

For use with the OAA Dossier Outline Update 2024

OAA Revised the Core Dossier Outline for the 2024-2025 P&T Cycle. The outline is similar, just in a different order. The changes offer new opportunities for us to tell our individual stories, as narratives lead each section.

The I. Introduction has not changed. This section with your biographical narrative, academic appointments, and related items is the same as in the existing format.

This insight is intended to assist faculty members in the development of their dossier to meet new OAA guidelines and to provide consistency among the diverse duties and impacts of Extension faculty members. Each faculty member should focus on telling their own story, while writing for readability by the varied faculty members across the college and university who may read the dossier. For each section, think about how inclusion of an item enhances the story or distracts from it. The dossier is not a repository for everything. A general rule is to be brief, then give necessary details in narratives. Just answer the question. Stay on task by telling your story. Avoid verbosity.

1. Workload Allocation

Faculty members should list their distribution of effort as 100% Extension. The table provided should include that percentage by year, with other appointments added as necessary. Additional detail for other appointments is listed in the document “CoreDossierOutline_Feb2024_CFAES” from Sr. Associate Dean Tracy Kitchel.

2. Approach to and Goals in Teaching

Use headers – Goals in Teaching, Major Accomplishments in Teaching, Plans for the Future in Teaching – to outline your narrative here.

3. Evaluation of Teaching

As noted by OAA, do not add summarize data. Answer this - What did you learn from the evaluations and how did you use the information to improve your teaching?

4. Undergraduate, Graduate and Professional Courses Taught at OSU

Courses taught by Extension professionals are not part of the workload. List here, but more information describing why you are teaching a course should be in #2 narrative. Include something like, “This is an overload duty...” or “I am teaching this because of my expertise...” Be clear about the why.

5. Undergraduate, Graduate, and Professional Courses Taught at Other Institutions

None

6. Formal and Informal Advising and Mentoring—Summary

List ONLY if it applies to the specific items from OAA. Items here most likely include a role as a graduate advisor in an academic department.

7. Formal and Informal Advising and Mentoring—Detailed Record

Same as 6. This section gives those faculty members with advising duties to advance the profession – the work of the student and future of our profession.

8. Extension, Non-Credit Continuing Education Instruction, and Guest Lectures

Start with 2-3 sentences for Individual Instruction followed by a summary of totals by theme. Repeat with Teaching in Group Settings. Include only ONE Extension teaching table which summarizes all group teaching and individual instruction. Include the theme after the title of the presentation, in parenthesis. Write out themes, no abbreviations. Teaching events should be listed in reverse chronological order, with individual instruction at the first listings for each year. Individual instruction enrollment and times taught should be the same for an entry (thus, individual instruction). This is followed by group teaching events by year. Since many of our teaching events are combined into one line, the word “various” can be used instead of the In-Person, Hybrid, Distance-Enhanced, and Online methods listed in the OAA outline. Use the table headers in the example below. The only table needed is a Guest Lecture one.

NOTE: Condensing the number entries by combining teaching events strengthens the impact of this table.

¹ By Eric Barrett, Associate Professor, Greg Davis, Professor, Eric Romich, Associate Professor. Department of Extension, CFAES.

Extension

Date	Title	Enr.	%Taught	Candidate's Role	Method of Delivery	Formal Eval.	Times Offered
2023	Individual Instruction (Renewable Energy)	202	100	Individual consultation with colleagues and clientele	Various	No	202
2020 JAN to 2020 OCT	Solar Leasing 101 (Renewable Energy Development)	432	100	Presenter	In-Person	Yes	10

Guest Lecture

Date	Title	Sponsor	Enr.	%Taught	Candidate's Role	Method of Delivery	Formal Eval.	Times Offered
2021 MAR	Agricultural Issues in Contemporary Society, AGRCOMM 2367	Ohio State University, Department of Agricultural Communication, Education, and Leadership	47	100	Presenter	Online	NO	1

9. **Curriculum Development** – Extension curriculum focuses on OAA’s first and third paragraphs. Use items listed in third paragraph as headers. Do not add ‘other’ or ‘notes,’ as OAA does not list them. Each curriculum is limited to 750 words. Be sure to format to delineate curriculum listings for readability.
10. **Coaching and Mentoring Faculty** – This section is reserved for tenured professors at the rank of assistant or associate. Other coaching or mentoring should be listed in service section.
11. **Professional Development Related to Teaching** – Include a bulleted list with years.
12. **Description of Research** – Use items listed in the first paragraph of the OAA outline as headers. Use themes as sub headers as needed to tell your story. Summarize research funding here.
13. **Research Impact** –Use themes as headers to describe quality indicators. Scholarship is described in VI. B. 2. of the APT document at go.osu.edu/extensionAPT
14. **Scholarly Contributions and Creative Productions** - Items listed should only be published or in-press unless noted. The bulleted items are locations for common scholarly items in our department. Note approximately 50-word narrative for each entry in cases of multiple authorship.

