2019-2020

Faculty Guide for Promotion and Tenure

THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

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Part 1 – Background

Career Advancement

In 1993, after a period of intense review and discussion, OSU Extension put in place a two-track system. Educators who have demonstrated success at the educator IV level may apply for a faculty position as an untenured assistant professor without a national search.

The goal of the tenure track is to establish a career advancement system. It provides career choices for faculty and establishes a career ladder. Specific guidelines related to promotion, procedures for applying and dossier outlines are available on the OSU Extension website at: go.osu.edu/osuepolicyhandbookpromotiontenure

Each year, workshops are offered that explain the promotion and tenure process. Coaching is also provided by the associate chair. The department chair provides leadership for administration of the promotion and tenure process. The department chair and associate chair are available to assist faculty with developing their dossier and understanding the system.

Faculty are expected to provide outstanding and timely programming to their various clientele, establish an area of specialization, and develop their professional competencies. Faculty are expected to teach, have continued involvement in team efforts and interdisciplinary work, and document impact.

Faculty have the additional expectation of developing programs and materials for use by colleagues across the state and nation. For advancement in the faculty rank, peer-reviewed publications and presentations are expected as documentation that the work has been communicated broadly, is valued and used by peers, and has had an impact on local and broader audiences. Over time, faculty develop a reputation beyond their local position for contributions in an area of specialization and as a leader in (a) national professional organization(s). Faculty promotion guidelines and criteria established by The Ohio State University Office of Academic Affairs are followed in reviewing faculty cases for promotion and tenure.

Looking at the Career Paths for Faculty

INSTRUCTOR	ASSISTANT PROFESSOR
• Hired prior to 1/3/93: Apply for promotion when meet criteria for assistant professor.	• Apply for promotion when successful as assistant professor and meet criteria for associate professor. If transferred from A&P, tenure and promotion to associate professor by the beginning of one's seventh year is required.
ASSOCIATE PROFESSOR	**PROFESSOR**
• Apply for promotion when successful as associate professor and meet criteria for professor.	• Highest rank in faculty track. Sustained excellence and contributions expected.

The Value of the Process

The faculty in the Department of 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. To maintain this strength, careful consideration must be given to the promotion of faculty as they progress through their Extension careers.

Granting promotion and/or tenure requires proof of excellence in past performance and a promising forecast that a faculty member'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: scholarly and 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 Ohio State University Extension.

The promotion of faculty consists of a progression through the various ranks established by the Office of Academic Affairs. Clear differences in expectations and accomplishments exist among the ranks. A strong and cohesive program of teaching, scholarly and creative work, and service consistent with one's appointment is essential. 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.

Faculty 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 faculty member 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 faculty members 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 university, college, department and professionally-related organizations. **(See Service).** The Department of Extension has determined that to effectively carry out the responsibilities of a faculty member, individuals must maintain positive, ethical, legal and productive relationships with colleagues and staff, professional contacts and citizens.

Each faculty member has a unique and fundamental educational role within the land-grant university system based on a specific assignment. Faculty members work individually and as part of a team with professional peers sharing relevant knowledge and technology in community, county, and state educational and development 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 an individual's assignment and related responsibilities. Some faculty within the Department of Extension may have a 50 percent administrative appointment as area leader over several county Extension units 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.

Faculty 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. To be considered for non-mandatory promotion, a faculty member **must** submit a dossier in the spring for preliminary review and recommendation for a fall submission. ***Faculty are strongly encouraged to have their dossier reviewed by their immediate supervisor and/or chair prior to the spring submission***.

During the spring review, the OSU Extension Promotion and Tenure (P&T) Committee will screen non-mandatory promotion requests from faculty seeking a fall review and determine if it is appropriate for the review to take place. A two-thirds majority vote of those eligible to vote will be required for the document to be reviewed in the fall. The vote will be communicated to the faculty.

The committee bases the decision on assessment of the record as presented in the dossier and on a determination of the availability of all required documents for a fall review. Lack of the required documentation is sufficient grounds on which to deny a fall review. A faculty member who requests and is denied a promotion review must be granted a review the following year if they so desire. A decision by the committee to permit a review to take place by no way commits the P&T Committee, the department chair, or any other party to the review to make a positive recommendation.

Part 2 – Review Procedures

Review Process
To maintain high professional standards for OSU Extension, decisions regarding faculty promotion merit careful consideration in judging candidates on their performance records in teaching, scholarly and creative work and service. All candidates for promotion are reviewed by the P&T Committee. The committee makes a recommendation to the department chair. The candidate's direct supervisor reviews the dossier and makes an independent recommendation to the department chair. The chair's recommendation letter, addressed to the dean of the college, is added to the dossier, after which the 10-day comment period begins.

The candidate will have the primary responsibility to prepare a dossier documenting his or her accomplishments using the outline provided by OSU Extension. Candidates seeking a non-mandatory promotion review must make a written request to the department chair and provide a dossier for review by the P&T Committee in the spring (see Appendix C).The final dossier is due in the fall (see Appendix C). Each candidate is evaluated by the P&T Committee with respect to assigned duties, considering the record of performance in meeting the criteria outlined in the promotion guidelines.

Promotion and Tenure Committee
All candidates are reviewed by the P&T Committee, which consists 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 faculty voting. Those eligible to be on the ballot will be **tenured** associate and full professors. 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 two-thirds majority vote of those voting is needed to recommend promotion. In the case of a tie, the committee will reconsider the case and re-vote, recording the results of both votes. 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."

External Letters of Evaluation: The candidate, committee, and department chair will be responsible for identifying potential external evaluators. The department chair will be responsible for soliciting letters from external evaluators. Under no circumstances should candidates contact prospective or actual external 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. Soliciting external evaluators and providing materials to them is solely the responsibility of the department chair. OAA requires a minimum of five letters from distinguished persons in the candidate's field who are in a position to critically evaluate the candidate's scholarly work and to comment on its significance in the discipline. Section B(3) of Faculty Rule 3335-6-04 requires that no more than one-half of these letters be from persons suggested by the candidate.

External evaluators may not be employed at The Ohio State University and *must be at or above the proposed rank.* These should be distinguished faculty who are in a position to comment in an informed way on the quality of the candidate's scholarly work *and* on its significance to the broader field in which it resides. ***They may not be former advisors, collaborators, post-doctoral supervisors, close personal friends, or others having a relationship with the candidate that could reduce objectivity. They must be able to provide an arm's-length evaluation. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation.***

The candidate shall make available scholarly materials and a copy of the dossier for review by persons who are asked to comment on the performance of the faculty being reviewed. Since the department cannot control who agrees to write or the usefulness of the letters received, more letters are sought than are required. This timing allows additional letters to be requested if fewer than five useful letters result from the first round of requests.

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 or last five years, whichever is more recent) in the dossier.

