | Total |
|--|-------------------------|----------------------|-------------|
| External Funding: Total Amount (Direct + Indirect) | \$0 | \$3,110,400 | \$3,110,400 |
| External Funding: Candidate Amount | \$0 | \$829,076 | \$829,076 |
| Internal Funding: Total Amount | \$0 | \$109,000 | \$109,000 |
| Internal Funding: Candidate Amount | \$0 | \$54,250 | \$54,250 |
| Number of Grants (external, internal) | 0,0 | 7,4 | 7,4 |
| Refereed Publications | 17 | 24 | 41 |
| Other Publications | 0 | 3 | 3 |
| Total Citations Received (Google Scholar DATE) | 135 | 1,165 | 1,300 |
| Invited Keynote Presentations | 10 | 29 | 39 |
| Other External Presentations | 18 | 53 | 71 |
| PhD Students (completed, continuing) | 0,0 | 2,2 | 2,2 |
| MS Students (completed, continuing) | 0,0 | 1,1 | 1,1 |
| Teaching Load (# courses taught, #SCH) | 0,0 | 13, 3552 | 13, 3552 |
| Awards and Recognitions | 8 | 19 | 27 |
| Undergraduate Research Students Advised | 0 | 25 | 25 |
| Peer Reviews for Journals | 0 | 12 | 12 |

Executive Summary Tables

- follow COS format
- choose ordered columns
- do the math
- add rows at bottom



Executive Summary Tables

| Accomplishments | Before Assistant | While Assistant before VT | While Assistant at VT | Total |
|--|------------------|---------------------------|-----------------------|-------------|
| External Funding: Total Amount (Direct + Indirect) | | \$0 | \$3,110,400 | \$3,110,400 |
| External Funding: Candidate Amount | | \$0 | \$829,076 | \$829,076 |
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| Peer Reviews for Journals | | 0 | 12 | 12 |

Executive Summary Tables

- follow COS format
- choose ordered columns
- do the math
- add rows at bottom



Executive Summary Tables

| Accomplishments | Before Assistant | While Assistant at VT | While Associate at VT | Total |
|--|------------------|-----------------------|-----------------------|-------------|
| External Funding: Total Amount (Direct + Indirect) | | \$0 | \$3,110,400 | \$3,110,400 |
| External Funding: Candidate Amount | | \$0 | \$829,076 | \$829,076 |
| Internal Funding: Total Amount | | \$0 | \$109,000 | \$109,000 |
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| Number of Grants (external, internal) | | 0,0 | 7,4 | 7,4 |
| Refereed Publications | | 17 | 24 | 41 |
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| Total Citations Received (Google Scholar xx/xx/xx) | | 135 | 1,165 | 1,300 |
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| Undergraduate Research Students Advised | | 0 | 25 | 25 |
| Peer Reviews for Journals | | 0 | 12 | 12 |

Executive Summary Tables

- follow COS format
- choose ordered columns
- do the math
- add rows at bottom

Executive Summary Tables

| Publications | Lead Author** | | Corresponding Author | | Co-author | | Total | |
|-----------------------------------|---------------|-------|----------------------|-------|-----------|-------|-------|-------|
| | Prior | Since | Prior | Since | Prior | Since | Prior | Since |
| Books | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Book chapters | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Papers in refereed journals | 40 | 10 | 0 | 0 | 0 | 0 | 40 | 10 |
| Conference proceedings (refereed) | 4 | 3 | 0 | 0 | 0 | 0 | 4 | 3 |
| Other papers and reports | 3 | 2 | 0 | 0 | 0 | 0 | 3 | 2 |
| Total | 47 | 15 | 0 | 0 | 0 | 0 | 47 | 15 |

**Note: My field does not distinguish lead/corresponding author on publications. All authors are listed alphabetically on all papers and expected to be equal contributors.

| Publications | Lead Author | | Corresponding Author | | Co-author | | Total | |
|-----------------------------|-------------|-------|----------------------|-------|-----------|-------|-------|-------|
| | Prior | Since | Prior | Since | Prior | Since | Prior | Since |
| Books | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Book chapters | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Papers in refereed journals | 4 | 1 | 0 | 1* | 37 | 36* | 41 | 38 |
| Conference Abstracts | 19 | 4 | 0 | 0 | 71 | 48 | 90 | 52 |
| Other papers or reports | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 23 | 5 | 0 | 1 | 108 | 84 | 131 | 90 |

*Includes 6 papers led by post-doctoral and graduate student advisees who I am or was the primary advisor and 7 papers led by graduate student advisees for who I serve or served on their graduate committees.

