

2019

**ADMINISTRATIVE and
PROFESSIONAL EDUCATOR
GUIDE FOR PROMOTION**

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Distributed to A&P Educators



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

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PART 1 – BACKGROUND

Career Advancement

In 1993, Ohio State University 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 Ohio State University Extension system enter as A&P educators. Educators who have demonstrated success at the 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, he or she may not return to his or her 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. These specific guidelines related to promotion and the procedures for applying are available on the Ohio State University Extension website at: <https://extension.osu.edu/policy-and-procedures-handbook/vi-promotion-and-tenure>.

Coaching is provided by the supervisor and/or a designated coach. The associate director provides leadership for administration of the promotion process. The associate director and the director of operations meet with educators to assist them in developing their materials 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. Ohio State University 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.

Career Paths for Educators

A&P	Faculty
<p>Educator I</p> <ul style="list-style-type: none"> • Entry-level position requiring a minimum of a bachelor's degree • Promotion to educator II requires a master's degree, achievement of a minimum overall performance rating of "Often Exceeds Expectations" each of the three previous years, and demonstration of ability to perform duties for educator II 	
<p>Educator II</p> <ul style="list-style-type: none"> • Entry-level position requiring a master's degree • Apply for promotion when successful as educator II and meet criteria for educator III 	<p>Instructor</p> <ul style="list-style-type: none"> • Hired prior to 1/3/93 • Apply for promotion when meet criteria for assistant professor
<p>Educator III</p> <ul style="list-style-type: none"> • Entry-level position requiring a master's degree and greater than 10 years of direct experience • Apply for promotion when successful as educator III and meet criteria for educator IV 	<p>Assistant Professor</p> <ul style="list-style-type: none"> • Apply for promotion when successful as assistant professor and meet criteria for associate professor • If moving from A&P to faculty, tenure and promotion to associate professor by beginning of 7th year required
<p>Educator IV</p> <ul style="list-style-type: none"> • Highest level in A&P track • When meet criteria for faculty rank, apply for untenured assistant professor faculty position without a national search* 	<p>Associate Professor</p> <ul style="list-style-type: none"> • Apply for promotion when successful as associate professor and meet criteria for professor
	<p>Professor</p> <ul style="list-style-type: none"> • Highest rank in faculty track • Sustained excellence and contributions expected

*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 IV.
- Candidates prepare a faculty dossier including narratives showing 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 service is discussed and approved by the candidate's supervisor and assistant director/program leader, 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 Ohio State University Extension represent subject matter from the College of Food, Agricultural, and Environmental Sciences; the 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 will 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 Ohio State University 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 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, as well as involvement within Ohio State University Extension and professionally related organizations. Ohio State University Extension has determined that 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,
- 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 Ohio State University Extension may have a 50 percent administrative appointment as an area leader 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,
- 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 request for consideration for promotion, along with peer and client names and contact information for the 360-degree review to the associate director no later than March 1 of the year in which the review is to occur. The educator will also submit a three-page narrative describing: a biographical statement (includes context for role to include office structure, funding, programs and volunteers managed, local support/situation, administrative role/s, specialization); major accomplishments including impacts from Extension programming, teaching, creative works, and service; and plans for the future by April 1.

PART 2 – REVIEW PROCEDURES

The Review Process

To maintain high professional standards for Ohio State University 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 their supervisor, respective assistant director and the director of operations. The committee makes a recommendation to the associate director and associate dean, director of Extension. **The associate director and associate dean, director of Extension make the final determination on promotion.**

The candidate will have the primary responsibility for preparing a narrative documenting his or her accomplishments using the outline provided by Ohio State University Extension. Candidates must submit a letter of request to the associate director in the spring and provide peer and clientele names, with contact information, for evaluation feedback. Candidates are evaluated with respect to assigned duties, considering the record of performance in meeting the criteria outlined in the promotion guidelines.

Evidence to be considered in judgements regarding promotion include the following:

- Annual performance reviews conducted since the last promotion.
- Annual peer evaluation of teaching letters since last promotion, performed by an educator of higher status. At least one letter per year is required.
- Three-page personal narrative describing major accomplishments since last promotion.
- A 360-degree assessment that includes feedback from the supervisor, peers, clientele.