Assessment of the Case: The P&T Committee will prepare a written assessment and recommendation to the department chair. As soon as the P&T Committee recommendation is complete and submitted to the department chair, the department chair will complete his or her review letter and 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 and comment on these reports.

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 P&T Committee and department chair 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.

Candidates are advised to use the 10-day 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.***

Part 3 – Guidelines For Documentation

Extension Teaching

Teaching is a complex function and happens in many ways, on an individual basis and a team basis. Teaching involves the conveyance of research-based and other 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.

Faculty teach in a variety of environments beyond the traditional classroom setting. A few examples of the methods used include but may not be limited to the following: one-on-one telephone calls or conference calls, webinars, video, television or radio programs, blogs or social media, IP video or personal visits, field days, seminars or workshops, and group facilitation.

Content will usually be in one or more program area assignments such as 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. Faculty teach both proactively and reactively. Teaching can be characterized by its immediacy of need and bringing of relevant content to a current issue, and it is often a team effort. Teaching also involves assessing individual, family, organizational and/or community needs, planning the learning experience to meet these needs, conducting 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.

Scholarly and Creative Works

I. Scholarly and 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 scholarly and creative work should be evident. This program may include:
   a. Creative and innovative activities which contribute new teaching methods, 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. Scholarly and creative activity may be documented by a record of:
   a. Development of innovative educational delivery methods including: use of websites, social media, blogs, podcasts, computer software, video, audio recordings, webinars, satellite broadcasts, etc.
   b. Non-peer-reviewed publications, materials and presentations (i.e. newsletters, 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 scholarly and 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 faculty 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, contributions to committees, and other activities would be examples.

Contributions within the profession may be demonstrated by active participation in professional associations, participation on professional organization committees, leading committees or sub-committees, and 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 the dossier should reflect contributions associated with one's position or in part due to one's role with OSU Extension. Professional contributions and service should enhance but not supersede other position responsibilities.

Types of Service to the University, College and Department	Examples
Committees, task forces, special study groups, etc.	Extension committees, professional association committees, college advisory committees, etc.
Recruitment of scholars and volunteers	Service on search committees, as career counselors, etc.
Evaluation of peers	Promotion committees, support teams, etc.
Foster multi-disciplinary and collaborative relationships between divisions within the university	Commodity teams, interdepartmental or inter-college efforts
Unite and extend the broad base of university resources	Working with non-university groups, other universities, communities, organizations, etc. to further the mission of the university
Recognize and support the contributions of others	Mentoring, support committees, etc.
The acquisition of contributions for Extension program development or the university	Gifts, program development awards, fund raising for program development, grant writing, etc.
Member of professional organizations	JCEP, NAE4-HA, NACAA, ESP, NEAFCS, NACDEP, etc.
Committee member	Membership, awards, finance, personnel, professional development, etc.
Types of Service to Society	**Examples**
Membership in community organizations	Rotary, Kiwanis, Chamber of Commerce, etc.
Committee membership	Community or other organizations
Service to public decision-making bodies (courts, legislature, etc.)	Uncompensated expert witness to courts or other public bodies, uncompensated as an expert in the field, etc.

Part 4 – Dossier Preparation

Faculty undergoing review for promotion, promotion and tenure and non-mandatory reviews, are required to use VITA to generate their core dossier. In the review process, attention is paid to productivity since date of hire or last promotion (whichever is more recent) **and** accomplishments over one's entire career. Information should be provided for the entire career if it is germane to the evaluation; but **dates should be provided for all activities and professional accomplishments** so those since the date of hire or last promotion (whichever was more recent) can be clearly identified.

Dossier Outline
***(Outline is based on the Office of Academic Affairs (OAA) dossier guidelines. These guidelines are updated annually.) *Note: Part I and II are primarily the responsibility of the candidate.** VITA categories are notated in parentheses and in red font. REMEMBER: You will only see the MENU OPTIONS in the gray navigation bar of VITA AFTER you click on the "sign in" link and use your lastname.#, password, and BuckeyePass to sign into the system (vita.osu.edu)*

I. Introduction
List of degrees and professional positions held with dates for each. This list replaces the traditional CV appended in the past. (ELEMENTS DATA > ELEMENTS DASHBOARD > Menu > My Account > Profile > Edit profile) To get items that fall outside of your date range to print on your document (e.g., previous positions), select a date range on the DOCUMENTS tab and uncheck categories that you want to ignore the selected date range.

Include the following items in the Biographical Narrative field (NARRATIVES > BIOGRAPHICAL INFORMATION): information on specialization areas and location with the corresponding Department of Extension appointment. Candidates should present and describe the programmatic themes 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 field in this section. Narratives using first person are strongly encouraged but not required.

II. Core Dossier

Page numbers are automatically created within the core dossier by VITA. 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. VITA 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, associate chair, or P&T 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 narratives and explanations 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 and shared. Using different titles for these accomplishments helps to differentiate these contributions. Candidates should consult their P&T 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 or date of last promotion, whichever is most recent. Use a date earlier in your career only if it is relevant to the evaluation. The candidate should consult with his or her P&T Committee chair or department chair.

Organization
You need to associate a date (i.e., month and year) with each item in your core dossier.
Your document will be organized in reverse chronological order when generated from VITA.

Teaching
1. **Undergraduate, graduate, and professional courses taught** (ELEMENTS DATA > TEACHING ACTIVITIES > Add a new course taught > "Type of Course": select undergraduate, graduate, OR professional AND NARRATIVES > TEACHING ACTIVITIES > COURSES TAUGHT)
   List each course taught and clinical instruction (see Courses/Clinical Instruction in Forms Section oaa.osu.edu/policies-guidelines-forms), including the following information:
   - courses taught in chronological order by semester (AU, SP), session or term (May and summer) and year
   - course number, title, and number of credit hours
   - official final course enrollment

- percentage of course taught by candidate based on proportion of total student contact hours in course
  - brief explanation (approximately 250 words) of candidate's role, if candidate was not solely responsible for course, including GTA supervision, course management, and team teaching
- indicate whether formal course evaluations were completed by students and/or faculty peers by clicking the "true" radio button next to "Formal Student Course Evaluations Completed?" and/or "Formal Peer Evaluations Completed?" as appropriate.

If the candidate has not obtained student evaluations in every regular classroom course, explain why this was not done. Such evaluation is required by Faculty Rule 3335-3-35(C)(14).
Do not include in this list any Extension, continuing education, guest lectures or other non-credit courses.