Executive Summary Tables

- follow COS format
- choose ordered columns
- do the math
- add rows at bottom
- add footnotes as needed

Executive Summary Tables

| Accomplishments | Prior to VT appointment | Since VT appointment | Total |
|--|-------------------------|----------------------|-------------|
| External Funding:Total Amount (Direct + Indirect) | \$0 | \$3,110,400 | \$3,110,400 |
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| Refereed Publications | 17 | 24 | 41 |
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| Total Citations Received (Google Scholar as of DATE) | 135 | 1,165 | 1,300 |
| Invited Keynote Presentations | 10 | 29 | 39 |
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| PhD Students (completed, continuing) | 0,0 | 2,2 | 2,2 |
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| Teaching Load (# courses taught, #SCH) | 0,0 | 13, 3552 | 13, 3552 |
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| Undergraduate Research Students Advised | 0 | 25 | 25 |
| Peer Reviews for Journals | 0 | 12 | 12 |

- **Table counts must match later sections of dossier**
- **Later sections of dossier must be organized in a way that makes it easy for the reader to verify table counts.**



Executive Summary Tables and Dossier Sections

| Summary of Accomplishments | Where is the information typically located in the rest of the dossier (Tenure-track)? |
|--|--|
| External Funding: Total Amount (Direct + Indirect) | V. C. Sponsored Research and Other Grant Awards |
| External Funding: Candidate Portion of Above | V. C. Sponsored Research and Other Grant Awards |
| Internal Funding: Total Amount | V. C. Sponsored Research and Other Grant Awards |
| Internal Funding: Candidate Portion of Above | V. C. Sponsored Research and Other Grant Awards |
| Number of Grants (external, internal) | V. C. Sponsored Research and Other Grant Awards |
| Refereed Publications | V. B. List of Contributions 6., sometimes other subsections of V. B. |
| Other Publications | V. B. List of Contributions 1.-5., 9.-12., and 13.-16. (typically 16.) |
| Total Citations Received (Google Scholar) | Not usually documented in the rest of the dossier but could be in V. B. List of Contributions (particularly subsection 6.) |
| Invited Keynote Presentations | V. D. Invited Keynote Presentations or Lectures |
| Other External Presentations | VI. D. Additional Outreach and Extension Activities and Outcomes 4. and 5., sometimes in Section V. D. Invited Keynote Presentations or Lectures (depending on how things are counted and divided) |
| PhD Students (completed, continuing) | IV. D. Completed Theses, Dissertations, Other Graduate Degree Projects... and IV. H. Current Academic Advising and Mentoring Responsibilities |
| MS Students (completed, continuing) | IV. D. Completed Theses, Dissertations, Other Graduate Degree Projects... and IV. H. Current Academic Advising and Mentoring Responsibilities |
| Teaching Load (#courses taught, #SCH) | IV. B. A Chronological List or Table of Courses Taught... |
| Awards and Recognitions | V. A. Awards, Prizes, and Recognitions, sometimes IV. A. Recognition and Awards for Teaching and Advising Effectiveness |



Research and Creative Activities - Funding

Internal

- 3 [REDACTED] (PI), McQuillan, M. (Postdoc Fellow), (2023), "Estimating reservoir evaporation loss using novel SWOT satellite radar observations for water resources management", VT Presidential Postdoctoral Fellowship
 - Duration: 2 years (8/1/23–7/31/25)
 - Total amount: \$107,570
 - Amount to [REDACTED]: \$107,570 (100% credit to [REDACTED])
 - Supervised graduate student support: 0 months
- 2 [REDACTED] (PI), Gao, H., Selva, D., (2020) "Developing a SmallSat Mission to Track the Global Movement of Water, Carbon, and Sediment across Landscapes, [REDACTED] President's Excellence Fund X-Grants Program
 - Duration: 2 years (8/1/20–7/31/22)
 - Total amount: \$324,957
 - Amount to [REDACTED]: \$140,284 (43% credit to [REDACTED])
 - Supervised graduate student support: 24 months
- 1 [REDACTED] (PI), Conkle, J., Filippi, T., Guneralp, I., (2019) "Developing a Method for the Rapid Detection of Freshwater Plastic Pollution", [REDACTED] Program to Enhance Scholarly and Creative Activities (PESCA)
 - Duration: 2 years (4/1/19–3/31/21)
 - Total amount: \$25,000
 - Amount to [REDACTED]: \$25,000 (100% credit to [REDACTED])
 - Supervised graduate student support: 0 months

