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PART 1 - BACKGROUND

Career Advancement

In 1993 OSU Extension, after a period of intense review and discussion, put in place a two-track system for county Educators in Ohio. All county Educators hired since 1993 into the OSU Extension system enter as A&P Educators. Educators who have demonstrated success at the Educator III or Educator IV level may apply for an untenured assistant professor faculty position without a national search. There are grant-funded positions which will remain at A&P status and are not eligible for application to faculty track. Once an Educator has changed tracks, they may not return to their original track.

The goal of the A&P Career Track is to establish a career advancement system parallel to the faculty promotion and tenure system. It provides more career choices for all Educators and establishes a career ladder for A&P Educators. Specific guidelines related to promotion, the procedures for applying and dossier outlines are available on the OSUE website at: https://extension.osu.edu/policy-and-procedures-handbook/vi-promotion-and-tenure

Coaching is also provided by the Regional Director/Associate Chair in each region. The Department Chair provides leadership for administration of the promotion process. The Department Chair and Associate Chairs meet with Educators to assist them in developing their dossier and understanding the system.

Different job expectations exist for A&P Educators and faculty as they relate to scholarly and creative work and service to the profession. Both are expected to provide: outstanding and timely programming in their local counties, to establish an area of specialization, and to develop their professional competencies. Expectations related to teaching, interdisciplinary work, team efforts and documenting impact are also similar.

A&P Educators focus on local county programming needs emphasizing development of creative programming approaches, developing curriculum and participating in regional/statewide teams which will benefit the local program. They are active in statewide professional organizations often holding leadership positions. OSU Extension has established guidelines and procedures for a peer review promotion process at the state level. Qualified A&P Educators may apply for state and field specialist positions, but will be moved to the faculty track if they accept the position.
### Looking at the Career Paths for Educators

<table>
<thead>
<tr>
<th>A&amp;P</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATOR I</strong></td>
<td></td>
</tr>
<tr>
<td>• Less than 2 years professional experience</td>
<td></td>
</tr>
<tr>
<td>• A letter from Regional Director/Associate Chair; to Human Resources Leader after two years of satisfactory professional performance at Educator I or equivalent position, will result in promotion to Level Educator II</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATOR II</strong></td>
<td><strong>INSTRUCTOR</strong></td>
</tr>
<tr>
<td>• Apply for promotion when successful as Educator II and meet criteria for Educator III</td>
<td>• Hired prior to 1/3/93</td>
</tr>
<tr>
<td>• Apply for promotion when successful as Educator II and meet criteria for Educator III</td>
<td>• Apply for promotion when meet criteria for Assistant Professor</td>
</tr>
<tr>
<td><strong>EDUCATOR III</strong></td>
<td><strong>ASSISTANT PROFESSOR</strong></td>
</tr>
<tr>
<td>• Apply for promotion when successful as Educator III and meet criteria for Educator IV</td>
<td>• Apply for promotion when successful as Assistant Professor and meet criteria for Associate Professor</td>
</tr>
<tr>
<td>• Apply for promotion when successful as Educator III and meet criteria for Educator IV</td>
<td>• If moving from A&amp;P to faculty, tenure and promotion to Associate Professor by beginning of 7th year required</td>
</tr>
<tr>
<td>• Apply for untenured assistant professor faculty position without a national search* when successful as Educator III and meet criteria for faculty rank</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATOR IV</strong></td>
<td><strong>ASSOCIATE PROFESSOR</strong></td>
</tr>
<tr>
<td>• Highest level in A&amp;P track</td>
<td>• Apply for promotion when successful as Associate Professor and meet criteria for Professor</td>
</tr>
<tr>
<td>• When meet criteria for faculty rank, apply for untenured assistant professor faculty position without a national search*</td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSOR</strong></td>
<td></td>
</tr>
<tr>
<td>• Highest rank in faculty track</td>
<td>• Highest rank in faculty track</td>
</tr>
<tr>
<td>• Sustained excellence and contributions expected</td>
<td>• Sustained excellence and contributions expected</td>
</tr>
</tbody>
</table>

*For A&P Educators desiring to apply for an untenured assistant professor faculty position without a national search, the following are expected:

- Successfully meet the requirements of Educator III or IV (level IV preferred)
- Candidates are recommended to have at least three years’ experience at Educator III or IV
- Candidate’s dossiers already show evidence of faculty level teaching and creative and scholarly work so the P&T Committee can observe their potential for success as a faculty member. Teaching, creative and scholarly plans should be described in the dossier narratives as future goals and aspirations
- A plan for teaching, research and services discussed and approved by the candidate’s Regional or Assistant Director, plus evidence of working with a mentor to adequately plan and prepare for the six year process toward successful promotion and tenure.
- Follow the current Faculty Guide for Promotion and Tenure

### The Value of the Process

The A&P Educators in the Department of Extension represent subject matter from the College of Food, Agricultural, and Environmental Sciences; College of Education and Human Ecology; and the College of Veterinary Medicine and are an integral part of The Ohio State University. Most Educators have county appointments, and make up
the strength of a premier educational outreach system. To maintain this strength, careful consideration must be given to the promotion of these A&P Educators as they progress through their Extension careers.

Granting promotion requires proof of excellence in past performance and a promising forecast that an A&P Educator’s intellectual vitality and future contributions will continue to be of high quality. A record that is merely competent and satisfactory for a prescribed period of time does not establish a right to promotion.

Setting the Framework

Underlying the procedures and guidelines for performance evaluation and promotion is an understanding that the process of annual performance evaluation is useful to both the University and the individual. Promotion in rank is granted to a candidate who has been producing a sound body of work that demonstrates excellence in the following ways: creative works, teaching, and service. Excellence is expected in each of the areas and describes a performance which meets or exceeds that of peers who are respected for their contributions to county programming with Ohio State University Extension.

The promotion of A&P Educators consists of a progression through the various ranks established by OSU Extension for A&P Educators. Clear differences in expectations and accomplishments exist among the ranks. A strong and cohesive program of teaching, creative work, and service consistent with her or his appointment is essential at the Educator II rank. At other levels, there must be an established history with clear evidence that growth has been occurring throughout the professional career in program support, community and professional service, and personal development. A relative progression in competence, performance, and peer recognition is expected to occur as an individual progresses from one rank to the next.

Teamwork is essential for Extension positions. A&P Educators are expected to recognize the value of and to seek interdisciplinary approaches to problem solving, foster and participate in collaborative relationships with colleagues and groups, and show respect for other disciplines. There must be evidence that the candidate contributes to teamwork by serving on one or more teams in different roles.

There must be consensus among colleagues that a candidate has made and continues to make a substantial contribution to educational outreach in an area of specialization. There must be evidence that colleagues regard the A&P Educator as a capable, mature teacher, recognized in his or her area of specialization. The land-grant philosophy, under which The Ohio State University functions, dictates that A&P Educators also present evidence of participation in various service activities that benefit the citizens of the state. As an individual moves up in rank, there needs to be demonstrated evidence of growth in contributions within the scope of his or her profession, involvement within the Department of Extension and professionally related organizations. The Department of Extension has determined that in order to effectively carry out the responsibilities of an A&P Educator, individuals must maintain positive, ethical, legal and productive relationships with colleagues and staff, professional contacts and citizens.

Each A&P Educator has a unique and fundamental educational role within the land-grant university system based on a specific assignment. A&P Educators work individually and as team members with professional peers sharing relevant knowledge and technology in community, county, and state educational and developmental efforts. They work with the people of Ohio to:

- identify significant issues, community problems, and opportunities;
- act as a catalyst for community mobilization;
- conduct educational problem solving activities;
- evaluate the impact of their efforts;
- provide educational and developmental assistance to the people, and
- make decisions and gain the capacity to solve present and future problems.

Promotion is considered in the context of the individual’s assignment and related responsibilities. Some A&P Educators within the Department of Extension may have a 25% administrative appointment as director of their county Extension unit/or have an administrative assignment associated with a grant/contractual agreement. Even though they may not uniformly relate to all disciplines, important common principles must be applied to all evaluations. In a manner consistent with the rank being sought, a candidate being evaluated must:
• Demonstrate professional stature and an ability to communicate with relevant audiences;
• Present evidence of continued growth in the qualities desired in all teachers;
• Keep current with methods, skills, and subject matter; and;
• Reflect professional competence through creative achievement, in the opinions of colleagues.

A&P Educators are responsible for applying for promotion at appropriate times in their careers. In Extension, title changes and changes in assignments are not considered to be changes in rank nor are they considered justification for changes in rank. To be considered for promotion, an Educator must submit a dossier in the summer for preliminary review and recommendation by the A&P Committee before a winter submission.

During the summer preview, the committee will review the Educator’s dossier, make recommendations and vote on whether the request should proceed to a winter review. The vote will be communicated to the Educator. The Educator is responsible to determine if they will submit. The Educator shall notify the Department Chair if they do not intend to submit a final dossier. A vote by the committee in the summer by no way commits the committee, the Department Chair, or any other party to the review to make a positive recommendation.