2. **Involvement in graduate/professional exams, theses, and dissertations**
   (NARRATIVES > TEACHING ACTIVITIES > GRADUATE ADVISING NARRATIVE)
   a) Graduate students: list completed and current and include: (ELEMENTS DATA > TEACHING ACTIVITIES > Add a new course-based degree, academic, or professional supervision > Advisee is in advisor's current department = "true" (if "false," the information will appear under "Other Academic Advising") > Academic level: select appropriate level > Advising Role: select appropriate role)
      i) doctoral students (dissertation advisor): For advisees who have graduated, list name of student, year of graduation, and title of dissertation. Also provide the current position of the former student, if known.
      ii) master's students – plan A (thesis advisor): For advisees who have graduated, list name of student, year of graduation, and title of thesis. Also provide the current position of the former student, if known.
      iii) master's students – plan B (advisor).
      iv) doctoral students (dissertation committee member): do *not* include service as a Graduate School representative.
      v) doctoral students (general examination committee chair).
      vi) doctoral students (general examination committee member): do *not* include service as a Graduate School representative.
      vii) master's students (thesis committee member).
      viii) master's students (examination committee member).
   b) Describe any noteworthy accomplishments of graduate students for whom the candidate has been the advisor of record; for example, publications during or emanating from graduate program, awards for graduate work, prestigious post-docs or first post-graduate positions. (NARRATIVES > TEACHING ACTIVITIES > NOTEWORTHY ACCOMPLISHMENTS – GRADUATE STUDENTS)
   Note: The candidate should note these in the entry records of each individual advisee.
   c) Senior honor theses: give name of student, title of thesis, semester of graduation, and noteworthy outcomes of this mentorship such as publications, presentations, honors or student awards. (ELEMENTS DATA > TEACHING ACTIVITIES > Add a new course-based degree, academic, or professional supervision > Advisee is in advisor's current department = "true" (if "false," the information will appear under "Other Academic Advising") > Academic level: select "Undergraduate" > Advising Role: select "Senior Honors Advisor" OR "Senior Honors Thesis Committee Member")
   d) Describe any noteworthy accomplishments of undergraduate students, in particular related to research, for whom you have been the advisor of record (publications, posters, honors or student awards). (NARRATIVES > TEACHING ACTIVITIES > NOTEWORTHY ACCOMPLISHMENTS – UNDERGRADUATE STUDENTS)
   Note: The candidate should note these in the entry records of each individual advisee.

3. **Involvement with postdoctoral scholars and researchers** (ELEMENTS DATA > TEACHING ACTIVITIES > Add a new course-based degree, academic, or professional supervision > Advisee is in advisor's current department = "true" (if "false," the information will appear under "Other Academic Advising") > Academic level: select "Fellow," "Post-Doctorate," "Resident," OR "Research Associate" > Advising Role: select "Advisor," "Co-advisor," "Preceptor" OR "Research Advisor")
List completed and current postdoctoral scholars and/or researchers under the candidate's supervision.

4. **Extension and Continuing Education Instruction** (Data are entered in two sections of VITA: 1. DEPARTMENT > EXTENSION > Extension Events > select "yes" for "Did you teach?" AND 2. ELEMENTS DATA > TEACHING ACTIVITIES > Add a new Extension and continuing education instruction) Teaching should be entered for each year of the review period separately.

   For the VITA > DEPARTMENT > EXTENSION module, use the "copy…related" feature to group your Extension Events into a single entry (row) within a calendar year.
   - 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 title, date, location fields and add direct contacts, etc. as necessary.
   - YOU MUST USE the "select 'yes' for 'Did you teach?'" 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 (dossier theme name)). If you have used the "Copy…related" feature to add multiple instances of an event, VITA will sum direct contacts and tally events to include all those instances of an event in ONE line of your EXTENSION 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 you should enter most of your Extension teaching activity data into the VITA > DEPARTMENT > EXTENSION module. Only enter "one-off" teaching activities, individual instruction and guest lectures into ELEMENTS DATA > TEACHING ACTIVITIES > Add a new Extension and continuing education instruction item in section 4 of the core dossier. **DO NOT under any circumstances enter your data in BOTH places.**

   For the ELEMENTS DATA > TEACHING ACTIVITIES > Add a new Extension and continuing education instruction item: Summarize briefly the major instructional activities (workshops, non-credit courses, etc.) which the candidate has conducted and which you have NOT included in the Extension Module (described above).
   - Select "Extension" in the "type of course" drop-down and indicate the "number of times course meets" and "number of students" ("times offered" and "enrollment"). Remember that when reporting individual instruction, the 'Times offered' field should have the same value that the 'Enrollment' field contains.
   - Identify the candidate's role and percent taught in the instruction.
   Note: List guest lectures, invited lectures, and individual instruction here.
   Select "Guest Lecture" from the "type of course" drop-down menu for guest lectures.

NEW FOR VITA: Teaching Section 4 of your promotion document will now have one <u>COMBINED</u> table of your Extension teaching efforts. The "Extension" table will have items you entered in: 1) DEPARTMENT > EXTENSION > Extension Events > select "yes" for "Did you teach?" AND 2) ELEMENTS DATA > TEACHING ACTIVITIES > Add a new Extension and continuing education instruction > Type of course: select "Extension."
Note: A separate table for each "type of course" selected from the dropdown in the "Extension and continuing education instruction" section will be generated (e.g., if you select "guest lecture," a "Guest Lecture" table will be created in teaching section 4).

Follow the Example Narrative and Example tables below to complete this section (*the tables on the following pages have been abbreviated for inclusion as a sample*). Use the NARRATIVES > TEACHING ACTIVITIES > EXTENSION COURSES TAUGHT 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:*

a. Teaching in Group Settings
These tables provide a summary of group teaching activities since the candidate became assistant professor. The participants included Extension professionals and clientele, both youth and adults. Group teaching included workshop, seminars, or classes and ongoing groups.

Landscape Horticulture:
Total number of participants - 10,666
Number of times course offered - 208

Volunteer Development:
Total number of participants - 3,407
Number of times course offered - 104

Volunteer Management:
Total number of participants - 1,874
Number of times course offered - 63

Other Teaching:
Total number of participants - 92
Number of times course offered - 3

Group Teaching Total Number of Participants: 18,037
Group Teaching Total Number of Courses Offered: 407

b. Individual Instruction
As an Extension faculty member, this candidate provides individual instruction for Extension professionals and youth and adult clientele. This instruction occurs through phone calls, electronic communication, and face-to-face meetings.

Landscape Horticulture:
Total number of contacts - 1,154

Volunteer Development:
Total number of contacts - 1,826

Volunteer Management:
Total number of contacts - 1,451

Other Instruction:
Total number of contacts - 468

Total Number of Individual Contacts - 4,899

↑ *End Example Narrative*

VITA generates the table below. The table includes examples of individual instruction and examples of group instruction. 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 and should be listed as individual instruction. An example is illustrated in the first row in the "Extension Example" table. Also <u>see Appendix A</u>. (Tables have been truncated for inclusion as examples.)