| Accomplishments | Before Assistant | While Assistant at XX | While Assistant at VT | Total |
|---|------------------|-----------------------|-----------------------|--------------|
| External Funding: Total Amount (Direct + Indirect) | \$11,700 | \$1,459,622 | \$3,613,928* | \$5,085,250* |
| External Funding: Candidate Portion of Above Amount | \$11,700 | \$269,760 | \$1,484,291* | \$1,765,751* |
| Internal Funding: Total Amount (Direct + Indirect) | \$0 | \$349,957 | \$107,570 | \$457,527 |
| Internal Funding: Candidate Portion of Above Amount | \$0 | \$165,284 | \$107,570 | \$272,854 |



Research and Creative Activities - Funding

Internal

While Assistant at VT

- 3 [REDACTED] (PI), McQuillan, M. (Postdoc Fellow), (2023), "Estimating reservoir evaporation loss using novel SWOT satellite radar observations for water resources management", VT Presidential Postdoctoral Fellowship
 - Duration: 2 years (8/1/23–7/31/25)
 - Total amount: \$107,570
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While Assistant at XX

- 2 [REDACTED] (PI), Gao, H., Selva, D., (2020) "Developing a SmallSat Mission to Track the Global Movement of Water, Carbon, and Sediment across Landscapes, [REDACTED] President's Excellence Fund X-Grants Program
 - Duration: 2 years (8/1/20–7/31/22)
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- 1 [REDACTED] (PI), Conkle, J., Filippi, T., Guneralp, I., (2019) "Developing a Method for the Rapid Detection of Freshwater Plastic Pollution", [REDACTED] Program to Enhance Scholarly and Creative Activities (PESCA)
 - Duration: 2 years (4/1/19–3/31/21)
 - Total amount: \$25,000
 - Amount to [REDACTED]: \$25,000 (100% credit to [REDACTED])
 - Supervised graduate student support: 0 months

| Accomplishments | Before Assistant | While Assistant at XX | While Assistant at VT | Total |
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| Internal Funding: Candidate Portion of Above Amount | \$0 | \$165,284 | \$107,570 | \$272,854 |

Use Subheadings.
Use Numbering.

Research and Creative Activities - Funding

Since Promotion to Associate Professor

- 1) [REDACTED] W, [REDACTED] B, [REDACTED] P, Sciarrino N, Estey M, Hunt C, McCurry K*, Graham, D* (2022). Do early responders and treatment non-responders offer guidance to make cognitive processing therapy (CPT) group a more effective treatment? *J Clin Psychol* 78:1376-1387.

I co-designed the study, oversaw implementation of data collection, and participated in data analysis. This work was supported by a VA grant led by me.

- 2) Li M, Lindenmuth M, Tarnai K, Lee J, [REDACTED] B, [REDACTED] J, [REDACTED] K. (2022). Development of cognitive control during adolescence: The integrative effects of family socioeconomic status and parenting behaviors. *Dev Cogn Neurosci* 2022 57:101139.

I jointly led this work, which was supported by

Use Subheadings.
Use Numbering.

- 48) [REDACTED] RE, [REDACTED] K, [REDACTED] B, [REDACTED] J (2016). Intergenerational similarity in callous-unemotional traits: Contributions of hostile parenting and household chaos during adolescence. *Psychiatry Research* 246:815-820.

I jointly led this work, which was supported by an NIH grant to me and Kim-Spoon.

Prior to Promotion to Associate Professor

- 49) [REDACTED] I*, [REDACTED] J, [REDACTED] B (2015). With you or against you: social orientation dependent learning signals guide actions made for others. *NeuroImage* 104:326-35.

I led all aspects of this study, and this work was supported by a NIH grant led by me.



