

Using Parallel Construction to Strengthen Your Vita Document

What is Parallel Construction (PC)?

Parallel Construction involves identifying *key themes* from your Extension body of work – specializations, major assignments - and then following and emphasizing these key themes throughout your vita in Teaching, Research, and Service. Each section of the vita hosts specific information. Using these themes, as opposed to repeating information several times, will allow the reader (A&P and P&T Committees) to clearly track your major impacts throughout your document. Information within the document should be related/linked, but should not be repeated. PC also provides an opportunity for you to demonstrate consistency and continued growth in your expertise.

How do you identify and communicate your themes?

1. Think about what you do and translate them into *themes*:

What are three or four categories/themes/specializations in which you do most of your work? Examples could include: school enrichment, volunteerism, agronomic crops, Dining with Diabetes, food safety, economic development, livestock quality assurance, building community capacity, etc. Your Specializations will be useful in determining your themes.

2. Describe your themes clearly in your position description.

A. Introduction

o Biographical Narrative

- Current overview of position, indicating percentages to describe major assignments, and clearly state area(s) of specialization.
- *Candidates should present and describe the programmatic themes that will be highlighted throughout their dossier* (page 10, Faculty Guide for Promotion and Tenure 2013-2014)
- Your position description is crucial because it sets the stage for the rest of your document and identifies and describes the themes that you will weave through the rest of your dossier.

B. Core Dossier

o TEACHING

▪ 4. Extension and Continuing Education Instruction

- This is where we locate the teaching tables that represent all programs taught in past five years or since date of last promotion (whichever is more recent).
 - o PC: Programs should be organized in categories that reflect your key themes. Do this by listing the theme in parenthesis immediately following the title of the teaching activity. (See example tables on page 14 of the Faculty Guide for Promotion and Tenure 2013-2014)

▪ 5. Curriculum Development

- Document curriculum and programs that have either been created or adapted by the professional to meet the needs of clientele and the impacts from that program/curriculum. These products may come from an individual effort or that of a team on which the professional served. If the result of a team effort, the professional should describe only their own efforts.
 - o Explain programs or curriculum items developed/adapted and the role or responsibilities of the professional in the overall effort. Brief references may be made to funding received to establish the program or the recognition received as a result of the curriculum or program, but this is not the focus. The impacts described here should not be the same as those reported elsewhere.
 - o Identifying themes and grouping curriculum entries underneath those themes will help with PC.
 - o Please follow the suggested format and structure presented in the guidelines for promotion.