Extension Example Table

Date	Title	Sponsor	Enr.	% Taught	Candidate's Role	Formal Eval.	Times Offered
1/2018 – 12/2018	Individual Instruction: eXtension Ask an Expert	eXtension	8	100		No	8
01/2018 – 12/2018	Individual Instruction: Volunteer Development	Ohio State University Extension	112	100		No	112
01/2018 – 12/2018	Individual Instruction: Volunteer Management	Ohio State University Extension	296	100	Individual consultation with OSU professionals and volunteers who are responsible for managing the Master Gardener Volunteer program in their county.	No	296
02/2017 – 07/2017	Top-Performing Low-Maintenance Annuals for Ohio Gardens (Landscape Horticulture)	Ohio State University Extension	297	100	Presenter	Yes	5
02/2017 – 05/2017	Herbaceous Ornamental Training for Master Gardener Volunteers (Volunteer Development)	Ohio State University Extension	69	100	Presenter	Yes	3
03/2017	Diagnosing Plant Problems for Master Gardener Volunteer Training (Volunteer Development)	Ohio State University Extension	43	100	Presenter	Yes	2
06/2016	Mitigating Geese and other Rodents in Natural areas (Landscape Horticulture)	Ohio State University Extension	20	5	Organizer, Presenter	No	1
05/2016	Beginning Gardening (Landscape Horticulture)	Ohio Farm Bureau	43	50	Co-presenter	Yes: EEET	1
09/2015	Top-Performing Annuals for Low-Maintenance Gardens (Landscape Horticulture)	Ohio State University Extension	25	100	Presenter	No	1

5. **Curriculum Development** (NARRATIVES > TEACHING ACTIVITIES > CURRICULUM DEVELOPMENT)
Give specific examples of the candidate's 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.
Note: eXtension training module authoring contributions go here. **See Appendix A**.

The recommended format within VITA would be:
Title (Program Name and Citation)
Year Developed including Dates of Revision if applicable:
Overview/Need
Overall Objectives
Target Audience
Curriculum Description (components/materials created and used)
Role (authorship)
Use by Others
Impact

This recommendation is based on the following:

Programming curriculum provides a faculty member 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 example, the curriculum has scope and sequence, is citable and retrievable, is tied to publication, and is affiliated with a publisher greater than self.

Use the following categories (see bolded text below):

↓ *Begin Example 1 Curriculum Development Narrative*

Title (Program Name and Citation): Nuts and Bolts of a Community-Led Business Retention and Expansion Program. comdev.osu.edu/programs/economic-development/business-retention-expansion/program-tools

Year Developed including Dates of Revision if Applicable: 2013

Overview/Need: Curriculum has focused upon the application of tools and techniques designed to help local officials and community organizations better understand their economy and collaborate in the improvement local economic conditions.

Overall Objective: Empower local development officials and community members to act on community and economic development issues of strategic importance. Help local communities learn how to systematically gather information critical to understanding local development needs. (300 words)

Target Audience: community stakeholders (primary) and Extension field faculty (secondary).

Curriculum description (components of program/materials created and used): Consists of lesson plans, worksheets, presentation materials (i.e., ppt. slides), exercise and discussion guides, teaching outlines and web-based materials such as audio and enhanced podcasts designed to provide an overview of a comprehensive retention and expansion program, resource reference sheets, evaluation tools, and basic marketing tools including appropriate branding.

Role: Candidate created module 1 curricular materials; coordinated creation and peer review of curricular materials for modules 2-4.

Use by Others: Community stakeholders and Extension professionals based in Champaign, Cuyahoga, Huron, Gallia, Guernsey, Medina, Van Wert, Wayne, and Wyandot counties have requested or indicated to the candidate that they are using the curriculum materials.

Impact: In 2008, participants estimated that approximately 100 local community officials have adopted one or more recommended practices for retaining jobs or expanding employment in their community as a result of participating in the BR&E program. Participants have also indicated that the BR&E program has helped them and fellow local officials better do their jobs, helped them establish relationships with area employers that have enabled them to become more successful, and benefited from involving local community volunteers. Participants have engaged in dialogue with between 965 and 1,200 businesses involving an estimated 100 local community volunteer hours. Program partners estimate 140 jobs were created by existing businesses, and more than 300 jobs were retained.
Note: As of July 1, 2004, collaboration with faculty and staff in Department of Agricultural, Environmental, and Development Economics to support the development and delivery of this curriculum has become a primary focus. Approximately $52,000 has been acquired in training grants and contracts to support this programming since July 1, 2004.

↑ *End Example 1 Curriculum Development Narrative*

For this example, the curriculum does not have scope and sequence, may or may not be citable and retrievable, and may or may not be published.

It is recommended that you use the following categories (see bolded text below):

↓ Begin Example 2 Curriculum Development Narrative

Title (Program Name and citation if applicable): Planning Healthy Meals for Meetings
OSU Extension Administration posted the materials on its website at go.osu.edu/OSUEHRresourcesmeetings

Year Developed including Dates of Revisions if applicable: 2009

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 inservices/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, I worked on the PowerPoint presentation and materials for selecting and working with a caterer. I completed 40 percent of authorship.

Use by Others: Endorsed by OSU Extension Administrative Cabinet in August 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 its website 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 Extension meetings." Materials have also been shared at three national conferences.

↑ End Example 2 Curriculum Development Narrative

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6. **Brief description of your approach to and goals in teaching, and major accomplishments and plans for the future in teaching** (NARRATIVES > TEACHING ACTIVITIES > APPROACH and GOALS TO TEACHING)
Note: Describe accomplishments (from training grants) here.

7. **Evaluation of teaching since date of hire or date of last promotion, whichever is more recent** (NARRATIVES > TEACHING ACTIVITIES > EVALUATION OF TEACHING)
Brief description of how the candidate has used the evaluation information to improve the quality of instruction.

8. **Awards and formal recognition for teaching** (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new distinction > Type of Award/Honor: select "Teaching")
List awards the candidate has received for excellence in teaching. *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. **Other Academic Advising** (ELEMENTS DATA > TEACHING ACTIVITIES > Add a new course-based degree, academic, or professional supervision > Advisee is in advisor's current department = "false" > Academic level: select appropriate level > Advising Role: select appropriate role)
Brief description of academic advising not included in section 2 under teaching or section 7 under service.

10. **Teaching Professional Development** (VITA > SUPPORTING DATA > Professional Development > Click "+Create New Event" button and fill out resulting form)
NOTE: This section added new in fall 2018 to report professional development in which you have participated (specifically) to improve your teaching skills.

Research

1. **List of books, articles and other published papers** (Items a-l below are located in the ELEMENTS DATA > PUBLICATIONS section of VITA. <u>DO NOT USE THE "PUBLICATIONS…General Press Articles"</u> section in VITA 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 1h of the dossier).
Contributions 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 contributions helps to differentiate these contributions.