Research and Creative Activities - Papers

6. Papers in refereed journals (since promotion to Assistant Professor at VT)

H-index 26; i10-index: 34; Total citations 3859; Citations at VT 1717;

Data from Google Scholar (9/30/2024)

^gGraduate or ^uUndergraduate student; ^pPostdoctoral trainee

[†]indicates lead author

[#]indicates senior or corresponding author

1. Miliano C^p, Natividad LA, Quello S, Stoolmiller M, Gregus AM, [REDACTED][#], Mason BJ[#]. The predictive value of plasma bioactive lipids on craving in human volunteers with alcohol use disorder. (2024) *Biological Psychiatry: Global Open Science*, 4(6):100368.

I am co-senior author, and conceptualized the project in collaboration with BJ Mason. Impact Factor: 4.0.

| Publications | Lead Author | | Corresponding Author | | Co-author | | Total | |
|------------------------------------|-------------|-------|----------------------|-------|-----------|-------|-------|-------|
| | Prior | Since | Prior | Since | Prior | Since | Prior | Since |
| Books | - | - | - | - | - | - | - | - |
| Book chapters | - | - | - | - | - | - | - | - |
| Papers in refereed journals | 6 | 1 | - | 4 | 12 | 10 | 18 | 15 |
| Conference proceedings | - | - | - | - | - | - | - | - |
| Other papers and reports (bioRxiv) | - | - | - | 2 | - | - | - | 2 |
| Reviews | 3 | 1 | - | 3 | - | - | 3 | 4 |
| Total | 9 | 2 | - | 9 | 12 | 10 | 21 | 21 |

Note: Prior to arriving at Virginia Tech as an Assistant Professor, I published 18 peer reviewed papers including 6 as lead author and 12 as co-author.

Use Subheadings.

Use Numbering.

Use Notes.

Use Footnotes.

Research and Creative Activities - Papers

What is a “qualitative assessment”?
(for papers in refereed journals)

Example 1, *by individual journal article*

- 79 Farrell, K.J.^P, N.K. Ward^G, A.I. Krinos^U, V. Daneshmand^G, R.J. Figueiredo, P.C. Hanson, and **C.C. Carey**. 2020. Ecosystem-scale nutrient cycling responses to increasing air temperatures vary with lake trophic state. *Ecological Modelling*. 430: 109134. DOI: 10.1016/j.ecolmodel.2020.109134
- I developed the idea for the study, led the methods development, assisted with model calibration, and co-wrote the manuscript with K. Farrell, a postdoc in my group. This paper used two lake ecosystem models to study how baseline water quality alters lake sensitivity to climate change.
 - Journal Impact Factor = 2.97
 - Number of citations = 15
- 78 Ewing, H.A., K.C. Weathers, K.L. Cottingham, P.R. Leavitt, M.L. Greer, **C.C. Carey**, B.G. Steele, A.U. Fiorillo, and J.P. Sowles. 2020. “New” cyanobacterial blooms are not new: two centuries of lake productivity are related to ice cover and land use. *Ecosphere*. 11(6):e03170. DOI: 10.1002/ecs2.3170
- This paper emerged from a long-term collaboration with faculty in the northeastern U.S who are tracking changes in water quality; I helped with data collection, analysis, and interpretation of the results.
 - Journal Impact Factor = 3.17
 - Number of citations = 4
- 77 Hipsey, M.R., G. Gal, G.B. Arhonditsis, **C.C. Carey**, J.A. Elliott, M.A. Frassl, J.H. Janse, L. de Mora, and B.J. Robson. 2020. A system of metrics for the assessment and improvement of aquatic ecosystem models. *Ecological Modelling and Software*. 128: 104697. DOI: 10.1016/j.envsoft.2020.104697
- This paper emerged from the GLEON Lake Modeling scientific working group that I co-lead; I led the continuous wavelet transform analysis and wrote several sections of the paper.
 - Journal Impact Factor = 5.29
 - Number of citations = 21
- 76 McClure, R.P.^G, M.E. Lofton^G, S. Chen^G, J.C. Little, and **C.C. Carey**. 2020. The magnitude and drivers of methane ebullition and diffusion vary on a longitudinal gradient in a small freshwater reservoir. *Journal of Geophysical Research-Biogeosciences*. 125(3): e2019JG005205 DOI: 10.1029/2019JG005205
- This is a Ph.D. dissertation chapter for R. McClure, a Ph.D. graduate from my group.
 - Journal Impact Factor = 3.82
 - Number of citations = 5



