

## Promotion in Extension Workshop

Session One:  
Wednesday, November 12, 2014

Session Two:  
Tuesday, January 27, 2015  
(repeat of Session One)

## A g e n d a

8:30AM – 4:00PM  
Agricultural Administration Building Auditorium  
2120 Fyffe Road, Columbus, OH

<b>8:30AM</b>	<p><b>Networking &amp; morning refreshments</b></p> <p>Anticipated outcomes:</p> <ol style="list-style-type: none"> <li>1. Identify questions raised in breakouts for which answers are needed</li> <li>2. Realize perceived change in knowledge, awareness, attitude, aspirations</li> <li>3. Identify specific 'to do' list examples</li> <li>4. Gain motivation</li> </ol>
<b>9:00AM</b>	<p><b>Welcome</b> (<i>Ken Martin</i>)</p>
<b>9:05-9:45AM</b>	<p><b>Improving our understanding of the dossier review process and performance expectations based on the OSUE Appointment, Promotion &amp; Tenure document and the Administrative &amp; Professional and Faculty promotion guidelines</b> (<i>Ken Martin</i>)</p> <p>Anticipated outcomes:</p> <ol style="list-style-type: none"> <li>1. Understand how Extension operates as an academic unit within the larger university</li> <li>2. Understand the role and function of review committees and how they are named</li> <li>3. Understand the step by step review process and the overarching philosophy behind the peer review process, including the <i>peer review of extension publications</i></li> <li>4. Realize that promotion decisions are based on performance documented in the dossier which meets expectations as identified in OSUE guidelines</li> <li>5. <i>Understand the importance of following the guidelines and presenting a professional, complete dossier (incomplete dossiers and mistakes both grammatical and spelling occurred far too often, Spring dossier should be polished and professional, same as fall dossier)</i></li> </ol>
<b>9:45-10:15AM</b>	<p><b>Turning your dossier into your personal story. The importance of documenting impacts</b> (<i>Joe Heimlich-Session One, Bob Horton-Session Two) and Erdal Ozkan</i>)</p>
<b>10:15AM</b>	<p><b>Making your plan, and what needs to be in it. Understanding the document requirements (or following the guidelines)</b> (<i>Ryan Schmiesing</i>)</p> <p>Anticipated outcomes:</p> <ol style="list-style-type: none"> <li>1. Understand the importance of creating your plan for teaching, scholarly/creative work and service from Day 1</li> </ol>
<b>10:45AM</b>	<p><b>Break</b></p>
<b>11:00AM</b>	<p><b>Getting our arms around documentation requirements</b> (<i>Bev Kelbaugh</i>)</p> <p>Anticipated outcomes:</p> <ol style="list-style-type: none"> <li>1. Understand the OSUE dossier outline more clearly</li> <li>2. Understand what materials are necessary to document performance</li> <li>3. Understand the importance of teaching and scholarly/creative narratives (presenting your philosophy, reporting major accomplishments, impacts, plans for the future, and how EEET information will be used)</li> </ol>

11:30AM	<b>Engaging a support network for building your dossier (your mentor, your supervisor, your peers)</b> ( <i>Greg Davis, Jackie Kirby-Wilkins and Judy Villard-Overocker</i> )
12:00PM	<b>Lunch - The value of documenting your accomplishments</b> ( <i>Keith Smith</i> )
1:00PM	<p><b>Round Table 1:</b>  <b>Making creation and maintenance of the dossier a part of one's work</b> (<i>David Civittolo, Nancy Bowen-Ellzey-Session One, Jason Hedrick, Pam Bennett, Bruce Clevenger-Session Two</i>)</p> <p>Anticipated outcomes:</p> <ol style="list-style-type: none"> <li>1. Understand methods for maintaining a current dossier ('Best practices' panel discussion)</li> <li>2. Open discussion and sharing of ideas (entire group)</li> </ol> <p><b>Round Table 2:</b>  <b>Writing Narrative Sections: The Importance of Parallel Construction and Quality Indicators</b>  <i>Discussants: Myra Moss and Lisa McCutcheon</i>  What to include in the Philosophy of Teaching; Description of research, scholarly, or creative work; Quality indicators of research, scholarly, and creative work; Evaluation of teaching narrative sections.</p>
2:00PM	<p><b>Plenary Session 1:</b>  <i>Discerning the Difference: Formal and informal curriculum</i>  <i>Discussants: Pat Brinkman and Pam Bennett-Session Two</i>  Knowing the difference between formal and informal curriculum, importance of peer review, and publication greater than self</p>
2:30PM	<p><b>Plenary Session 2:</b>  <i>What constitutes duplication of reporting?</i>  <i>Discussant: Jeff McCutcheon</i>  What is a scholarly presentation, facilitation and coordination? How do you appropriately list conference attendance, professional development, presentations, posters, abstracts, proceedings, and scholarly work?</p>
3:00PM & 3:30PM	<p><b>Round Table Discussions</b></p> <ol style="list-style-type: none"> <li>1. <i>Awards and Service:</i>  <i>Discussants: Treva Williams and Bev Kelbaugh</i>  Knowing which section to list awards in: Do Awards relate to Teaching, Scholarly Work, or Service? Knowing how to list service: Reporting effort in relationship to position; understanding consultation.</li> <li>2. <i>Accurate Citations:</i>  <i>Discussant: Pat Brinkman and Myra Moss</i>  The details about reporting % and nature of your contribution.</li> <li>3. <i>One of These Things Does Not Belong Here!</i>  <i>Discussant: Jeff McCutcheon</i>  Knowing what does and what does <b>not</b> get reported in your dossier and how to skillfully reflect your efforts. Insight on the decision process for determining where things go in dossier to give you the best overall picture of your career development. (Not reporting committee meetings, judging events as teaching)</li> </ol>
4:00PM	<b>Adjourn</b>