   NEW FOR VITA: Use VITA > SUPPORTING DATA > Publications to **indicate if any of the entries are peer or editor reviewed**. You will also use this section to report "author order", "% effort", and "description of effort."

   Only papers and other scholarly works that have been formally accepted without qualification for publication or presentation, or have actually been published or presented, should be listed in *Items a-l* below. ***Create an Appendix D for items accepted, but not yet published or presented and include a copy of the acceptance letter.***

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

   In cases of multiple authorship for Items 1a-1e, a narrative description (approximately 50 words) of the candidate's intellectual contribution is required (VITA > SUPPORTING DATA > Publications > Description of effort).
   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 percent).*
   - *I identified the patients for the study, administered the drug regimen, reported results to the consortium and reviewed the draft manuscript (contribution 65 percent).*
   - *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 percent).*

   Statements such as the following are NOT acceptable: "All authors contributed equally," "50 percent 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 should provide the approximate percentage of their contribution in relation to the total intellectual effort involved in the work for Items 1f-1k. (VITA > SUPPORTING DATA > Publications > % effort)

Include as separate categories (Items listed in sections a-l below are arranged in alphabetical order under ELEMENTS DATA > PUBLICATIONS section of VITA. The VITA category name is in parenthesis if different from the OAA category name)**:**
(NARRATIVES > PUBLICATIONS and RESEARCH > PUBLISHED WORKS)

a) Books (other than edited volumes) and monographs
b) Edited books (ELEMENTS DATA > PUBLICATIONS > BOOK > Type of Work – Edited Book: select "Edited Book")
c) Chapters in edited books
d) Bulletins, technical reports, and fact sheets
   Note: eXtension content page authoring contributions go here. ([See Appendix A](#))
e) Peer-reviewed journal articles (Journal Articles – VITA > SUPPORTING DATA > indicate "peer-reviewed")
f) Editor-reviewed journal articles (Journal Articles – VITA > SUPPORTING DATA >indicate "editor reviewed")
g) Other journal articles (ELEMENTS DATA > PUBLICATIONS > Journal Article > Article Type: Select "review")
h) Reviews (Indicate whether peer-reviewed) (ELEMENTS DATA > PUBLICATIONS > General Press Article > Is it a review? = "true")
i) 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](#)).
j) Papers in proceedings (ELEMENTS DATA > PUBLICATIONS > Conference) (report only full papers and indicate 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 <u>not</u> qualify as a conference proceedings publication.
   Poster presentations should be documented in this category. Select "Poster" from the drop-down of the "Publication type" field (NOT "publication document type" field).
k) Unpublished scholarly presentations (ELEMENTS DATA > PUBLICATIONS > Presentation) (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 is appropriate to document both the presentation and the journal article.
   NOTE: To list a presentation as delivered at an international conference, the conference must be out of the country. If the conference is in the United States, but is billed as an international conference, the conference must rotate in and out of the country.
l) Potential publications in review (indicate authorship, date of submission, and to what journal or publisher the work has been submitted) (Indicate whether peer-reviewed)

2. **List of creative works pertinent to the candidate's professional focus** (Items a-m below are in alphabetical order in VITA under ELEMENTS DATA > PUBLICATIONS > …. The VITA category name is in parenthesis if different from the OAA category name) NOTE: A "creative works" data

entry category does NOT exist in VITA.
(NARRATIVES > PUBLICATIONS and RESEARCH > CREATIVE WORKS)
  a) Artwork (Artwork and Exhibit > Type of work: select "artwork")
  b) Choreography (Musical Works and Performances > In the "type of work field" you MUST type in "Choreography")
  c) Collections (Artwork and Exhibit > Type of work: select "collections")
  d) Compositions (Musical Works and Performances > In the "type of work field" you MUST type in "Compositions")
  e) Curated exhibits (Artwork and Exhibit > Type of work: select "curated exhibit")
  f) Exhibited artwork (Artwork and Exhibit > Type of work: select "exhibited artwork")
  g) Inventions and patents
  h) Moving image (Media > Type of media: select "moving image")
  i) Multimedia/databases/websites
     Note: List podcasts or YouTube videos here.
     Note: eXtension training module authoring goes here. (See Appendix A)
  j) Radio and television (Media > Type of media: select "Radio Broadcast/Recording" OR "TV Broadcast/Recording")
  k) Recitals and performances (Musical Works and Performances > In the "type of work field" you MUST type in "Recitals and Performances")
  l) Recordings (Musical Works and Performances > In the "type of work field" you MUST type in "Recordings")
  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 "PUBLICATIONS > GENERAL PRESS." Newspaper columns, 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 > PUBLICATIONS and RESEARCH > FOCUS OF RESEARCH)
   Note: Candidates should describe contributions to their programmatic themes here.

4. **Quality indicators of research, scholarly or creative work** (NARRATIVES > PUBLICATIONS and RESEARCH > QUALITY INDICATORS)
   Description of quality indicators of candidate's research, scholarly or creative work such as citations, publication outlet's 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 > PUBLICATIONS and RESEARCH > FOCUS OF RESEARCH AND ELEMENTS DATA > GRANTS for items a-f below, select "research or training grant/contract" as "type of grant" where appropriate)
   Funding narrative summary example:
   Number of grants funded and total amount: 51 for $1,245,689
   Number of grants and total amount pending: 3 for $15,432
   Number of grants not funded and total amount: 11 for $89,500
   Total other funding acquired (i.e. revenue generation, cost recovery, release time): $47,609

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 or 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 (enter data into "description of effort" field: ***REQUIRED BY OSU EXTENSION***.

a) Funded research on which you are or have been the principal investigator (select 'Principal investigator of' or 'Site PI of' for "What is your relationship with this grant?").
- 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 'Co-investigator of' or 'Multi-PI on' for "What is your relationship with this grant?").
- period of funding
- source and amount of funding
- whether funding is in the form of a contract or grant

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 of' 'Co-principal investigator of" or 'Site PI of' for "What is your relationship with this grant?"). 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 (status must be set to "unfunded," "pending" or "submitted").
- 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. (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new distinction > Type of Award/Honor: select "Research," "Creative Works" or "Scholarship").

Service
1. **List of editorships or service as a reviewer for journals, university presses, or other learned publications.** (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new editorial)

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). (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new membership)

3. **List of consultation activity (industry, education, government).** Give time period in which consultation was provided and other information as appropriate. (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new other professional/public service > Category of Activity: select "consultation"). Consultant Common Language Statement: Education, job-related, and Key Achievement: Professional consultation in candidate's areas of expertise regarded as part of normal job duties.