Research and Creative Activities - Papers

What is a “qualitative assessment”?
(for papers in refereed journals)

Example 2, *collectively by journal*

High-impact journals for the coding theory area are IEEE Transactions on Information Theory (IEEE), Designs, Codes, and Cryptography (DESI), Finite Fields and Their Applications (FFA), and the SIAM Journal on Applied Algebra and Geometry (SIAGA). As an example to show the impact of these journals, four of the five most cited papers from [Terence Tao](#) (a recipient of the 2006 Fields Medal) are published in IEEE. According to Google Scholar, DESI and FFA are some of the top ten journals for the area of [Discrete Mathematics](#). The Journal of Citation Report ranks FFA with Q1 in Mathematics, DESI and SIAGA with Q2 in Mathematics, Applied, and IEEE with Q2 in Computer Science, Information Systems. Google Scholar gives the following ranks with the $5h$ -index: 74 to IEEE, 32 to DESI, 24 to FFA, and 22 to SIAGA. The candidate has three publications in IEEE, six in DESI, one in SIAGA, and one in FFA.

Journals where the candidate has published (table continues on the next page). IF stands for Impact factor (2023). 5-IF stands for the 5-year Impact factor (2023). $h5$ stands for the Google Scholar $5h$ -index (it is the largest number h such that h articles published in 2019-2023 have at least h citations each). JCR stands for Journal Citation Reports (2023).

| Ref. | Journal | IF | 5-IF | $5h$ | Rankings |
|---------------------------------------|---|-----|------|------|--|
| 29. | Notices of the American Mathematical Society* (link). | | | | |
| 28. | Quantum Information Processing. (link). | 2.2 | 2.1 | 48 | Q1 in Physics, Mathematical by JCR (link). Google link . |
| 27. | Journal of Supercomputing (link). | 2.5 | 2.4 | 73 | Q2 in Computer Science, Theory & Methods by JCR (link). # 5 in Computing Systems by Google (link). |
| 26. | SIAM Journal on Applied Algebra and Geometry (link). | 1.6 | | 22 | Q2 in Mathematics, Applied by JCR (link). Google link . |
| 25. 21. 18. 15. | IEEE Transactions on Information Theory (link). | 2.2 | 2.64 | 74 | Q2 in Computer Science, Information Systems by JCR (link). Google link . |
| 24. | IEEE BITS the Information Theory Magazine* (link). | | | | |
| 23. 16. 14. 13. 10. 6. | Designs, Codes and Cryptography (link). | 1.4 | 1.5 | 32 | Q2 in Mathematics, Applied by JCR (link). #3 in Discrete Mathematics by Google (link). |

Teaching - Courses

Chronological list and/or table of courses since the date of appointment to VT (or since last promotion)

| Course Name | Number | Semester | Enrolled | Credits | Percentage of effort |
|------------------------|-----------|-------------|----------|---------|----------------------|
| Spatial Statistics | STAT 5544 | Fall 2014 | 13 | 3 | 100% |
| Time Series Analysis I | STAT 5414 | Spring 2015 | 15 | 3 | 100% |
| Spatial Statistics | STAT 5544 | Fall 2015 | 17 | 3 | 100% |
| Advanced Time Series | STAT 6984 | Fall 2015 | 7 | 3 | 100% |
| Time Series Analysis I | STAT 5414 | Spring 2016 | 11 | 3 | 100% |
| Spatial Statistics | STAT 5544 | Fall 2016 | 16 | 3 | 100% |
| Time Series Analysis I | STAT 5414 | Spring 2017 | 9 | 3 | 100% |
| Spatial Statistics | STAT 5544 | Fall 2017 | 8 | 3 | 100% |
| Time Series Analysis I | STAT 5414 | Spring 2019 | 3 | 3 | 100% |
| Spatial Statistics | STAT 5544 | Fall 2019 | 7 | 3 | 100% |
| Time Series Analysis I | STAT 5414 | Spring 2020 | 14 | 3 | 100% |
| Spatial Statistics | STAT 5544 | Fall 2020 | 7 | 3 | 100% |
| Time Series Analysis I | STAT 5414 | Spring 2021 | 13 | 3 | 100% |
| Applied Time Series | STAT 4534 | Spring 2021 | 73 | 3 | 100% |
| Applied Time Series | STAT 5664 | Spring 2021 | 6 | 3 | 100% |