PART 2 – REVIEW PROCEDURES

The Review Process

To maintain high professional standards for OSU Extension, decisions regarding A&P promotion merit careful consideration in judging candidates on their performance records in teaching, creative work and service. All candidates for promotion are reviewed by the A&P Promotion committee. The committee makes a recommendation to the Department Chair. The candidate's Regional Director / Associate Chair reviews the dossier and makes an independent recommendation to the Department Chair. A candidate’s dossier is reviewed by the Assistant Directors who make a recommendation to the Department Chair. The Department Chair makes the final determination on promotion.

The candidate will have the primary responsibility for preparing a dossier documenting his or her accomplishments using the outline provided by OSU Extension. Candidates must submit a letter of request to the Department Chair in the spring and provide a dossier for review by the A&P Promotion Committee. The candidate is strongly encouraged to have their dossier reviewed by their immediate supervisor prior to submission. Candidates are evaluated by the A&P Promotion Committee with respect to assigned duties, considering the record of performance in meeting the criteria outlined in the promotion guidelines.

The A&P Promotion Committee: All candidates for promotion are reviewed by the A&P Promotion Committee, consisting of nine members. Committee members will attend all meetings in their entirety, if at all possible.

Election of Committee Members: The committee will be elected by electronic ballot with all A&P Educators voting. Those eligible to be on the ballot will be experienced Educators III or IV who have successfully applied for promotion. Members serve a three-year term and are eligible for re-election. Balanced representation of all program areas, race and gender is to be sought; membership consists of three staggered three-year appointments. The Department Chair oversees the selection process and ensures that the necessary balance is maintained. The committee will elect a chair and a procedural oversight designee (POD) who will ensure that procedures are followed.

Review and Voting: Recommendations will be based on the results of all eligible committee members voting on a given recommendation. Written ballots will be used. A 2/3 majority of those voting is needed for recommending promotion. All committee members are eligible to vote on requests for promotion from Educator II to Educator III. Only committee members who are Educator IV or faculty are eligible to vote on promotion requests to Educator IV.
Committee members with a familial or comparable relationship with the candidate will not participate in the review of that candidate. A close professional relationship may also give rise to a conflict of interest. The individuals will not participate in the discussion or voting. They will be reported in the voting tally as “ineligible to vote.”

**Letters of Evaluation:** The candidate, Regional Director / Associate Chair and Department Chair will be responsible for identifying at least six (6) potential colleagues and clientele as evaluators. Colleagues shall be OSU professionals who are well respected for their accomplishments and in a position to comment on the teaching, creative work and service of the candidate. It is recommended to include at least one Extension Specialist, and a person who serves/leads a team on which candidate is an active member. A majority must be solicited from individuals not suggested solely by the candidate. A copy of the dossier should be readily available for review by persons who are asked to comment on the performance of the Educator being reviewed. Under no circumstances should candidates contact prospective evaluators regarding their case at any stage of the review process, nor should they discuss their case with any evaluator or provide additional materials to any evaluator even if the evaluator initiates the contact. Such contact compromises the integrity of the review process. The Department Chair will be responsible for soliciting letters. All solicited letters that are received must be included in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by someone other than the Department Chair will not be included. The Department Chair will insert letters of evaluation including annual review letters (since last promotion, date of hire, or last five years, whichever is more recent) in the dossier.

**Assessment of the Case:** The A&P Promotion Committee will prepare a written assessment and recommendation to the Department Chair. The Regional Director / Associate Chair will prepare a written assessment and recommendation. Once the committee report and the Regional Director / Associate Chair report have been completed, the Department Chair shall notify the candidate in writing of the completion of the review and availability of these reports. The candidate shall have 10 calendar days to review a copy of these reports. Candidates are advised to use the comment period to amend, correct, or otherwise comment on factual information or procedural matters. Candidates who use this process to question the professional integrity and judgment of their evaluators and review bodies who respond angrily to candidates’ comments are not contributing useful information to the review.

The candidate may provide the Department Chair with written comments for inclusion in the dossier within 10 calendar days of notification of the completion of the review. The A&P Committee and Regional Directors / Associate Chairs may provide written responses to the candidate’s comments for inclusion in the dossier. Only one iteration of comments during the first comment period is permitted.

Following the first comment period, the Assistant Directors will meet to review and discuss the dossiers and prepare a written letter of recommendation to the Department Chair. The Department Chair shall notify the candidate in writing of the completion of the review and availability of the letter. The candidate shall have 10 calendar days to review and comment on this letter. The Assistant Directors may provide written responses to the candidate’s comments for inclusion in the dossier. Only one iteration of comments during the second comment period is permitted. The Department Chair will summarize reviews and make a decision based upon all information in the file. The Department Chair shall notify the candidate of the promotion outcome.

**Appeals Procedure:** OSU Extension strives to make decisions regarding promotion in accordance with the criteria and procedures outlined in this document and the current Appointment, Promotion and Tenure Guidelines for OSU Extension. If the candidate believes that a negative promotion decision has been made in violation of these guidelines and therefore alleges that it was made improperly, the candidate may appeal that decision. The Educator initiates the appeal by sending a letter to the Director of OSU Extension outlining the reasons for the improper evaluation. The letter of appeal should be submitted within a thirty-day period. The Director of OSU Extension will review the case and make the final determination.

Approved 3/2000
Extension Administrative Cabinet
Revised 2/2012
PART 3 - GUIDELINES FOR DOCUMENTATION

Extension Teaching

Teaching is a complex function and happens in many ways, both on an individual basis and team basis. Teaching involves the conveyance of research-based information for the development of knowledge or skills, a change of behavior and/or a change of attitude, and practice change. This includes program development, curriculum development, program facilitation, and/or the delivery of programs or Extension education via workshops, seminars, classes, camps, personal consultation, and mass media. In all cases, it creates conditions for learning to take place so the learner might change knowledge, attitudes, skills, and behaviors.

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, the development of artistic expression, and the application of these to practical situations. To define Extension teaching one must describe the teacher, the learner, the setting, the method, and the content. Learners are diverse, including children, youth, and adults. They may be business and professional persons, families, parents, farmers, limited resource audiences, community leaders, or many others. A&P Educators teach in a variety of environments beyond the traditional classroom setting. A few examples of the methods used include telephone, computer analysis, video, television or radio programs, distance delivery, or personal visits, field days, volunteer training, seminars or workshops, group facilitation and problem solving.

Content will usually be in one or more program area assignments: 4-H youth development, agriculture and natural resources, community and economic development, and family and consumer sciences. Content may also include emphasis areas related to program area assignment, academic preparation, area of specialization, and/or special programmatic needs of the clientele within the geographic area served.

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of inquiry, a dedication to improving methods of presenting material, respect for differences and diversity, and, above all, the ability to stimulate and cultivate the intellectual interest and enthusiasm of learners. A&P Educators teach both proactively and reactively. Teaching can be characterized by its immediacy of need and bringing of relevant content to a current issue. It often requires team effort. Teaching also involves assessing individual, family, organizational and/or community needs, planning the learning experience to meet these needs, conducting the educational activities to reach the planned objectives, and evaluating the outcomes to determine impact of educational activities.

Excellent teaching appropriately adapts content and depth to the learner and objectives. It uses a variety of materials that are well prepared and research based. Methods and techniques are sequenced, creative and effective, and respond to the varied learning styles of the audience. Learners are actively involved in the learning process and are stimulated to apply the knowledge to common situations. Excellent teaching helps learners connect and integrate subject matter areas to transform theoretical ideas into useable concepts.

Creative Works

I. Creative works are demonstrated by designing and executing curriculum or programming, attracting external financial support, and receiving peer recognition for contributions. A continuing program of creative work and activities should be evident.

This program may include:

Creative and innovative activities which contribute new teaching methods:

a. Communication systems and procedures that have been shared with appropriate audiences.

b. Analyses and syntheses of previous studies and literature reviews which lead to the development of teaching methods or educational tools which disseminate these findings and contribute to the quality of Extension education.

c. Applied research in which a problem or need is identified and useful information compiled and analyzed. While this is not a requirement, it would also be considered creative work.
II. Creative activity may be documented by a record of:

a. Development of innovative educational delivery methods including: computer software, video, audiotapes, satellite broadcasts, etc.

b. Non-peer reviewed or peer-reviewed publications, materials and presentations (e.g., newsletters, factsheets, curriculum materials).

c. Grants received to support programming efforts.

d. Publications, presentations, workshop proceedings and papers that are invited or peer reviewed.

III. Quality in creative works may be demonstrated by:

a. The use of published materials, curriculum, and other creations by peers and other professionals.

b. The receipt of competitive grants and contributions toward creative works.

c. The receipt of professional awards and recognition for creative works.

d. Acceptance of publications and presentations by peer review boards or an invitation to present a paper by professional committees.

e. Continued growth in one or more areas of creative activity.