4. **Clinical services. State specific clinical assignments.** (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new clinical service)

5. **Other professional/public service such as reviewer of grants or proposals or as external examiner, if not listed elsewhere.** (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new other professional/public service)

6. **Administrative service. Give dates and description of responsibility.**
   a) Unit committees (Example: OSU Extension statewide committees) (region, state, national) (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new committee membership > Committee Level: select "department," "center," "program," "division," "school," "campus," or "institute")
   b) College or university committees (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new committee membership > Committee Level: select "college" or "university")
   c) Initiatives undertaken to enhance diversity in your unit, college or the university (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new strategic initiative > select the radio button below "Activity" field and type in "Diversity Initiative" in the field next to the radio button). Diversity common language statement: "CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information, visit cfaesdiversity.osu.edu. For an accessible format of this publication, visit cfaes.osu.edu/accessibility." **(Candidates are encouraged to list additional initiatives within their unit/county as appropriate.)**
   d) Administrative positions held, e.g. graduate studies chair – include responsibilities as county Extension director, EERA leader, area leader (Add each entry as a separate position under ELEMENTS DATA > ELEMENTS DASHBOARD > Menu > My Account > Profile > Edit profile > + add an academic appointment)
   Add ALL the following information to the "Position" field…
   - Position title;
   - Administration (if you do not type the word "Administration" in this field, it will not appear in this section of your dossier);
   - Percent time commitment: (again, there is not a separate field for percent of time, so you must type it in the "position" field for it to appear)
   - Description: (describe what your CED or Area Leader (or appropriate) duties are).
   Example: Ohio State University Extension, Buckeye County Extension director; Administration; Percent Time Commitment: 25 percent; As CED, some of the specific responsibilities and activities include:
   e) Service as a graduate faculty representative on a dissertation in another unit or university (ELEMENTS DATA > TEACHING ACTIVITIES > Add a new course-based degree, academic, or professional supervision > Advisee is in advisor's current department = "false" > Academic level: select "Doctoral Student" or "Masters Student" > Advising Role: select "Candidacy Examination Committee Member," "Dissertation Committee Member," "Examination Committee Member" OR "Thesis Committee Member")

7. **Advisor to student groups and organizations** (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new advising student groups)
    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. (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new advising student groups >Type of Group: select "Student Life")
    b) Summarize participation in Student Life programs such as fireside discussions, lectures to student groups outside your unit, addresses or participation at student orientation. (NARRATIVES > PROFESSIONAL ACTIVITIES > STUDENT LIFE ACTIVITIES)

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. (ELEMENTS DATA > PROFESSIONAL ACTIVITIES > Add a new distinction > Type of Award/Honor: select "Service", "Extension", or enter text in "Type of Award/Honor" text box)

10. **Brief elaboration that provides additional information about service activities listed above.** (NARRATIVES > PROFESSIONAL ACTIVITIES > 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 shall include all peer teaching evaluation letters per OSU Extension guidelines. Candidate will also include EEET summary tables received from Learning and Organizational Development (LOD). Only letters solicited by the department chair 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 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 go.osu.edu/EEETRequest and request a five-year EEET comparative report for promotion purposes. You must make your request by March 1. LOD 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 LOD for promotion/tenure reviews.

A. Internal Letters of Evaluation
Only letters solicited by the department chair, P&T 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 or 1.1 or 2.1 below.

1.1) P&T Committee's detailed assessment of the candidate's accomplishments in teaching, scholarly work and service regarding both strengths and weaknesses along with recommendations based on these aspects of the record.
   • report of the discussion by the P&T Committee
   • numerical vote of the P&T Committee
   • assistant director's letter
2.1) The department chair's independent assessment of the candidate's accomplishments, regarding both strengths and weaknesses. This assessment should take into account the faculty deliberative body's recommendation. If the department chair's assessment and/or recommendation differs from that of the P&T Committee, the basis for differing judgments should be addressed.
2.2) Head of any unit in which the candidate holds a joint (split FTE) or courtesy academic appointment – independent assessment of the candidate's accomplishments, regarding both strengths and weaknesses.

2.3) Comment process – letters generated or a notation that the candidate declined to provide comments.

3.1) P&T Committee – independent assessment including the committee's numerical vote and recommendation to the department chair. If the Extension P&T Committee's assessment is contrary to the department chair's recommendation, the basis for differing judgments should be addressed.

3.2) Administrative-level comment process – including any letters generated or a notation that the candidate declined to provide comments.

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. For untenured candidates, include all annual review letters since year of hire. For tenured candidates, include all annual review letters since last Ohio State promotion or year of hire with tenure, not to exceed the most recent five years.

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

5) **Documentation of peer evaluation of teaching is required**. The material in this section must match requirements set forth in the department APT document. Guidelines for peer evaluation letters of teaching are available at: go.osu.edu/osuepolicyhandbookpeerevaluationsofteaching

B. External Letters of Evaluation

The candidate, P&T Committee, and department chair will be responsible for identifying potential external evaluators. The department chair will be responsible for soliciting letters from external evaluators. At least six evaluators shall be contacted. They may not be employed at The Ohio State University and *must be at or above the proposed rank*. These should be distinguished faculty who are in a position to comment in an informed way both on the quality of the candidate's scholarly work and on its significance to the broader field in which it resides. ***They may not be former advisors, collaborators, post-doctoral supervisors, close personal friends, or others having a relationship with the candidate that could reduce objectivity. They must be able to provide an arm's-length evaluation. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. The candidate shall not contact the external evaluator as this may jeopardize the process.***

Since the department cannot control who agrees to write and/or the usefulness of the letters received, more letters are sought than are required, and they are solicited. This timing allows additional letters to be requested if fewer than five useful letters result from the first round of requests.

No more than half of the external evaluator letters can be from the names 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 faculty 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 five years, whichever is more recent) in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by someone other than the chair will not be included.

IV. Student Evaluation of Instruction

A. Cumulative Fixed-Response Survey Data

Fixed-Response Survey: Provide a summary table 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. Complete documentation as set forth below is required.

Results for every 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 registrar.osu.edu/sei/reports.html for directions on how to generate an SEI report.

To obtain your **Cumulative EEET Summary Report**:
- Go to go.osu.edu/EEETRequest and complete the summary request form by March 1.

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/semester 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 Learning and Organizational Development 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 LOD for promotion and/or promotion/tenure reviews.

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, 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 to full professor should provide evaluations for the most recent five years.** The department chair will assign this task to a faculty member of higher ranking.

Note: The persons summarizing teaching evaluation data from group EEETs should also include information from other open-ended evaluations in their letter. Letter shall be addressed and submitted to the department chair, who will provide a copy for review to the candidate and place the original in the dossier.

Faculty will receive the five-year EEET summary report by email from LOD 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 LOD. OSU Extension recommends that the candidate review EEET summaries prior to forwarding to his or her reviewer and prior to inclusion in the dossier.

Part 5 – Dossier Submission

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

Probationary faculty and those faculty who have submitted a letter of request for promotion to the department chair shall be granted access to a BuckeyeBox folder to upload and manage their dossier files.