Course Director

- 2018 NEUR 3984 Computational Neuroscience and Neural Engineering (3 Credits, 13 students, 100% [redacted])
- 2018 NEUR 3844 Computational Neuroscience and Neural Engineering (3 Credits, 14 students, 100% [redacted])
- 2019 NEUR 4044 Senior Seminar (Precursor to The Artificial Brain (3 Credits, 20 students, 100% [redacted])
- 2019 NEUR 3844 Computational Neuroscience and Neural Engineering (3 Credits, 26 students, 100% [redacted])
- 2020 NEUR 3234 The Artificial Brain (3 Credits, 36 students, 100% [redacted])
- 2020 NEUR 3844 Computational Neuroscience and Neural Engineering (3 Credits, 15 students, 100% [redacted])
- 2020 NEUR 5984 Advanced Computational Neuroscience (3 Credits, 1 student, 100% [redacted])
- 2021 NEUR 3234 The Artificial Brain (3 Credits, 36 students, 100% [redacted])
- 2021 NEUR 3844 / BMES 3844 Computational Neuroscience and Neural Engineering (3 Credits, 27 students, 100% [redacted])
- 2021 NEUR 5844 Computational Neuroscience (3 Credits, 6 students, 100% [redacted])
- 2022 NEUR 3234 The Artificial Brain (3 Credits, 27 students, 100% [redacted])
- 2022 NEUR 3844 Computational Neuroscience and Neural Engineering (3 Credits, 20 students, 100% [redacted])
- 2022 NEUR 5844 Computational Neuroscience (3 Credits, 6 students, 100% [redacted])

Lectures and Labs

- 2017 NEUR 1004 Neuroscience Orientation Seminar (2 Credits, Guest lecture)
- 2017 NEUR 4544 Synaptic Structure and Function (3 Credits, Guest lecture)
- 2018 NEUR 2026 Introduction to Neuroscience (3 Credits, Guest lecture)
- 2018 NEUR 2036 Neuroscience Laboratory (1 Credit, Lecturer; also assisted with preparing and running lab on Brain Computer Interfaces (BCIs))

Teaching – Advising and Mentoring

Current academic advising and mentoring responsibilities = graduate and undergraduate

| Role | Student Name | Degree | Status |
|------------------------------------|---------------------|---------------------------------------|--|
| Major advisor | Whitney Woelmer | Ph.D. in Biological Sciences | Passed preliminary exam, Ph.D. expected 2023 |
| | Abigail Lewis | Ph.D. in Biological Sciences | Passed preliminary exam, Ph.D. expected 2024 |
| | Heather Wander | Ph.D. in Biological Sciences | Preliminary exam scheduled, Ph.D. expected 2024 |
| | Dexter Howard | Ph.D. in Biological Sciences | Prospectus defense scheduled, Ph.D. expected 2025 |
| Graduate advisory committee member | Sarah Power | Ph.D. in Biological Sciences | Preliminary exams scheduled, Ph.D. expected 2023 |
| | Nicholas Hammond | Ph.D. in Geosciences | Preliminary exams scheduled, Ph.D. expected 2024 |
| | Carla López Lloreda | M.S. in Biological Sciences | Finished first field season of data collection, M.S. expected 2022 |
| Under-graduate research students | Jacob Wynne | B.S. in Systems Biology | Undergraduate thesis to be defended in May 2022 |
| | Arpita Das | B.S. in Biological Sciences | Independent research |
| | Caroline Bryant | B.S. in Fisheries & Wildlife Sciences | Independent research |
| | Beckett Geisler | B.S. in Biological Sciences | Undergraduate research assistant |
| | Connor Gnasso | B.S. in Biological Sciences | Undergraduate research assistant |