Responsibility for the collection of these materials, as well as the overall management of the process, will reside in the office of the associate director of Extension and director of operations.

Promotion to the next rank may be considered if the candidate meets specific minimum standards. These standards are listed below.

- Educator I is an entry-level position that requires a minimum of a bachelor's degree.
- Educator II may be either an entry-level position for an individual with a master's degree or a position to

which an educator I may be promoted upon completion of a master's degree, achievement of a minimum overall rating of "Often Exceeds Expectations" each of the previous three years, and demonstration of the ability to perform the duties outlined in the position description for educator II and A&P promotion guideline expectations.

- Educator III may be either an entry-level position for an individual with a master's degree and greater than 10 years of direct experience or a position to which an individual currently holding the position of educator II may be promoted upon achievement of a minimum overall rating of "Often Exceeds Expectations" each of the previous three years, and demonstration of the ability to perform the duties outlined in the position description for educator III and A&P promotion guideline expectations.
- Educator IV is a position to which an individual currently holding the position of educator III may be promoted upon achievement a minimum overall rating of "Often Exceeds Expectations" each of the previous three years, and demonstration of the ability to perform the duties outlined in the position description for educator IV and A&P promotion guideline expectations.

360° Assessment: The candidate, supervisor, director/assistant director operations and associate director will be responsible for identifying at least six potential colleagues and clientele as evaluators. Colleagues shall be Ohio State 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. 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 associate director will be responsible for soliciting the 360° assessment. All solicited 360° assessments that are received must be included in the reviewed material. Unsolicited letters of evaluation or letters of evaluation solicited by someone other than the associate director will not be included. The associate director will include 360° assessments including annual review letters (since last promotion, date of hire, or last five years, whichever is more recent) in the application packet. In addition to 360° assessments by colleagues and clientele, at least one peer evaluation of teaching is required annually.

Assessment of the Case: The supervisor, appropriate assistant director, and director of operations will meet to review the case. The supervisor will prepare a written assessment and recommendation to the associate director based on the committee's decision. The associate director 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 associate director with written comments for inclusion within 10 calendar days of notification of the completion of the review. The committee may provide written responses to the candidate's comments for inclusion. Only one iteration of comments is permitted.

Appeals Procedure: Ohio State University 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 Ohio State University 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 Ohio State University Extension outlining the reasons for the improper evaluation. The letter of appeal should be submitted within a 30-day period. The director of Ohio State University Extension will review the case and make the final determination.

PART 3 – GUIDELINES FOR DOCUMENTATION

Extension Teaching

Teaching is a complex function and happens in many ways, both on an individual 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 collaborative problem-solving.

Content will usually be in one or more program area assignments: 4-H youth development, agriculture and natural resources, community 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 and Scholarly Works

- I. Creative and scholarly 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/scholarly 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 is 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, fact sheets, curriculum materials).
 - c. Grants received to support research and 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 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 annual reports should reflect contributions associated with the position or in part due to the role with Ohio State University Extension. Professional contributions and service should enhance, but not supersede other position responsibilities. *Refer to Table 1 examples (next page).*