- The candidate must post documents to the **box folder by midnight of the due date. (See Appendix B).**
- All documents are required to **be posted as PDFs**.
- 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. <u>File names must include: candidate last name, item to be submitted and year of submission.</u>**

See examples of file naming below:

candidatelastnamedraftdossier2018-19.pdf
candidatelastnamefinaldossier2018-19.pdf
candidatelastnameannualreview2017.pdf
candidatelastnamepeerreviewltrs2013-2017.pdf *- NOTE: most-recent letters should be listed first in the pdf. You should have obtained at least one letter per year.*

Department Contacts

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Greg Davis, chair
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Pat Brinkman, procedures
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Promotion and Tenure Committee
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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

Helpful Links

- **Extension APT Document**

  extension.osu.edu/sites/ext/files/imce/PPHandbook/Extension-APT-6Sept18.pdf

- **Office of Academic Affairs (OAA) handbook – Volume 3: Promotion and Tenure**

  oaa.osu.edu/assets/files/documents/3HBP&T.pdf

- **OAA Forms**

  oaa.osu.edu/forms.html

Appendix C

Timeline – IMPORTANT: The candidate is required to submit all dossier materials to the BuckeyeBox folder as designated by the department chair (unless stated otherwise) no later than midnight of the due date.

FACULTY REQUESTING A NON-MANDATORY PROMOTION

	Due Date	Person(s) responsible to submit/complete review materials
D E P A R T M E N T R E V I E W	December 1, 2018	**Candidate** • Submits a letter to the department chair requesting consideration for promotion.
	January 2019	**Department Chair** • Notifies candidate a department BuckeyeBox folder is available to upload materials for a promotion dossier review. • Department will request candidate's EEET reports from LOD.
	March 12	**Candidate** • Submits a DRAFT dossier report; and • Student Evaluation of Instruction (EEET and SEI) reports (if applicable).
	April 1	**Department Chair** • Shall identify faculty of higher rank who is willing to submit a letter of evaluation regarding candidate's EEET reports/evaluations. • Sends name of faculty who has agreed to write a letter of evaluation to the candidate. Candidate shall send copies of EEETs to faculty writing the letter. Upon receipt of letter, the candidate will be sent a copy and a copy will be placed in the candidate's dossier.
	April 25	**P&T Committee: Spring Meeting** – reviews and votes on candidate's dossier. • Committee shall submit a letter to the candidate and department chair regarding feedback and coaching within 10 days after meeting. • Submits 3-4 external evaluator names and contact information to department chair. Note: Evaluator must be higher rank than candidate's current rank.
	April 30	**Candidate** • Submits 5-7 scholarly materials along with a cover page listing materials. Note: one printed copy of the materials shall be delivered to Agricultural Administration Building, room 3, 2120 Fyffe Road, Columbus, Ohio 43210. • Submits 2-3 external evaluator names of higher rank and contact information to department chair. Do not contact potential external evaluators.
	June 14	**Candidate** • Submits a DRAFT dossier report.
	July 10	**Procedures Oversight Designee (POD)** – reviews second draft dossier. Per OAA POD duties, verifies citations and provides feedback to the candidate. • Submits a letter to candidate and a copy to department chair.
	August 1	**Associate Chair** or **Assistant Director** • Submit a supervisor letter of recommendation to department chair regarding candidate for promotion and tenure consideration. **Candidate** • Submits *a FINAL* dossier report; • OAA Dossier Checklist 105 – completes and signs page 1 only (indicate items have been submitted); • Peer teaching evaluation letters (past five years, combine into one PDF); and • Current and prior four (4) years of annual performance reviews. *For tenured candidates, include all annual review letters since last Ohio State promotion or year of hire with tenure, not to exceed the most recent five years.*
	September 11	**P&T Committee: Fall Meeting** – reviews and votes regarding the candidate's dossier package. Submits a letter of recommendation to department chair within 10 calendar days after meeting.
	September 23	**POD** – submits to department chair's office form OAA Dossier Checklist 105; completes *pages 2-9 (to include verification of citations and voting record).*
	September 26	**Department Chair** – notifies candidate of P&T Committee and department chair recommendation. The 10-day comment process begins. Forwards P&T Committee and department chair letter and OAA Comments Form 103 to candidate.
	October 5	**Candidate** • Signs and returns OAA Comments Form 103 to department chair's office.
	mid-October	**Department Chair** – finalizes and submits candidate's dossier to college for further review and approval.
COLLEGE REVIEW		January/February, 2020 – **College** completes review of candidate's dossier and notifies department of outcome. Per OAA rules, the 10-day comment process begins.
UNIVERSITY REVIEW		April/May – **University** notifies college of its decision. June/July – **Board of Trustees (BOT)** meets to review university requests for promotion and tenure. After meeting, notifies college of promotion and tenure decisions.
		July – **College** notifies department chair of BOT awards.
		August – **Department Chair** notifies candidate of award.
		September 1 – Promotion and tenure becomes effective.

MANDATORY 6TH YEAR PROMOTION AND TENURE REVIEW

	Due Date	Person(s) responsible to submit/complete review materials
D E P A R T M E N T R E V I E W	January 2019	**Department Chair** • Notifies candidate a department BuckeyeBox folder is available to upload materials for a promotion dossier review. • Department will request candidate's EEET reports from LOD.
	April 1	**Candidate** • Submits a DRAFT dossier report; and • Student Evaluation of Instruction (SEI) reports if applicable. **NOTE: spring review not required**
	April 1	**Department Chair** • Shall identify faculty of higher rank who is willing to submit a letter of evaluation regarding candidate's EEET reports/evaluations. • Sends name of faculty who has agreed to write a letter of evaluation to the candidate. Candidate shall send copies of EEETs to faculty writing the letter. Upon receipt of letter, the candidate will be sent a copy and a copy will be placed in the candidate's dossier.
	April 25	**P&T Committee: Spring Meeting** – reviews candidate's dossier. • Committee sends letter to candidate and department chair regarding feedback and coaching within 10 days after meeting. • Submit 3-4 external evaluator names and contact information to department chair. Note: Evaluator must be higher rank than candidate's current rank.
	April 30	**Candidate** • Submits 5-7 scholarly materials along with a cover page listing materials. Note: one printed copy of the materials shall be delivered to Agricultural Administration Building room 3, 2120 Fyffe Road, Columbus, OH 43210. • Submits 2-3 external evaluator names of higher rank and contact information to department chair. Do not contact potential external evaluators.
	June 14	**Candidate** • Submits a DRAFT dossier report.
	July 10	**Procedures Oversight Designee (POD)** – reviews second draft dossier. Per OAA POD duties, verifies citations and provides feedback to the candidate. • Submits a letter to candidate and a copy to department chair.
	August 1	**Associate Chair** or **Assistant Director** • Submits a letter of recommendation to department chair regarding candidate for promotion and tenure consideration. **Candidate** • Submits a *FINAL* dossier report. • OAA Dossier Checklist 105 – completes page 1 only (indicate items have been submitted and sign). • Peer teaching evaluation letters (past five years, combine into one PDF) • Current and prior four (4) year annual reviews
	September 11	**P&T Committee: Fall Meeting** – reviews and votes regarding the candidate's dossier package. • Submits a letter of recommendation to department chair within 10 calendar days after meeting.
	September 23	**POD** • Submits to department chair's office form OAA Dossier Checklist 105 – completes *pages 2-9 (to include verification of citations and voting record).*
	September 26	**Department Chair** – notifies candidate of P&T Committee and department chair recommendation. The 10-day comment process begins. • Forwards P&T Committee and department chair letter and OAA Comments Form 103 to candidate.
	October 5	**Candidate** • Signs and returns OAA Comments Form 103 to department chair's office.
	mid-October	**Department Chair** – finalizes and submits candidate's dossier to college for further review and approval.
COLLEGE REVIEW		January/February 2020 – **College** completes review of candidate dossier and notifies department of outcome. Per OAA rules, the 10-day comment process begins.
UNIVERSITY REVIEW		April/May – **University** notifies college of its decision. June/July – **Board of Trustees (BOT)** meets to review university requests for promotion and tenure. After meeting, notifies college of promotion and tenure decisions.
		July – **College** notifies department chair of BOT awards.
		August – **Department Chair** notifies candidate of award.
		September 1 – Promotion and tenure becomes effective.