Teaching – Student Evaluation

| year | term | course # | course title | enrolled | response | overall effective-ness | dept ave. | college ave. |
|------|------|-----------|-------------------------------|----------|----------|------------------------|-----------|--------------|
| 2018 | S | GEOS 6304 | Current Dev. In Geobio. | 12 | 7 | 6 / 6 | 5 / 6 | 5.0 / 6 |
| 2018 | S | GEOS 4984 | Morphology of the Vertebrates | 2 | 0 | - / 6 | 5 / 6 | 5.0 / 6 |

| | | | | | Overall Student Rating | | Success in Communicating | | Concern & Respect for Student | |
|-----------------|--------|------|----------|--------------------------------|------------------------|-------------------|--------------------------|-------------------|-------------------------------|-------------------|
| Name | Term | Year | Students | Students Completing Evaluation | Rating | Dept. Avg. Rating | Rating | Dept. Avg. Rating | Rating | Dept. Avg. Rating |
| Math 1225-89763 | Fall | 2017 | 22 | 17 | 5.19 | 4.85 | 4.88 | 4.82 | 5.69 | 5.3 |
| Math 1225-85385 | Fall | 2017 | 30 | 23 | 5.29 | 4.85 | 5.05 | 4.82 | 5.43 | 5.3 |
| Math 1225-85348 | Fall | 2017 | 35 | 27 | 5.19 | 4.85 | 5.04 | 4.82 | 5.54 | 5.3 |
| Math 1225-19121 | Spring | 2018 | 37 | 21 | 5.06 | 5.01 | 5.15 | 5 | 5.55 | 5.35 |
| Math 3624-15747 | Spring | 2018 | 6 | 4 | 5 | 5.01 | 5 | 5 | 5.75 | 5.35 |
| Math 1624-15640 | Spring | 2018 | 23 | 14 | 4.5 | 5.01 | 4.29 | 5 | 5.21 | 5.35 |
| Math 1225-85702 | Fall | 2018 | 38 | 27 | 4.85 | 4.79 | 4.89 | 4.7 | 5.59 | 5.26 |
| Math 1225-85715 | Fall | 2018 | 29 | 23 | 5.26 | 4.79 | 5.17 | 4.79 | 5.78 | 5.26 |
| Math 2644-85835 | Fall | 2018 | 9 | 4 | 5.5 | 4.79 | 5.75 | 4.79 | 6 | 5.26 |
| Math 1614-90116 | Fall | 2018 | 28 | 19 | 4.74 | 4.79 | 4.53 | 4.79 | 5.39 | 5.26 |
| Math 1226-15935 | Spring | 2019 | 42 | 25 | 5.56 | 5.02 | 5.6 | 5.01 | 5.71 | 5.33 |
| Math 1624-15951 | Spring | 2019 | 20 | 12 | 5.42 | 5.02 | 5.33 | 5.01 | 5.83 | 5.33 |

Teaching – Peer Evaluations

Dear Committee

*Content Knowledge
Course Organization
Preparedness
Pedagogical Strategies*

1

Course Management
Communication
Student Engagement
Assessment Strategies

Sincerely,
XXX

2

- **At least two letters from reviewers since the last promotion.**
- **Minimum of two pages each**
- **Substantive detail**
- **Different points in time**
- **Different instructional events.**

Professional Development

- A. Participation in departmental or university workshops or study groups:
Summer 2019: I participated in the TLOS professional development course: "Active Learning: Theories, Tools, and Tips". We discussed ways to use technology and classroom strategies to engage students in more active learning.
- B. Completion of courses or short courses related to pedagogy: N/A
- C. Participation in professional conferences.
I attended the Special Interest Group of the Mathematics Association of Americas on Research in Undergraduate Mathematics Education (SIGMA-RUME) annual conference in Spring of 2020 and Spring of 2021.
- D. Other:
Summer 2021: Math Learning Center Leaders (MLCL) Train the Trainer. Although primarily aimed at improving our training of tutors at the Math Emporium, I did learn concepts and approaches to teaching and tutoring that I have found useful in classroom instruction. Also noted in V.A.

Do not just list events and activities.

Include context and impact as space permits.



Course and Curriculum Development

Do not just list events and activities.

Include context and impact as space permits.

B. Instructional Materials Made Available to Others Beyond the Instructor's Own Classes

In Fall 2021 I made ~10 minute, "module-like" videos that cover individual misconceptions in General Chemistry. Specifically, I covered ideas where I was able to provide a different presentation of the material than what is normally presented in a classroom. The small video series entitled, "Gen Chem Makes Sense," consists of about 10 videos that are available to anyone, not just Virginia Tech students.