Service

Service includes contributions A&P Educators make to the University, their profession or to society. This service should contribute to fulfillment of the mission and goals of the University, college, department, and profession.

Service to the University may be demonstrated by professional service to the department, colleagues in the profession, clientele, or the University as a whole. Evaluation of peers and contributions to committees would be examples.

Contributions within the profession may be demonstrated by active participation in a professional association, by participation on professional organization committees, and by fostering collaborative relationships with others.

Service to society at large may be demonstrated through the application of expertise and professional skills to address local, county, or state issues and by service on governmental and other special committees, boards, agencies, civic groups, and commissions. Service listed in dossier should reflect contributions associated with your position or in part due to your role with OSU-Extension. Professional contributions/service should enhance but not supersede other position responsibilities. Refer to Tables 1 thru 4 for examples (next page)
<table>
<thead>
<tr>
<th><strong>Educator III</strong></th>
<th><strong>Educator IV</strong></th>
<th><strong>Indicator</strong></th>
</tr>
</thead>
</table>
| Demonstrates efforts to update and apply technical knowledge in practical situations | Demonstrates continued efforts to update and apply technical knowledge to practical situations | • Recognized as an expert beyond county of responsibility by peers and clientele. Recognized statewide for area of Extension expertise or specialty. Evidence of continued professional growth.  
• Implementation of new curriculum, presentations in area of responsibility, requests to teach in area of specialization, and peer reviewed written materials.  
• Development, adaptation, and use of creative methods in teaching.  
• Content and/or teaching strategies address the needs of specific target audiences.  
• Documentation of teaching using appropriate and effective educational techniques and methods for both the content taught and audience targeted.  
• Biographical statement indicates professional development undertaken to enhance specialization and other skills as an Extension educator and show continued growth (i.e. formal and non-formal course work, self-study, professional association meetings, conferences, and certification).  
• Documentation of ongoing program evaluation in area of specialization and/or major programs by peers and clientele.  
• Significant accomplishments section of the document demonstrates both depth and impact in areas of expertise. |
| **Contributes to interdisciplinary programming through team efforts** | Initiates inter-disciplinary programs and educational opportunities through team efforts | Participation in curriculum development and/or teaching teams that result in new curriculum, sharing of program materials or ideas with others, or new ways of teaching/learning. |
| Demonstrates effective written and oral communication skills | Demonstrates excellent written and oral communication skills | • Peer reviewed written materials and oral presentations about Extension teaching.  
• Evaluations of teaching by clientele and peers. |
| Demonstrates both proactive and reactive approaches to program development and organization skills | Demonstrates excellence in both proactive and reactive approaches to program development. | • Program development related to clientele requests or need; program development in cooperation with other colleagues and agencies; initiation of group action for program development.  
• Planning and implementing programs through the use of effective advisory committees.  
• Documents a balance of programming through teaching in area of specialization and teaching/facilitation in other areas of program responsibility.  
• Develop and organize programs that address emerging needs by developing programs that anticipate social and economic changes. |
| Works to further the total mission of OSU Extension, the College of Food, Agricultural, and Environmental Sciences, and The Ohio State University by building and maintaining positive relationships with individuals and groups. | Continues to support and motivate others in maintaining positive relationships with individuals and groups. | • Performance Appraisal documents demonstrate positive relationships with peers and clientele.  
• Clientele and/or peer letters and evaluations of teaching.  
• Actions that demonstrate a desire to support others in their work (such as formal/non-formal mentoring, support team role) or being sought out by others to assist/support their work. |
### TABLE 2: CREATIVE WORKS CRITERIA FOR PROMOTION IN RANK

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Educator III</th>
<th>Educator IV</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Document a continuing record of creative contributions to the profession. Be recognized as a leader in Extension or specialty area.</td>
<td>• Document a continuous record of excellence in creative contributions to the profession in Ohio. Be recognized as an established leader.</td>
<td>• Peer reviewed publications, presentations, and resources developed for teaching purposes.</td>
<td>• Non-peer reviewed publications, presentations, and materials developed for teaching purposes.</td>
</tr>
<tr>
<td>• Document a continuing record of creative contributions directly impacting Extension programs at the county, region, and state.</td>
<td>• Document involvement in problem solving studies and contributions to effectiveness of educational program in geographical area of responsibility.</td>
<td>• Computer software programs, video and audiotapes, computer-generated presentations and other measures of creative activity.</td>
<td>• Other unpublished or un-citable reports and papers if the author(s) demonstrate(s) their merit and quality.</td>
</tr>
<tr>
<td>• Show evidence of mastering a field of expertise through a planned program of in-depth and continued study</td>
<td>• Document continued mastery of a field of expertise.</td>
<td>• Successful and unsuccessful competitive grant applications, professional awards and prizes, and the use of materials by peers and other professionals.</td>
<td>• Must be recognized statewide.</td>
</tr>
</tbody>
</table>

### TABLE 3: SERVICE CRITERIA FOR PROMOTION IN RANK

<table>
<thead>
<tr>
<th>Types of Service</th>
<th>Educator III</th>
<th>Educator IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>To the University, College or Department</td>
<td>Active Service or Participation</td>
<td>Leadership roles evident, quality of service may be evidenced by appointments by influential individuals, election by peers and scope of activity.</td>
</tr>
<tr>
<td>To the Profession</td>
<td>Active Service or Participation</td>
<td>Leadership roles evident, quality of service may be evidenced by appointments by influential individuals, election by peers and scope of activity.</td>
</tr>
<tr>
<td>To Society</td>
<td>Active Service or Participation</td>
<td>Leadership roles evident, quality of service may be evidenced by appointments by influential individuals, election by peers and scope of activity.</td>
</tr>
</tbody>
</table>

### TABLE 4: EXAMPLES OF SERVICE

<table>
<thead>
<tr>
<th>Types of Service to the University</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committees, task forces, special study groups, etc.</td>
<td>Extension committees, County Director Sounding Board, college advisory committees, etc.</td>
</tr>
<tr>
<td>Recruitment of scholars and volunteers</td>
<td>Service on search committees, as career counselors, etc.</td>
</tr>
<tr>
<td>Evaluation of peers</td>
<td>Promotion committees, support teams, etc.</td>
</tr>
<tr>
<td>Foster multi-disciplinary and collaborative relationships between divisions within the University</td>
<td>Commodity teams, interdepartmental or inter-college efforts</td>
</tr>
<tr>
<td>Unite and extend the broad base of University resources</td>
<td>Working with non-University groups, other universities, communities, organizations, etc., to further the mission of the University</td>
</tr>
<tr>
<td>Recognize and support the contributions of others</td>
<td>Mentoring, support committees, etc.</td>
</tr>
<tr>
<td>The acquisition of contributions for Extension program development or the University</td>
<td>Gifts, program development awards, fund raising for program development, grant writing, etc.</td>
</tr>
</tbody>
</table>
Member of professional organizations

OJCEP, NAE4-HA, NACAA, ESP, NEAFCS, NACDEP, etc.

Committee member

Membership, awards, finance, personnel, professional development, etc.

<table>
<thead>
<tr>
<th>Types of Service to Society</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership in community organizations</td>
<td>Rotary, Kiwanis, Chamber of Commerce, etc.</td>
</tr>
<tr>
<td>Committee membership</td>
<td>Community or other organizations</td>
</tr>
<tr>
<td>Service to public decision making bodies (courts, legislature, etc.)</td>
<td>Uncompensated expert witness to courts or other public bodies, uncompensated as an expert in the field, etc.</td>
</tr>
</tbody>
</table>

**CRITERIA FOR EDUCATOR II**

If an A&P Educator is hired as an Educator I, he/she has the opportunity to move to an Educator II if the following minimum criteria are met:

a. Completion of master’s degree and two or more years Educator experience or equivalent.
b. Show evidence of professional growth particularly in the areas of specialization.
c. Demonstrate ability to plan and implement programs through use of effective advisory committees.
d. Be acknowledged by clientele and peers as an effective teacher.
e. Demonstrate effectiveness as a program manager as shown by a broad program and wide participation in a program.
f. Be recognized as a community leader.

A letter of request for the candidate to be promoted is submitted to the Human Resources Leader by the Regional Director / Associate Chair. The Regional Director / Associate Chair makes a recommendation to HR based upon input from the County Extension Director and colleagues and with RD’s knowledge of the candidate’s performance.

A letter to the Leader, Human Resources confirms the promotion to Educator II. Satisfying minimum criteria for promotion is not an assurance of promotion in rank. It merely denotes one’s eligibility for consideration of promotion.

**PART 4 – DOSSIER PREPARATION**

Educators undergoing review for promotion are required to use Research in View (RiV) to generate their core dossier. In the review process, attention is paid both to productivity since date of hire, last promotion, or the last five years (whichever is more recent) and accomplishments over one’s entire career. The dossier is a document presenting your professional work. Proper spelling and grammar are expected.