MANDATORY 4TH YEAR REVIEW

Due Date	Person(s) responsible to submit/complete review materials
January 2019	**Department Chair** • Notifies candidate a department BuckeyeBox folder is available to upload materials for a promotion dossier review. • Department will request candidate's EEET reports from LOD.
April 1	**Candidate** • If candidate is requesting an informal spring review, submits a DRAFT dossier report; and • Student Evaluation of Instruction (SEI) reports if applicable. **NOTE: Spring review not required**
April 1	**Department Chair** • Shall identify faculty of higher rank who is willing to submit a letter of evaluation regarding candidate's EEET reports/evaluations. • Sends name of faculty who has agreed to write a letter of evaluation to the candidate. Candidate shall send copies of EEETs to faculty writing the letter. Upon receipt of letter, the candidate will be sent a copy and a copy will be placed in the candidate's dossier.
April 25	**P&T Committee: Spring Meeting** – reviews candidate's dossier. • Committee sends letter to candidate and department chair regarding feedback and coaching within 10 days after meeting.
June 14	**Candidate** • Submits a DRAFT dossier report.
July 10	**Procedures Oversight Designee (POD) –** reviews draft dossier and provide feedback to the candidate. • Letter to candidate and a copy to department chair.
August 1	**Associate Chair or Assistant Director** • Submits a letter of recommendation to department chair regarding candidate's progress in tenure track. **Candidate** • Submits a FINAL dossier report; • OAA Dossier Checklist 105 – page 1 only (indicate items have been submitted and sign); • Peer teaching evaluation letters (since joining the faculty rank, combine into one PDF); and • Current and prior two (2) year annual reviews
September 11	**P&T Committee: Fall Meeting** – reviews and votes regarding the candidate's dossier. • Submits a letter of recommendation to department chair within 10 calendar days after meeting.
September 23	**POD** • Submits to department chair's office form OAA Dossier Checklist 105 – completes *pages 2-9 (to include verification of citations and voting record)*.
September 26	**Department Chair –** notifies candidate of P&T Committee and department chair recommendation. The 10-day comment process begins. • Forwards P&T Committee and department chair letter along with the OAA Comments Form 103 to candidate.
October 5	**Candidate** • Signs and returns OAA Comments Form 103 to department chair's office. Chair submits candidate's dossier to college for next level of review.
October	Upload to college Box folder.

DEPARTMENT REVIEW (rows January 2019 through October)

COLLEGE REVIEW

January/February 2020 – **College** completes review of candidate's dossier and notifies department of outcome.
Per OAA rules, the 10-day comment process begins.

PROBATIONARY FACULTY DOSSIER REVIEW – 1ST, 2ND, 3RD, 5TH YEARS

Due Date   *Person(s) responsible to submit/complete review materials*

	Due Date	Person(s) responsible to submit/complete review materials
D E P A R T M E N T R E V I E W	January 2019	**Department Chair** • Notifies candidate a department BuckeyeBox folder is available to upload materials for a promotion dossier review. • Department will request candidate's EEET reports from LOD.
	April 1	**Candidate** • Submits a DRAFT dossier report. **NOTE: Spring review not required**
	April 25	**P&T Committee: Spring Meeting** – reviews candidate's dossier. • Submits a letter to candidate and department chair regarding feedback and coaching within 10 days after meeting.
	August 1	**Candidate** • Submits a FINAL dossier report; • Peer teaching evaluation letters (since joining the faculty track, combine into one PDF); and • 2018 annual performance review
	September 11	**P&T Committee: Fall Meeting** – reviews the candidate's dossier. • Submits a letter of recommendation to department chair within 10 calendar days after meeting.
	October	**Department Chair** – forwards P&T Committee letter to candidate. Schedules faculty annual review meeting.
	January-March 2020	**Department Chair** – conducts faculty annual review. Discussion of last fall's dossier review. **Candidate** – submits an updated dossier report 10 days prior to meeting with chair.

A&P EDUCATOR REQUESTING FACULTY POSITION TO RANK OF UNTENURED ASSISTANT PROFESSOR

Due Date	Person(s) responsible to submit/complete review materials
March 1, 2019	**Candidate** • Submits a letter to the department chair 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.*
March 20	**Department Chair** • Notifies candidate a department BuckeyeBox folder is available to upload materials for a promotion dossier review. Department will request candidate's EEET reports from LOD.
April 1	**Associate Chair/Assistant Director** • Submits a letter of recommendation to department chair regarding candidate requesting faculty position.
August 1	**Candidate** • Submits a dossier report; • 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 four years of annual performance reviews *(one PDF, most current review first).*
September 11	**P&T Committee: Fall Meeting** – reviews and votes regarding the candidate's dossier package. • Committee submits a letter of recommendation to department chair within 10 calendar days after meeting.
October/ November	**Assistant Directors –** meet and review dossier of candidates requesting faculty position. • Submit a letter of recommendation to department chair regarding each candidate's dossier.
December	**Department Chair –** notifies candidate requesting faculty position of department decision. • Letter of award is sent to candidate, cc: Extension director, CFAES Human Resources, and supervisor. • Supervising unit shall enter HRA.

(The table rows above are grouped under the vertical label **DEPARTMENT REVIEW**.)