OLD Outline Items (2023 and earlier)	New Outline (2024) Section 14 (Note order change)
1h) Abstract and short entries	Abstract <ul style="list-style-type: none"> • Not those in proceedings, those go below
2b) Choreography; 2k) Recitals and performances	Artistic and Professional Performances
2a) Artwork 2c) Collections 2d) Compositions	Artistic and Professional Production
1a) Books and 1b) Edited books	Book (including books, monographs, edited books) <ul style="list-style-type: none"> • 4-H Resource Book (monograph) • Some exceptions for monograph type bulletins
	Case Study
1c) Chapters in edited books	Chapter
1i) Papers in proceedings --Abstracts in proceedings	Conference Proceedings <ul style="list-style-type: none"> • Paper in proceedings • Abstract in proceedings
	Dataset
2h) Moving image 2i) Multimedia / databases / websites 2j) Radio and television 2l) Recordings 2m) Other creative works	Digital & Electronic Media, Social Media, Blog, Podcast <ul style="list-style-type: none"> • Media related - Popular press articles, columns • Social media management, blog posts • Podcasts, Videos, and related
2e) Curated Exhibits 2f) Exhibited Artworks	Exhibition

1e) Peer-reviewed journal articles 1f) Editor-reviewed journal articles	Journal Article (includes work published, accepted, and under review)
1d) Bulletins, Tech Reports, Fact Sheets 1j) Unpublished scholarly presentations (indicate whether peer reviewed)	Other Scholarly Work <ul style="list-style-type: none"> • Tech Reports (summary of research) • Bulletins (professional audience) (incl. eFields) • Scholarly presentations
	Other Teaching Materials <ul style="list-style-type: none"> • Published curriculum (peer reviewed) • 4-H Project Books • Factsheets (peer reviewed) (lay audience)
2g) Inventions and patents	Patent and Intellectual Property (including inventions)
1j) Unpublished scholarly presentations (indicate whether peer reviewed) – only posters	Poster Presentation
1g) Reviews	Review
	Technology

15. Research Funding

Three separate sections with headings – funded (PIs first), pending, then submitted not funded. Note approximately 50-word narrative in cases of multiple authorship. **Grant Summary** - There used to be a short grant summary narrative before this section. This is **not** part of the new outline. Grant summary information could be included in the research narratives. Additional guidance may be available before fall submission.

16. Contracts and Non-Research Grant Funding

Same details as 15.

17. Professional Development Funding

List as noted.

18. Evaluation of Service – Narrative

This is mostly the old narrative 10. Headings should focus on goals, including headers of profession, community, and the university. Definitions: profession (JCEP, NAEFCS, etc.), community (county, state, and related, commodity groups, external stakeholders), University (department, college, university). Sub headers should be included as the faculty member deems appropriate and for readability.

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

Bulleted list

20. Service and Engagement – Editorships and Editorial Review Service

Bulleted list

21. Service and Engagement – Professional Memberships

Bulleted list. Do not include details of offices held/leadership, as that detail goes into 24.

22. Service and Engagement – Consultation Activity

One listing: Year – Present. Education. Professional Consultation. Ohio State University Extension. Description of Effort: Professional consultation in the candidate's areas of expertise regarded as part of normal job duties per department guidelines.

23. Service and Engagement – Clinical

None, but there may be rare cases where this fits a faculty member with a joint appointment.

24. Service and Engagement – Professional

Bulleted list. This list should list all offices bulleted individually, with details of impact and other items requested by OAA in order per guidelines.

25. Service and Engagement – Administrative Service

Bulleted list. Note – there is no narrative here. Those with administrative appointments can list bulleted items under each item as deemed appropriate by the faculty member.

26. Service and Engagement – Student Service.

Bulleted list if applicable or None.

27. Service and Engagement – Other

Bulleted list if applicable. Read OAA details, as items need to be germane to professional expertise.

28. Awards and Formal Recognition

Headers should be Teaching, Research & Creative Works, and Service. This is a combined section, so focus on the most important awards at the highest levels (i.e. – first place). Other awards not listed here could be included as a count or other explanation in quality indicators if applicable.