TABLE 1: Expectations of Each Educator Level

	Educator I	Educator II	Educator III	Educator IV	Indicator
Education	BS	MS	MS	MS	
Programs offered	Develop local opportunities and partnerships to provide, coordinate, and facilitate educational programs based on identified local need.	Develop local and multi-county opportunities and partnerships to provide, coordinate, and facilitate educational programs based on identified local and multi-county needs.	Expand reach and develop local and multi-county programs.	Develop local and multi-county programs and contribute to state programs.	<ul style="list-style-type: none"> • Program development related to clientele requests or need; program development in cooperation with other colleagues and agencies and/or through the use of effective advisory committees; initiation of group action for program development. • Develop and organize programs that address emerging needs by developing programs that anticipate social and economic changes at the county and state level.
Teaching	Replicate evidence-based programs with fidelity.	Replicate evidence-based programs locally, and in partnership with peers, out-of-county and beyond. Build teaching skills to support transfer of learning.	In addition to the requirements for an Edu 2, contribute specialization expertise to programs taught; demonstrate ability to interpret others' work in meaningful ways. Contribute to curriculum being developed.	In addition to Edu 3, expand the range of audiences reached to include state and national conferences and other teaching venues. Develop curriculum appropriate to meet county needs or within specialization that can be shared with others.	<ul style="list-style-type: none"> • 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.
Evaluation	Conduct and administer pre-existing teaching and program evaluations.	In addition to Edu 1, use program evaluations to interpret teaching and/or program impacts and design revisions for local impact.	In addition to Edu 2, design using existing tools and/or develop program evaluations for local impact.	In addition to Edu 3, design and/or develop evaluation to determine long-term impact.	<ul style="list-style-type: none"> • Documentation of ongoing program evaluation in area of specialization and/or use of major programs by peers and clientele. • Significant accomplishments section of the document demonstrates both depth and impact in areas of expertise.
Creative Scholarly Work	Appropriate creative works with local and program focus.	Program/ specialization focus with multi-county or regional reach.	Program/ specialization focus with state reach peer-review evidence. Attract external funds to support local programming.	Program/ specialization focus with national reach peer-review evidence. Attract external funds to support programming.	<ul style="list-style-type: none"> • Non-peer-reviewed publications, presentations, and materials developed for teaching purposes. • Peer-reviewed publications, presentations, and resources developed for teaching purposes. • Computer software programs, video and audiotapes, computer-generated presentations and other measures of creative activity. • Successful and unsuccessful competitive grant applications, professional awards and prizes, and the use of materials by peers and other professionals.
Service (community, institution, and profession)	Active in county community organizations, participate in multi-county and state teams.	County/multi-county leadership, active in teams and professional organizations.	County/multi-county/state leadership, national participation.	County/multi-county/state and national leadership.	Leadership roles evident, quality of service may be evidenced by appointments by influential individuals, selection by peers and scope of activity.
Professional Development	Completion of Extension new educator core training.	Development of specialization.	Continued professional growth through contribution within specialization to multi-county educational programs, creative works, seeking funding opportunities, and service.	Continued professional growth through contribution within specialization to statewide educational programs, creative works, seeking funding opportunities, and service.	Recognized as an expert beyond county of responsibility by peers and clientele. Recognized statewide for area of Extension expertise or specialty.

PART 4 – NARRATIVE PREPARATION

Educators undergoing review for promotion are required to submit a three-page personal narrative describing: a biographical statement (includes context for role office structure, funding, programs and volunteers managed, local support/situation, administrative role/s, specialization); major accomplishments including impacts from Extension programming, teaching, creative works, and service; and plans for the future. In the review process, attention is paid to productivity since date of hire, last promotion, or the last five years (whichever is more recent). This narrative is a document presenting professional work. Proper spelling and grammar are expected.

PART 5 – SUBMISSION

IMPORTANT: Candidates must submit their three-page narrative and supporting documents to BuckeyeBox (unless otherwise stated).

Upon receipt of the candidate's letter of request for promotion to the associate director, the candidate, his or her supervisor, and the director of operations shall be granted access to a **BuckeyeBox** folder to upload and manage the files. The candidate must upload documents to the **Box folder by midnight of the due date** ([see Appendix A](#)). All documents are required to **be posted in a PDF format. No additional documents shall be uploaded.**

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

- **candidatelastname**narrative2019.pdf
- **candidatelastname**annualreviews2014-2019.pdf
- **candidatelastname**reviewletters2019.pdf

Department Contacts

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APPENDIX A

Timeline

IMPORTANT: Candidates are required to upload all application/dossier materials to the BuckeyeBox folder (unless otherwise stated) provided by the associate director no later than midnight of the due date.