**DOSSIER OUTLINE**

*Note: Part I and II are the responsibility of the candidate. RiV categories are notated in parenthesis and in orange font.*

I. **INTRODUCTION**

List of degrees and professional positions held with dates for each. This list replaces the traditional CV appended in the past. (INTRODUCTION – BIOGRAPHICAL INFORMATION…Degrees, Positions, Licenses, and Certifications)

To get these items that fall outside of your date range to print on your document (e.g., previous positions), edit the PERIOD on the DOCUMENTS tab, open the ADVANCED FILTER and UN-check categories that you want to ignore the selected date range.

*Include the following items in the Biographical Narrative field (NARRATIVES…Biographical) information on specialization areas and location with the corresponding Department of Extension appointment. Candidates should present and describe the programmatic themes based on subject matter expertise that will be highlighted throughout their dossier. Include a current position description. If you have changed positions within the last two years (or within the time period of your dossier report), the dossier should also include a copy of your previous job description narrative in this section.*
II. CORE DOSSIER

Page numbers are automatically created within the Core Dossier. The first page will be the first item in the Core Dossier Outline.

In Parts I and III place the required materials in sequence following the outline, but do not paginate them.

*Include every item in the Core Dossier Outline in your dossier.* A few of the items found within the outline are “not required” of A&P Educators. However, if you have items that would appropriately be included in those sections, they should be added. RiV will automatically enter “none” for any item where you do not have data.

Candidates should not look at dossiers from the past (including their own) for examples of how to present material, since guidelines change and past formats may no longer be acceptable. If you are unsure about the content needed for a particular item, ask the Department Chair, Regional Director / Associate Chair or A&P Promotion Committee Chair for assistance.

Present your accomplishments as succinctly as possible and in outline form to the extent possible. Some explanation is valuable but lengthy narrative and explanation may obscure important accomplishments rather than highlight them. In general, these narratives should be *approximately 750 words* or less except where noted. Accomplishments from a body of work may be documented in different sections of the dossier depending on how they were presented or shared. Using different titles for these accomplishments helps to differentiate these contributions. Candidates should consult their A&P Promotion Committee Chair or coach with any questions about where specific accomplishments should be included.

Avoid self-evaluation except when it is requested. Others can most appropriately offer assessment of the quality and importance of the candidate’s accomplishments.

Section IV-A should contain only *summary* tables of SEI (Student Evaluation of Instruction) data or the evaluation data approved by the candidate’s college (i.e., EEETs). *Individual course* fixed-response student evaluation reports and/or EEET summaries should be placed in Section IV-B.

**Time Frame**

Use the date of hire as an Educator, date of last promotion, or last five years, whichever is most recent. *Use a date earlier in your career only if it is germane to the evaluation.* The candidate should consult with his/her A&P Promotion Committee Chair, Department Chair or Regional Director / Associate Chair to make this determination.

**Organization**

You need to associate a date (i.e., month and year) with each item in your core dossier. You should organize your material in reverse chronological (descending) order when generating your core dossier document.

**Teaching**

1. Undergraduate, graduate, and professional courses taught

   **NOT APPLICABLE**

2. Involvement in graduate/professional exams, theses, and dissertations

   **NOT APPLICABLE**

3. Involvement with postdoctoral scholars and researchers

   **NOT APPLICABLE**

4. Extension and Continuing Education Instruction (Data entered in two sections of RiV: 1)NON-DOSSIER…Extension Events…select “yes” for “display on dossier” and 2) TEACHING…Extension & Continuing Education Instruction)

   Summarize briefly the major instructional activities (workshops, non-credit courses, etc.) which the candidate has conducted and which you have not included in the NON-DOSSIER Extension section. Identify the candidate’s role in the instruction (if percent taught is less than 100%) and the number of participants. Select “Extension” in the “type of course” drop down and indicate the “number of times offered” and “enrollment”.

   **Note:** List guest lectures, invited lectures, individual instruction, and historical Extension teaching (older than one calendar year) in “TEACHING…Extension & Continuing Education Instruction”. Select “Guest Lecture” from the “type of course” drop-down menu for guest lectures.
Teaching should be entered for each year of the review period separately; grouping similar teaching from multiple years is not acceptable in the new reporting system. Please use “copy…related” feature to group your Extension Events into a single entry within a calendar year in the NON-DOSSIER...Extension Events section.

**Remember you should enter your Extension Teaching Activity data into the NON-DOSSIER Extension EVENTS section** first. Only enter one-off teaching activities and Extension teaching activities older than one calendar year directly into “TEACHING...Extension & Continuing Education Instruction” section 4 of the core dossier. DO NOT under any circumstances enter your data in BOTH places.

If you had multiple Extension EVENTS during the year where you taught the same topic, use the “copy…related EVENT” feature to add another instance of the event to your profile. Be sure to open the new instance of the EVENT by clicking the “Edit” icon next to the new title. You may then edit the date, location fields and add direct contacts, etc. as necessary (Note: only the original instance of the EVENT TITLE will print in the Extension Event table).

YOU MUST USE the “Display on Dossier Report” feature for any Extension EVENTS that you want to appear on your core dossier report. Remember to make the TITLE of the ORIGINAL INSTANCE OF THE EVENT reflect what was taught and put your dossier theme in parentheses following the title (e.g., topic taught (theme name)). If you have used the “Copy…related” feature to add multiple instances of an event, RiV will sum contacts and tally events to include all those instances of an event in ONE line of your EXTENSION EVENTS table of your CORE DOSSIER printout. NOTE: the EVENT TITLE field of the original instance of an event will be the only one to print on your dossier when you use “copy…related.”

**REMEMBER: In RiV the best way to document your teaching is to include TWO Extension tables in Teaching Section 4 of your promotion document. The “Extension” table will have items you entered into ”TEACHING...Extension & Continuing Education Instruction” section and the “Extension Events” table will list the EVENTS (that you checked “Yes” to “Display on Dossier Report”) entered under the NON-DOSSIER... Extension Events section.**

Note: Follow the Example Narrative and Example Tables below to complete this section *(the tables on the following page have been abbreviated for inclusion as a sample)*. Use the “Continuing Education, Extension and Other Courses Narrative” in the NARRATIVES section to summarize instruction for each programmatic theme, the total number of participants, and the number of classes offered using the following example:
Begin Example Narrative:

**Teaching in Group Settings**

These tables provide a summary of group teaching activities since the candidate became Educator III. The participants include Extension/youth development professionals and Extension clientele, both youth and adults. The majority of the candidate's teaching occurs within the Erie County and the Erie Basin Extension Education and Research Area (10 County Region). Group teaching includes workshops, seminars, and classes.

Youth Development -
Total Number of Participants - 2,722
Instances of Courses Offered - 68

Older Youth Leadership -
Total Number of Participants - 1,958
Instances of Courses Offered - 105

Volunteer Development -
Total Number of Participants - 677
Instances of Courses Offered – 34

Other Teaching -
Total Number of Participants - 369
Instances of Courses Offered - 7

Grand Total of Participants - 5,726
Grand Total of Courses Offered - 214

**Individual Instruction**

Individual instruction is an almost daily mode of education for the 4-H Youth Development Educator. The leadership development of older youth and volunteers are two primary areas that require regular one-on-one instruction. The candidate commonly meets with older youth in the county to discuss their goals and interests in the 4-H program, as well as goals and interests outside of the program. Each year the candidate also has many one-on-one meetings with community club advisors and resource persons. Teaching topics include the basics of 4-H Youth Development, general philosophy of positive youth development, club organizational structure, establishing a club bank account, how to work with members and parents, developing membership policies, writing a club constitution, and 4-H operating procedures.

Youth Development
Total Number of Contacts – 64

Older Youth Leadership
Total Number of Contacts - 263

Volunteer Development
Total Number of Contacts – 563

Other Instruction
Total Number of Contacts – 59

Total Individual Contacts – 949

(Note: Because of a deficiency in the RiV system, one or more of the tables below may not be sorted in reverse chronological order.)

End Example Narrative.
Research in View (RiV) automatically generates the following tables. The tables include examples of individual instruction and examples of group instruction. For Group Settings Instruction, include in the "Title" field the title of the presentation followed by the programmatic theme in parentheses. Individual Instruction information should be combined into one entry per programmatic theme and entered in the "Title" field (e.g., Individual Instruction: Programmatic Theme).