C. Incorporation of New Technologies or Pedagogies

Major incorporation of new pedagogies was made for CHEM 2124. In Summer 2018, I implemented a "Guided Inquiry" format. Periodic questions were introduced to challenge students to determine the next step in their procedure, or to explain the purpose of a step they had just performed. My reasons for doing this were to stimulate critical thinking skills, make the students more engaged with what they were doing and why, and provide familiarity with a lab environment where not everything is handed to them. There has been consistent positive feedback regarding this format in my SPOT evaluations and no negative feedback.

In Summer 2021, I built off of this format for experiments that had too low of an instrument-to-student ratio for every pair of students to have personal equipment. I formed six-person groups split into "tag teams" of trios. The trios swap after key steps are performed and first answer a series of questions based on the already established Inquiry questions. Then, under the watch of the TA/Instructor, they explain that information and show key data to the other trio who take over (and eventually go through the same process). Each trio takes over the experiment at least twice. While neither trio works as much as in a normal lab, by teaching each other they learn at least as much, if not more.

D. Other

N/A

Other Details to Watch For

- Ensure that Arial or Times New Roman with a minimum font size of 11 is used (applies to all dossiers).
- For clarity, if there is nothing to enter in a section of the dossier, a space in a table, or blank on the cover sheet, enter a zero, N/A, or dash as appropriate (applies to all dossiers).
- Ensure you still list the heading of the section or subsection (applies to all dossiers).
- Ensure that the information on the cover sheet matches what is reported in other sections of the dossier (years at VT, years in higher education, etc.)

Other Details to Watch For (cont.)

- Faculty who serve on both the departmental and college P&T committees should vote at the departmental level and are ineligible to vote at the college level (applies to all dossiers).
- **Ensure proper flow of numbering of subsections, lists, and ordering of pages** (applies to all dossiers).
- **Follow Provost Guidelines.** Include all requested information for such sections as:
 - Postdoctoral Fellow training and research (excludes CF and Instructors)
 - Current academic advising and mentoring responsibilities – graduate and undergraduate (excludes Instructors)
 - Response rate for SPOT scores and term for courses (all dossiers)

Other Details to Watch For (cont.)

- Peer evaluation letters have to be at least 2 pages long (if completed before 2023). They must be from different points in time and different instructional events (excludes Instructors).
- Ensure that items are listed in the correct sections (For example, tenure-track dossiers have a section for completed students and one for continuing students as well as published work and work in progress.).
- Use chronological order or reverse chronological order where requested. Where there is no requirement, choose a consistent method of organization and maintain consistency (applies to all dossiers).
- When month and year is included in a citation, ensure that the list is in the correct order by month and year.

Other Details to Watch For (cont.)

- Ensure all requested grant information is included and clear (total and candidate amounts, percent credit, duration, etc.) (applies to all dossiers).
- Ensure bookmarks work correctly, including supplemental material bookmarks (applies to all dossiers).
- Ensure that the date when citation counts were made is included in the dossier at any place where citation counts are recorded (Department Head/Chair letter, Executive Summary Tables, where papers are listed, etc.) (excludes Instructor).

Other Details to Watch For (cont.)

- **Tenure-track only:**
 - Ensure that percent assignment and AY/CY appointment type is included in Department Head/Chair letter.
 - The COS requires the full SPOT reports for the past 3 years (6 semesters) in the supplemental materials. (Scores for 2020 do not have to be included.)
- **Tenure-track, Clinical, PoP only:** Ensure there is a statement in Section V. C. about whether funding is sufficient to meet the department/college's expectations (Provost guidelines).
 - Department Heads/Chairs should include this information in their letter if it is not present in the dossier.
- **CF & PoP only:** Include a max of 5 years of SPOT scores or the length of instructional career (COS guidelines) as supplemental material.

Other Details to Watch For (cont.)

- **Instructor only:**
 - Ensure the candidate statement is only 2 pages long.
 - 10-page limit for Sections V. – XII.
 - Ensure that Section VI. A. lists any special aspects (on-line, writing intensive, or service-learning) of the course and if course had no special aspects, include a statement of this information.
 - Ensure that reviews are signed and dated for Appendix B.
 - Include course name in the Appendix C table.

Questions?