<i>Due Date</i>	<i>Person(s) responsible to submit/complete review materials</i>
March 1	<p>Educator IV – intent to request faculty tenure-track position as untenured assistant professor shall:</p> <ul style="list-style-type: none"> Submit a letter to the associate director requesting faculty position as untenured assistant professor. It is strongly encouraged that candidates submit a draft dossier to their supervisor prior to a fall submission. (Refer to <i>Faculty Guide for Promotion and Tenure</i> for timeline and submission of dossier materials.)
March 1	<p>Educator I, II, or III – intent to request a promotion review shall:</p> <ul style="list-style-type: none"> Submit a letter of intent requesting a promotion to Ken Martin, department chair, and send via e-mail to martin.1540@osu.edu and cc: Terri Fisher fisher.456@osu.edu. Submit 5-7 peer/clientele evaluators (name and contact information). Associate director will send letter of request to evaluators.
April 1	<p>Associate Director</p> <ul style="list-style-type: none"> Grants candidate, supervisor, assistant director and director of operations access to a BuckeyeBox folder. Request candidate’s annual performance review from supervisor/HR for review period; uploads reports to Box folder. Sends candidate the Extension A&P Promotion Checklist.
April 1	<p>Candidate</p> <ul style="list-style-type: none"> Submits personal narrative and peer evaluation of teaching letters.
June	<p>Respective committees meet (candidate’s supervisor, assistant director, and director of operations) – review candidate’s narrative, performance reviews, and evaluator feedback.</p> <ul style="list-style-type: none"> Supervisor shall submit a letter of recommendation to the candidate and provide a copy to the associate director.
July 1	<p>Associate Director</p> <ul style="list-style-type: none"> 10-day comment period. Review committee provides a letter to the associate director.
August 1	<p>Associate Director</p> <p>Notify candidate, area leader, Ohio State University Extension director, and HR regarding promotion decision.</p> <ul style="list-style-type: none"> Letter of award/denial is sent to candidate. Promotion becomes effective September 1.

APPENDIX B

Beginning Checklist for A&P Narrative

There is one three-page narrative required for your application. It will contain three parts. Each part of the narrative has a distinct function. To write effective narratives, you should familiarize yourself with the recommended length, and areas to be addressed. The narrative description and checklists below can be used as a tool to draft your narrative section. Please work with your supervisor and mentors to receive additional support in preparing a strong application.

Biographical/Intro Narrative – The biographical/intro narrative is the foundation of your packet. It explains who you are as a professional, the context of your position, your job description, your education and certifications, your current and past relevant positions, and introduces your specialization and themes.

- Context: Set the context for the committee (e.g., description of the county in which you work, any special circumstances they should know about, such as change in county or program area, stewardship responsibility, etc.).
- Degrees: List any degrees.
- Specialization: Identify your area(s) of specialization.
- Themes and percentages: Introduce your focus areas (generally 3) and attach a percentage to each.
- Job description(s): Provide a description of your position. Much of this can come straight from your job description. Make sure your job description is up to date!
- Current Appointments: Indicate your current appointment.
- Other Positions: Describe other RELEVANT positions.
- Certifications: Identify any certifications or licensures you may have.

Major Accomplishments – This section should provide an overview of your major accomplishments, in terms of impacts from programs, teaching, creative and scholarly works, and service.

This is your chance to “brag” about the quality of your work. Add quality indicators. Include things like number of times you have been cited by others, the number of others who have adopted your program, the quality of your publication outlets, acceptance rates for publication, ranking or impact factors for articles. However, many other indicators of quality are appropriate for this narrative (e.g., number of counties or states using your curriculum, your research results being utilized in community action teams, etc.). The options are limitless, but the indicator must be evidence of the quality of your work, not just to take up space in your dossier. Share those examples that will be impressive and help identify your work as exemplary.

Program, teaching major accomplishments

What are your major program or teaching accomplishments? Has your programing or teaching had any impact? Pull from evaluations that measured knowledge gained, change in attitude, and/or change in behavior. Have you won awards for teaching? Did you get asked to teach a formal course? Did you develop a new course or curriculum? If so, has this teaching resource been utilized by others or demonstrated impact?

Creative and scholarly work major accomplishments

What are your major creative or scholarly work accomplishments? Has your creative or scholarly work had any impact? Have you won awards for research? Have you won significant grants or other funding? Has your research led to publications or national presentations? What is the impact of your research, scholarly or creative work?

Service major accomplishments

This should focus on any additional information regarding your service activities. Highlight key services to local community, college, university, or profession here. DO NOT simply reiterate your service. This narrative should provide the committee with an understanding of your key service accomplishments or activities.

Plans for future – What are your plans for programming and teaching in the future?

Try to address this in the context of your specialization or themes.

What are your plans for creative and scholarly work in the future? Include works in progress. Try to address this in the context of your specialization or themes. You can include any research, scholarly or creative works in progress here.