Note: eXtension Ask-an-Expert contributions go here. An example is illustrated in the first row of data in the “Extension” Example Table below (second table). Also see Appendix A.
(Tables have been truncated for inclusion as examples)

### Extension Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Sponsor</th>
<th>Enr.</th>
<th>% Taught</th>
<th>Candidate's Role</th>
<th>Formal Eval</th>
<th>Times Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/2015-08/2015</td>
<td>Steps to Home Ownership, Budget and Credit (Financial Wellness)</td>
<td>OSU Extension</td>
<td>24</td>
<td>100%</td>
<td>Presenter</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>03/2015-04/2015</td>
<td>Steps to Home Ownership Post Purchase (Financial Wellness)</td>
<td>OSU Extension</td>
<td>29</td>
<td>95%</td>
<td>Co-Presenter</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>04/2015-09/2015</td>
<td>Safe Simple Easy to Learn Home Food Preservation</td>
<td>OSU Extension</td>
<td>94</td>
<td>100%</td>
<td>Presenter,</td>
<td>No</td>
<td>9</td>
</tr>
</tbody>
</table>

### Extension

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Sponsor</th>
<th>Enr.</th>
<th>% Taught</th>
<th>Candidate's Role</th>
<th>Formal Eval</th>
<th>Times Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/2015-09/2015</td>
<td>Individual Instruction (Family Wellness)</td>
<td>OSU Extension</td>
<td>47</td>
<td>100%</td>
<td>Individual instruction of topics to strengthen families and communities</td>
<td>Phone and e-mail logs</td>
<td>47</td>
</tr>
<tr>
<td>01/2015-09/2015</td>
<td>Individual Instruction (Nutrition/Health and Wellness)</td>
<td>OSU Extension</td>
<td>199</td>
<td>100%</td>
<td>Individual instruction including dermascan screening, pressure canner inspection</td>
<td>No</td>
<td>199</td>
</tr>
<tr>
<td>10/2013</td>
<td>Master Money Mentor, Budget and Credit (Financial Wellness)</td>
<td>OSU Extension, Wayne County</td>
<td>11</td>
<td>100%</td>
<td>Presenter. MMM is 3 class series focusing on teaching volunteers to help others in the areas of basic financial literacy. In class 2, I teach basic budgeting, credit and debt alternatives</td>
<td>Retrospective evaluation completed</td>
<td>1</td>
</tr>
<tr>
<td>01/2016-12/2016</td>
<td>Individual Instruction (eXtension Ask an Expert)</td>
<td>eXtension Ask an Expert</td>
<td>30</td>
<td>100%</td>
<td>Providing clientele with information on consumer horticulture</td>
<td>eXtension profile report</td>
<td>30</td>
</tr>
<tr>
<td>04/2013-09/2013</td>
<td>Health and Safety for Child Care Providers, Part 2 (Family Wellness)</td>
<td>OSU Extension, Wayne County</td>
<td>14</td>
<td>100%</td>
<td>Presenter. In Part 2, I teach child development, learning environments, child abuse and neglect and guiding children’s behavior</td>
<td>Yes: EEET, Program Evaluation</td>
<td>1</td>
</tr>
</tbody>
</table>
5. **Curriculum Development** *(NARRATIVES…Curriculum Development)*  
Give specific examples of the candidate’s role/involvement in curriculum development (role in the design and implementation of new or revised courses); development of new teaching methods or materials (undergraduate, graduate, or professional); creation of new programs. In cases of a team developed curriculum inclusion of team members and of the candidate’s intellectual contribution is required.  
**Note:** eXtension training module authoring contributions go here. See Appendix A.

The recommended format for the RiV narrative would be:

**Programming Curriculum**  
**Title** (to include program name and an optional citation with theme in parentheses)  
**Year Developed,** including date of revisions (if applicable)  
**Overview/Need/Overall Objectives**  
**Target Audience**  
**Curriculum Description** (to include the components/materials created and used)  
**Role** (description of intellectual contribution, authorship and team members involved)  
**Use by Others** (Details of who used the curriculum and where)  
**Impact** (can include outcomes, but specific impacts are suggested)

Programming curriculum provides an educator with background, instructional, and assessment information along with the materials for the instructional activity itself. Scope and sequence strengthen the curriculum package, detailing the time covered and how concepts build through the series. Typical components within the curriculum description include: Outline/Table of Contents, Introduction/Overview, Literature Review/Background Material, General Instructions for Presenters/Qualifications Needed, Lessons/Modules, Supplemental Teaching Aids, Marketing Materials, and Evaluation Instruments.

For this document, citable and retrievable is tied to publication, and should be affiliated with a publisher greater than self (optional).

**Example 1:**  
**Title of Program:** Planning Healthy Meals for Meetings (Nutrition Education)  
Information can be found at: [http://fcs.osu.edu/programs/resources/healthy-meetings](http://fcs.osu.edu/programs/resources/healthy-meetings)

**Year Developed:** 2014  
**Overview/Need:** Dietary habits are associated with four of the leading causes of death in the United States: coronary heart disease, some types of cancer, stroke and type II diabetes. Health conditions cost an estimated $200 billion annually in health care costs and lost productivity. To address these concerns, a team of OSU Extension educators, specialists, program directors, and personnel from the Ohio Department of Health developed this curriculum  
**Overall Objective:** To encourage healthier food choices when organizational funds are used to purchase food for in-services/meetings by identifying and promoting healthy eating, purchasing healthy choices, providing recommended portion sizes and encouraging employees to model healthy food behaviors and take part in a physical activity.

**Target Audience:** Extension employees (primary), Extension committee members and others who participate in Extension sponsored meetings (secondary).

**Curriculum Description:** This curriculum includes a Planning Healthy Meals PowerPoint presentation, fact sheets which include information on the program guidelines, commitment form, selecting and working with a caterer, selecting healthy food for meetings, and ideas for presentation to organization staff and community groups.

**Role:** As part of the Planning Healthy Meals team, the candidate worked on the PowerPoint presentation and materials for selecting and working with a caterer. Co-authored with Jane Doe. The candidate contributed 40% of authorship.
Use by Others: Endorsed by OSU Extension Administrative Cabinet in August of 2008. The program was introduced to all OSU Extension staff at their annual meeting in December 2008.

Impact: The materials were endorsed by OSU Extension Administration and posted on their web site with the following statement: “Ohio State University Extension promotes healthy lifestyles, including healthy food choices and regular physical activity, through our statewide programming efforts. As such, we recognize the importance of modeling our commitment to healthy lifestyles by striving to create a healthy work environment. Due to the strong relationship between diet and health and the increasing rates of overweight and obese people, we are committing to health by supporting healthy food choices at work. Therefore, employees shall select healthy, low-calorie food and beverage options for all Ohio State University meetings.” Materials have also been shared at three national conferences. Follow-up evaluations indicated that there has been an increase in healthier food choices at Extension sponsored meetings.

End Example of Curriculum Development Narrative

6. **Brief description of your approach to and goals in teaching, and major accomplishments and plans for the future in teaching (NARRATIVES…Approach & Goals to Teaching)**
Note: Describe accomplishments (from training grants) here.

7. **Evaluation of Teaching since date of hire, last promotion, or the last five years, whichever is more recent. (NARRATIVES…Evaluation of Teaching)**
Brief description of how the candidate has used the evaluation information to improve the quality of instruction (NOT a summary of EEETs).

8. **Awards and formal recognition for teaching (INTRODUCTION – BIOGRAPHICAL INFORMATION…Awards / Honors, select “Teaching” for “Type of Award / Honor”)**
List awards the candidate has received for excellence in teaching (found in the INTRODUCTION – BIOGRAPHICAL INFORMATION…Awards / Honors…select “teaching” for “Type of Award”). Nominations for such awards should not be listed. These awards may include citations from academic or professional units (department/school, college, university, professional associations) which have formal procedures and stated criteria for awards for outstanding teaching performance

9. **Academic Advising – NOT REQUIRED (TEACHING…Academic Advising)**
Brief description of academic advising not included in section 2 under teaching or section 7 under service.

Research

1. **List of books, articles and other published papers – NOT REQUIRED.** (Items a-j below are located in the “PUBLISHED WORKS” section of RIV. DO NOT USE THE “PUBLISHED WORKS…General Press Articles” section in RIV unless you have written / published a “book review”. Entries in the “General Press Articles” section do not appear on a dossier report unless you indicate they are a REVIEW in which case they will appear in Research 1g of the dossier).

Accomplishments from a body of work may be documented in different sections of the dossier depending on how they were presented or shared. Using different titles for the accomplishments helps to differentiate these contributions. Always indicate whether a contribution was peer reviewed.

Only papers and other scholarly works that have been formally accepted without qualification or publication or presentation, or have actually been published or presented, should be listed in Items a-j below. Provide a copy of the acceptance letter in the appendix for items accepted, but not yet published or presented.

Works under review must be listed separately in Item k. Authors should be listed exactly as they are listed on the publication. Candidates must list themselves even if they are the only author.

Note: RIV uses the Chicago style for citations and is presented in bibliography format. The candidate does not have the option to specify a discipline-specific format.

In cases of multiple authorship for Items 1a-1e, a narrative description (approximately 50 words) of the candidate’s intellectual contribution is required.
Examples of appropriate formats for providing this information include:

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

Statements such as the following are NOT acceptable: "All authors contributed equally"; "50% effort." Do not refer to past dossiers for models of how to write the required description, since they occasionally include unacceptable statements such as these.

**Note:** Extension candidates must provide the approximate percentage of their contribution in relation to the total intellectual effort involved in the work for Items 1f-1j.

**Include as separate categories** (Items a-j below are in alphabetical order under “PUBLISHED WORKS”. The RIV category name is in parenthesis if different from the OAA category name):

- a) Books (other than edited volumes) and monographs
- b) Edited books
- c) Chapters in edited books
- d) Bulletins, technical reports, and fact sheets
- e) Peer reviewed journal articles *(Journal Articles — indicate "peer reviewed")*
- f) Editor reviewed journal articles *(Journal Articles — indicate "editor reviewed")*
- g) Reviews *(Indicate whether peer reviewed) (General Press Articles - indicate it is a "review").*
- h) Abstracts and short entries *(indicate whether peer reviewed)*

**Note:** Abstracts should be scientific abstracts and as such will have a problem statement or research question, information on the methodology used, analysis and findings, conclusions on the value and impact of the research, and possibly future research questions. Scientific abstracts are generally 300-700 words and are more than a general description or summary of the topic to be presented. A general description of a presentation in a conference brochure would not qualify as an abstract publication.

Examples of short entries would be an entry into an encyclopedia or an answer to a Frequently Asked Question posted on eXtension. *(see Appendix A)*

- i) Papers in proceedings *(Conference Papers & Proceedings)* *(report only full papers and whether peer reviewed)*

**Note:** If a paper is submitted for presentation at a conference or professional meeting and published in the proceedings, then it should be documented as a paper in proceedings. Papers published in proceedings should be complete papers and not PowerPoints, outlines or components of a presentation. The publication in conference proceedings of a PowerPoint used to make the presentation would not qualify as a conference proceedings publication.

- j) Unpublished scholarly presentations *(Scholarly Presentations)* *(indicate whether peer reviewed)*

**Note:** An unpublished scholarly presentation would be presented at a professional conference or annual professional meeting, usually to one’s professional peers. If a scientific abstract of the presentation is published, the abstract should be documented in the dossier. If a scholarly presentation later forms the basis and background for a journal article, then it would be appropriate to document both the presentation and the journal article.

Poster presentations should be documented as a scholarly presentation. Select “Poster Presenter” from the drop-down of the “Your Role” field.

To list a presentation as delivered at an international conference, the conference must be out of the country. If the conference is in the USA but billed as an international conference, the conference must rotate in and out of the country.

- k) Potential publications in review process *(indicate authorship, date of submission, and to what journal or publisher the work has been submitted and whether peer reviewed)*

2. **List of creative works pertinent to the candidate’s professional focus** (Items a-m below are in alphabetical order under “CREATIVE WORKS”. The RIV category name is in parenthesis if different from the OAA category name):

- a) Artwork *(Artwork & Exhibits)*
- b) Choreography *(Musical Works & Performances)*
- c) Collections *(Artwork & Exhibits)*
d) Compositions (Musical Works & Performances)
e) Curated exhibits (Artwork & Exhibits)
f) Exhibited artwork (Artwork & Exhibits)
g) Inventions and patents
h) Moving image (Audiovisual Works)
Note: List podcasts and/or YouTube videos here.
i) Multimedia/databases/websites
Note: eXtension training module authoring goes here. (see Appendix A)
j) Radio and television (Audiovisual Works)…”Type of work” must be set to Radio Broadcast/Recording OR TV Broadcast/Recording)
k) Recitals and performances (Musical Works & Performances)
l) Recordings (Musical Works & Performances)
m) Other creative works
Note: List original newsletters created by the candidate, newsletter articles, magazine articles, trade journal articles and newspaper columns here NOT in “PUBLISHED WORKS…General Press”. Newspaper columns, radio or TV recordings, and similar contributions done on a regular basis (i.e. weekly, bi-weekly, monthly) should be combined into one entry in the dossier and should include topics covered especially as they relate to/reflect programmatic themes.
Note: eXtension Development of CoP proposal that was approved with no funding attached goes here. (see Appendix A)

3. Brief description of the focus of the candidate’s research, scholarly or creative works, major accomplishments, and plans for the future. (NARRATIVES…Focus of Research)
Note: Candidates should describe contributions to their programmatic themes here.

4. Quality indicators of research, scholarly or creative work **NOT REQUIRED** (NARRATIVES…Quality Indicators)
Description of quality indicators of candidate’s research, scholarly or creative work such as citations, publication outlets quality indicators such as acceptance rates, ranking or impact factors of journal or publisher. Individual units should determine what kinds of information could be described here, if any.
Note: Demonstrate that the work is broadly distributed reaching the largest possible audience of peers, used by peers and other professionals

5. Research funding (NARRATIVES…Research Funding AND FUNDING…for items a-f below, select “research or training grant / contract” as “type of grant” where appropriate)
Funding Narrative example:
- Number of grants and amount funded: 51 for $1,234,567
- Number of grants pending and amount: 3 for $15,432
- Number of grants not funded and amount: 11 for $234,567
- Total other funding acquired (revenue generation, release time, cost recovery): $89,500

In cases of multiple authorship for Items 5a-5b, a narrative description (of the type described above for item 1 approximately 50 words) of the candidate’s intellectual contribution is required for the entry. List the author or authors in the order in which they appear on the grant proposal.
The candidate may provide the approximate percentage of his/her contribution in relation to the total intellectual effort involved in the grant proposal if the unit or college requires this information. This information is required by OSU Extension as is the required narrative description.
- Description of Effort: **REQUIRED BY OSU EXTENSION**
- Approximate percentage of your contribution in relation to the total effort involved in the work: **REQUIRED BY OSU EXTENSION**

a) Funded research on which you are or have been the principal investigator. (select ‘Principal Investigator’ or ‘Site PI’ for ‘your role’)
- Period of funding
- Source and amount of funding
- Whether funding is in the form of a contract or grant

b) Funded research on which you are or have been a co-investigator (select ‘multi-PI’ for ‘role’).
- Period of funding
- Source and amount of funding
- Whether funding is in the form of a contract or grant

2017-2018 OSUE A&P Educators Guide for Promotion
c) Proposals for research funding that were submitted but not funded.
   • Date of submission
   • Title of project
   • Authors in the order listed on the proposal
   • Agency to which proposal was submitted
   • Priority score received by proposal, if applicable

d) Funded training grants on which you are or have been the equivalent of the principal investigator. (select ‘Principal Investigator’ or ‘Site PI’ for ‘your role’). If you were a co-investigator on a training grant, do not select that as your role as it will not show up in your dossier report. Instead, select collaborator, researcher, mentor, other or consultant as your role. The funding will appear in Research 5f “Any other Funding received for the Candidate’s Academic Work”
   • Source and amount of funding
   • Whether the funding is in the form of a contract or grant.

Note: eXtension development of CoP proposal that was approved that includes funding goes here. (see Appendix A)

e) Proposals for training grants you have submitted that were not funded.
   • Date of submission.
   • Title of the project.
   • Authors in the order listed on the proposal.
   • Agency to which proposal was submitted.
   • Priority score received by proposal, if applicable.

Note: eXtension development of CoP proposal that is pending or not funded goes here. (see Appendix A)
f) Any other funding you have received for your academic work.
   Provide the type of information requested above as appropriate.

6. List of prizes and awards for research, scholarly or creative work. Nominations for such awards should not be listed. (INTRODUCTION – BIOGRAPHICAL INFORMATION…Awards / Honors, select “Research”, Creative Works, or Scholarship” for “type of award / honor”)

Service

1. List of editorships or service as a reviewer for journals, university presses, or other learned publications. – NOT REQUIRED (SERVICE…Editorships & Reviews)
   Note: eXtension content page review, leader/co-leader of CoP, and training module review contributions go here. (see Appendix A)

2. List of offices held and other service to professional societies. List organization in which office was held or service performed. Describe nature of organization (open or elected membership, honorary). (SERVICE…Service to Professional Societies)

3. List of consultation activity (industry, education, government). Give time period in which consultation was provided and other information as appropriate. – NOT REQUIRED (SERVICE…Other Professional / Public Service, select “consultation” for “category of activity”) Consultant Common Language Statement: Education, job related, key achievement: Professional consultation in the candidate’s area of expertise is regarded as part of normal job duties.

4. Clinical services. State specific clinical assignments. – NOT APPLICABLE

5. Other professional/public service such as reviewer of grants or proposals or as external examiner, if not listed elsewhere. (SERVICE…Other Professional / Public Service)

   a) Unit committees (Example: OSU Extension state-wide committees) (Region, State, National) (SERVICE…Service on Unit / College / University Committees)
   b) College or university committees (SERVICE…Service on Unit / College / University Committees, “committee level” must be set to ‘College’ or ‘University’)
   c) Initiatives undertaken to enhance diversity in your unit, college or the university (SERVICE…Strategic Initiatives…select “other” for “Activity”, type in “Diversity Initiative” in resulting field). Diversity Common Language Statement: OSU Extension embraces human diversity and is committed to ensuring all
educational programs conducted by Ohio State University Extension are available to clientele on a nondiscriminatory basis without regard to race, color, age, gender identity or expression, disability, religion, sexual orientation, national origin, or veteran status. Programming efforts are consistent with all university diversity policies and affirmative action plans.

(Candidates are encouraged to list additional initiatives within their unit/county as appropriate.)

d) Administrative positions held, e.g. graduate studies chair – Note: include responsibilities as County Extension Director, EERA Leader (Add each entry as a separate position under...INTRODUCTION-BIOGRAPHICAL INFORMATION...Positions)
   - Select “Yes” for “Higher Education Position?”
   - For “Position title”...select “other” and type “County Extension Director” (or appropriate title) in the resulting field.
   - For the “position type” field...select “administration”
   - In the “description” field, describe what your CED (or appropriate) duties are.

e) Service as a graduate faculty representative on a dissertation in another unit or university (TEACHING...Academic Advising)

7. Advisor to student groups and organizations (SERVICE...Advising Student Groups)
   a) List name of group or organization and specific responsibilities as advisor.

8. Office of Student Life committees
   a) List Office of Student Life committees on which you have served. (SERVICE...Advising Student Groups...select “Student Life” for “Type of Group”)
   b) Summarize participation in Student Life programs such as fireside discussions, lectures to student groups outside your unit, addresses or participation at student orientation. (NARRATIVE...Student Life Activities)

   Note: Make sure to select the button denoting that this item is “in service to Student Life” in order for it to print in the correct section of the dossier.

9. List of prizes and awards for service to your profession, the university, your unit as well as to your community. Nominations for such awards should not be listed. (INTRODUCTION – BIOGRAPHICAL INFORMATION...Awards / Honors, select “Service” for “type of award / honor”)

10. Brief elaboration that provides additional information about service activities listed above. (NARRATIVE...Service Activities). A description of efforts to obtain county funding would go here for example.

III. EVALUATION

(Part III – Evaluation and Part IV- Student Evaluation of Instruction are primarily the responsibility of the State Administration Office)

Candidate should include all peer teaching letters as per OSUE guidelines. Candidate will also include EEET summary tables received from Program Development and Evaluation Unit. Only letters solicited by the Department chair, Promotion committee chair, or other authorized person may be considered in the review process and/or included in the dossier.

All items in this section should be placed in the order listed so as to ensure that necessary items are included and may be easily located during the review process.

Note: To request your Cumulative EEET Summary Report go to http://go.osu.edu/EEETRequest and request a 5 year EEET comparative report for promotion purposes. Make your request by March 1. The PDE Unit will receive your request and email summaries to candidates in early March. After review by the candidate, EEET summaries will be sent to the Department Chair by the PDE Unit for review by the A&P Promotion Committee.

A. INTERNAL LETTERS OF EVALUATION

Only letters solicited by the chair, promotion committee chair, or other authorized person may be considered in the review process and/or included in the dossier. Expectations of the unit against which the candidate is being assessed must be explained in either 1.1) or 1.2) and 2.1) or 3.1):
1.1) OSUE A&P Promotion Committee’s detailed assessments of the candidates accomplishments in teaching, scholarly work and service regarding both strengths and weaknesses along with recommendations on these aspects of the record.
   - Report of the discussion of the A&P Committee
   - Numerical vote of the A&P Committee

1.2) Regional Director / Associate Chair’s detailed assessment of the candidate’s accomplishments in teaching, scholarly work and service along with recommendations based on these aspects of the record.

1.3) Comments process - any letters generated or a notation that the candidate declined to provide comments.

2.1) Assistant Directors’ detailed assessments of candidate’s accomplishments in teaching, scholarly work and service regarding both strengths and weaknesses along with recommendations based on these aspects of the record.

2.2) Comments process - any letters generated or a notation that the candidate declined to provide comments.

3.1) Department Chair’s independent assessment of the candidate's accomplishments, regarding both strengths and weaknesses. This assessment should take into account the A&P Committee’s recommendation. If the Department Chair’s assessment and/or recommendation differs from that of the A&P Committee, Regional Director / Associate Chair’s or the Assistant Directors’, the bases for differing judgments should be addressed.

4.1) Annual review letters. OAA has required written annual evaluations of all regular faculty since 1993. If annual review letters are lacking for any of the years specified below, a written explanation is required. A&P Extension reviews also require inclusion of the annual review letters. Include all annual review letters since last Ohio State promotion or year of hire, not to exceed the most recent five years.

4.2) Written comments on the annual reviews shall be included if the candidate requests.

5.1) Documentation of peer evaluation of teaching (letters, reports). Peer review is required. The material in this section must match requirements set forth in Extension’s Appointment, Promotion, and Tenure document. Guidelines for peer evaluation letters of teaching are available at: https://extension.osu.edu/policy-and-procedures-handbook/vi-promotion-and-tenure/peer-evaluation-teaching-faculty

   NOTE: 1-2 peer evaluation letters shall be completed annually. A&P Educators are required to follow the Peer Evaluation of Teaching for Faculty guidelines to obtain 1-2 narrative letters of peer evaluation each year. An educator or faculty of higher rank should be asked by the A&P Educator to write the peer evaluation letter. The letters are inserted in this section.

B. EXTERNAL LETTERS OF EVALUATION

The Regional Director / Associate Chair and Department Chair will be responsible for identifying colleagues, clientele and external program users as evaluators. At least six (6) evaluators will be contacted. Internal evaluators should be OSU professionals who are well respected for their accomplishments and in a position to comment on the teaching, scholarly work and service of the candidate. It is recommended to include at least one Extension specialist, and a person who serves/leads a team on which the candidate is an active member. A majority must be solicited from individuals not suggested solely by the candidate. A copy of the dossier should be readily available for review by persons who are asked to comment on the performance of the Educator being reviewed. All solicited letters that are received must be included in the dossier. The Department Chair will insert letters of evaluation including annual review letters (since last promotion or last 5 years, whichever is more recent) in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by someone other than the Department Chair or Regional Director / Associate Chair will not be included.
IV. STUDENT EVALUATION OF INSTRUCTION

A. Cumulative Fixed-Response Survey Data
   Fixed Response Survey. For all courses in which the candidate used a type of fixed response survey (e.g. the SEI, EEET, or comparable unit form) to obtain student evaluations, provide a summary table. Complete documentation as set forth below is required. 
   Results for every quarter/semester the course was taught are presented horizontally across the page in the summary table. The table should not simply list item numbers, but should clearly describe the item to which students were responding, i.e., the table should be self-explanatory to anyone who reviews it. 

   To obtain a Cumulative Student Evaluation of Instruction (SEI) Report that meets OAA guidelines: 
   • Go to [http://registrar.osu.edu/faculty/sei/instructorreports.asp](http://registrar.osu.edu/faculty/sei/instructorreports.asp) for directions on how to generate an SEI Report. 

   To obtain your Cumulative EEET Summary Report:
   • Go to [http://go.osu.edu/EEETRequest](http://go.osu.edu/EEETRequest) and complete the summary request form.

B. Fixed-Response Student Evaluation Data
   Copies of individual course fixed-response student evaluation reports should be placed here.
   a) If the unit uses SEI instruments, include all individual course reports.
   b) If the unit uses another type of fixed-response survey instrument, include here one page per course/quarter taught, listing:
      • actual statements to which students responded
      • full rating scale of possible responses
      • for each statement, number of students that selected each response choice

   Note: These individual course reports are generated by the OSUE Program Development Evaluation (PDE) Unit when candidates request the Cumulative EEET Summary Report under IV.A above and will be sent to the candidate in early March. After review by the candidate, EEET summaries will be sent to the Department Chair by the PDE Unit for review by the A&P Promotion Committee.

C. Summary of Open-Ended Student Evaluations
   Open-ended (discursive) evaluation. For all courses in which the candidate used open-ended evaluation instruments to collect student input (including open-ended comments on EEET Group Forms used), someone other than the candidate must summarize the comments on a course-by-course basis for inclusion in this section of the dossier. Candidates for promotion should provide evaluations for the most recent five years. The Regional Director/Associate Chair will assign this task to an Educator of higher ranking.

   Note: The persons summarizing teaching evaluation data from group EEET's should also include information from other open-ended evaluations in their letter. Letter must be addressed and sent to the Department Chair who will provide a copy for review to the candidate and place into candidate's dossier.

   Educators shall receive the five year EEET summary report by email from the PDE Unit and are responsible for sending the summary report to the person reviewing and summarizing their forms. The person reviewing cannot request the summary report from PDE. The Educator can forward any sets of group EEET forms to their reviewer as soon as one is identified by the Department Chair.

   OSU Extension recommends that the candidate review EEET summaries prior to forwarding to their reviewer and prior to inclusion in their dossier. Report any questions about the EEET summary to the PDE Unit ([pde@osu.edu](mailto:pde@osu.edu)).
PART 5 – DOSSIER SUBMISSION

IMPORTANT: Candidates must submit dossier and supporting documents to BuckeyeBox (unless otherwise stated)

Upon receipt of the candidate’s letter of request for promotion to the Department Chair, the candidate and A&P Promotion Committee shall be granted access to a BuckeyeBox folder to upload and manage the dossier files. The candidate must upload documents to the box folder by midnight of the due date. (see Appendix B). All documents are required to be posted in a PDF format. No additional documents shall be uploaded.

Candidates are required to name the dossier documents (pdfs) as follows to ensure that they are easily identified by the Department and A&P Promotion Committee. File names must include: candidate last name, item to be submitted and year of submission. See examples of file naming below:

- candidatelastnameDraftdossier2017-18.pdf
- candidatelastnameFinaldossier2017-18.pdf
- candidatelastnameAnnualreviews2012-2016.pdf
- candidatelastnamePeerreviewltrs2012-2016.pdf  NOTE: most recent letters should be posted first in the pdf. You should have obtained 1-2 letters per year.

Department Contacts

Ken Martin, Department Chair and Associate Director, Programs  
E-mail: martin.1540@osu.edu  
Phone: 614-292-8793

Travis West, Chair  
Administrative & Professional Promotion Committee  
E-mail: west.222@osu.edu  
Phone: 740-596-5212

Lisa Dune, Administrative Associate  
E-mail: dune.2@osu.edu  
Phone: 614-292-3860

Lisa Barlage, Procedure Oversight Designee (POD) Ed III candidates  
E-mail: barlage.7@osu.edu  
Phone: 740-702-3200

Melinda Hill, Procedure Oversight Designee (POD) Ed IV candidates  
E-mail: hill.14@osu.edu  
Phone: 330-264-8722
APPENDIX A

Where to place eXtension contributions

- **eXtension Ask-an-Expert**
  - Teaching section, Item 4.b Individualized instruction

- **eXtension FAQ Authoring**
  - Research section, Item 1.h. Abstracts and short entries

- **eXtension FAQ Review**
  - Service section, Item 1. List of editorships, etc.

- **eXtension Content Page Authoring**
  - Research section, Item 1.d. Bulletins, Technical Reports and Fact sheets

- **eXtension Content Page Review**
  - Service section, Item 1. List of editorships or service as a reviewer of journals, university presses, or other learned publications

- **eXtension Leader/Co-leader of Community of Practice (CoP)**
  - Service section, Item 1. List of editorships or service as a reviewer for journals, university presses, or other learned publications

- **eXtension Development of CoP proposal that was approved that includes funding**
  - Research section, Item 5.d. (training grant)

- **eXtension Development of CoP proposal that is pending or submitted and not funded**
  - Research section, Item 5.e. (training grant)

- **eXtension Development of CoP proposal that was approved with no funding attached**
  - Research section, Item 2.m. Other creative works

- **eXtension Training Module Authoring**
  - Teaching section, Item 5 – Curriculum development
  - Research section, Item 2.i. Multimedia/databases/websites
  - For Curriculum development, provide a narrative description of module development contribution
  - For Multimedia/databases/websites, reference the module and include the web link

- **eXtension Training Module Review**
  - Service section, Item 1. List of editorships or service as a reviewer for journals, university presses, or other learned publications
## APPENDIX B

**Timeline** - IMPORTANT: Candidates are required to upload all dossier materials to the BuckeyeBox folder (unless otherwise stated) by the Department Chair no later than midnight of the due date.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Person(s) responsible to submit/complete review materials</th>
</tr>
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</table>
| March 3   | Educator III or IV – intent to request faculty tenure track position as untenured assistant professor shall:  
   • Submit a letter to the Department Chair requesting faculty position as untenured asst. professor ([it is strongly encouraged that candidates submit a draft dossier to their supervisor prior to a fall submission](#)) (refer to Faculty Guide for Promotion and Tenure for timeline and submission of dossier materials). |
| April 1   | Educator II or III – intent to request a promotion review by the A&P Promotion Committee, Assistant Directors and Department Chair shall:  
   • Submit a letter of intent requesting a promotion to Department Chair Ken Martin and send via e-mail to martin.1540@osu.edu and cc to Lisa Dune, dune.2@osu.edu.  
   Note: Educator shall provide a copy of the letter of intent requesting a promotion to their Regional Director. |
| April 15  | Department Chair  
   • Grants candidate and A&P Committee access to a BuckeyeBox folder  
   • Request candidate’s IV. Student [EEET summary reports](#) from the Program, Development Evaluation Unit. Chair’s office uploads reports to box folder  
   • Sends candidate Extension A&P Promotion Dossier Checklist |
| May 1     | Candidate  
   • Submits DRAFT Research in View dossier report  
   • Completes, signs and submits the Extension A&P Promotion Dossier Checklist |
| June/July | A&P Committee - Summer meeting – reviews candidates dossier and provides feedback and coaching to candidate within 10 days after meeting  
   • Committee shall submit a letter of recommendation to the candidate and provide a copy to the Department Chair and Regional Director |
**CONFIRMS INTENT TO SUBMIT FINAL DOSSIER**

**August 1**

- **Candidate** – if candidate does not plan to move forward with submission of a final promotion dossier, candidate shall notify the Department Chair and Regional Director.

**LETTERS OF EVALUATION**

**August 15**

- **Candidate, Regional Director/ Assoc. Chair** – selects peer/clientele evaluators to write a letter of evaluation
  - Candidate/RD – submit 5-7 peer/clientele evaluators (name and contact information)
  - Department Chair shall send a letter of request to evaluators

**EEET SUMMARY LETTER**

**September 1**

- **Regional Director/ Assoc. Chair** – confirms educator of higher rank than candidate’s promotional review is willing to submit a letter of evaluation regarding candidates EEET reports/evaluations to Department Chair
  - RD shall send name of educator who has agreed to write a letter summarizing candidate’s EEET reports/evaluation to Department Chair
  - Department Chair shall send a request to the educator to write letter. Upon receipt of letter, the candidate will be sent a copy and a copy will be placed in the candidates dossier

**DOSSIER SUBMISSION**

**November 1**

- **Candidate**
  - Submits DRAFT Research in View dossier report for POD review;
  - Peer teaching letters (candidate shall submit a pdf copy of 1-2 letters written per year of review-most current year shall be first in the pdf); and
  - Current and prior 4 years annual performance reviews *(one pdf, most current review first)*

**November 30**

- **Procedures Oversight Designee (POD)** – Reviews candidate’s draft dossier and provides feedback.
  - Sends letter to candidate and a copy to the Department Chair

**December 15**

- **Candidate**
  - Submits FINAL Research in View dossier report
<table>
<thead>
<tr>
<th>Date</th>
<th>Role</th>
<th>Tasks and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 15</td>
<td>Regional Director/ Assoc. Chair</td>
<td>• Submit letter of recommendation to Department Chair&lt;br&gt;• Review candidate’s dossier&lt;br&gt;• Completes, signs and submits the A&amp;P educator record of review form to Department Chair</td>
</tr>
<tr>
<td>January/February 2018</td>
<td>A&amp;P Committee - Winter meeting</td>
<td>- reviews and votes regarding candidate’s promotional consideration.&lt;br&gt;• Committee submits a letter of recommendation to the Department Chair within 10 days after meeting</td>
</tr>
<tr>
<td>February</td>
<td>Department Chair</td>
<td>- First assessment of the case begins 10-day comment process.&lt;br&gt;• 10 day comment form and A&amp;P committee letter of recommendation and the Regional Director letter of recommendation are sent to candidate</td>
</tr>
<tr>
<td>Late February</td>
<td>Candidate</td>
<td>• Completes and submits 10 day comment form <em>(first round)</em></td>
</tr>
<tr>
<td>March</td>
<td>Assistant Directors</td>
<td>– reviews and votes regarding candidate’s promotional consideration.&lt;br&gt;• AD representing candidate’s program area submits a letter of recommendation to the Department Chair within 10 days after the meeting&lt;br&gt;• AD completes the Educator Record of Review form. Form shall be sent to Department Chair</td>
</tr>
<tr>
<td>April</td>
<td>Department Chair</td>
<td>- Second assessment of the case begins 10-day comment process.&lt;br&gt;• 10-day comment form and Assistant Director letter of recommendation are sent to candidate</td>
</tr>
<tr>
<td>Late April</td>
<td>Candidate</td>
<td>• Completes and submits 10 day comment form <em>(second round)</em></td>
</tr>
<tr>
<td>May 30</td>
<td>Department Chair</td>
<td>- Notify candidate, Regional Director, OSUE Director and HR regarding promotion decision&lt;br&gt;• Letter of award/denial is sent to candidate – Promotion becomes effective September 1</td>
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