

**2007/2008 GUIDELINES AND PROCEDURES  
FOR  
PROMOTION OF A&P EXTENSION EDUCATORS AT  
THE OHIO STATE UNIVERSITY  
AND  
SWITCHING TRACKS TO FACULTY**



November 2006

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## **A&P Promotion or Transfer to Faculty Track – 2007-2008**

April 2	Submit 10 copies of vita and letter to Regional Director requesting consideration for promotion or transfer.
April 6	Regional Directors identify candidates. Master list sent to the cabinet; a copy to Leader, Program Development and Evaluation; and a copy to Associate Director, Operations.
April 9- May 18	Regional A & P Promotion Committee previews and offers suggestions.
Summer	Evaluators contacted by Regional Director for input. Coaches work with applicant.
September 3	Vita (2 copies) due to Regional Director. These will be reviewed by POD (Procedures Oversight Designee) from regional committee; feedback in one week.
September 17	Vita (original and 9 copies) due to Regional Director for Regional A&P promotion committee to review
October	Regional A&P committee meets and writes report. Regional Director writes recommendation. <ul style="list-style-type: none"><li>• Applicant is informed of outcome, can review file and has a 10 day comment period</li></ul>
November 2	Dossier for A&P (and 5 copies) forwarded to Associate Director, Operations; Dossier for transfer to Faculty Track forwarded to Department Chair.
November-December	A & P Dossier reviewed by Assistant Directors and Associate Director, Operations and a recommendation is made to the Department Chair.
January	A&P candidate notified of promotion

\*Transfer requests to faculty track will submit following the Faculty P&T guidelines.  
(Transfer to faculty track initiates automatic transfer to STRS.)

**PART II THE DOSSIER OUTLINE**

**OUTLINE OF INFORMATION AND DOCUMENTATION FOR  
PROMOTION IN RANK FOR A&P EDUCATORS**

**TABLE OF CONTENTS**

**A. INTRODUCTION**

**Biographical Statement listing degrees and professional positions held with dates for each.**

**Position Description (1 page) – this is a current overview of your position and responsibilities and how they have evolved over time. Use percentages to describe major assignments and clearly state area of specialization.**

**Significant Accomplishments/Contributions (1 pages)**

**B. EVALUATION – COLLECTED AND INSERTED BY REGIONAL DIRECTOR  
“Referral letters go here”**

**C. CORE DOSSIER**

**Number pages consecutively within the Core Dossier.**

Page 1 will be the first item in the outline below. All teaching evaluation data should be included when the core dossier is paginated; it is acceptable for these pages to be numbered by hand.

In the **Introduction** and **Evaluation** sections of the dossier, materials should be ordered according to the above outline, but do not need to be paginated.

In the review process, attention is paid both to productivity since date of hire or last promotion (whichever is more recent) and accomplishments over one's entire career. Avoid self evaluation except when it is requested. Assessment of quality and importance is most appropriately offered by others.

In the outline below some items state specifically the time frame for which information is to be provided. When no time frame is provided, 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 that those since the date of hire or last promotion (whichever was more recent) can be clearly identified.

You must include every item in the outline in your dossier. If a particular item is not applicable to you, place those words under the item. Do not omit the item.

1. Undergraduate, graduate, and professional courses taught since date of hire or past five years – NOT APPLICABLE
2. Involvement in graduate/professional exams, theses, and dissertations – NOT APPLICABLE
3. Extension and Continuing Education Instruction

Summarize briefly the major instructional activities (workshops, non-credit courses, etc.) which you have conducted. Identify your role in the instruction and the number of participants.

***Extension format suggestions***

*Major instructional activities for past 5 years or since date of hire as an Educator (whichever is more recent).*

*Organize these activities as follows:*

*a) Teaching in Group Settings*

*Set up in Table Form. Group together similar subject matter programs, starting with specialization area. Headings to include: Topic, Type of Program, Role in Instruction, Total Number of Participants, Where Taught (county, regional, statewide) Type of Evaluation, Times Offered.*

*b) Individual Instruction (i.e. one-on-one)*

*c) Mass Media – magazine articles and trade journal articles would be reported here*

4. Curriculum Development since date of hire or last promotion (whichever is more recent)

*Note for Extension: Report program development impacts and impacts from grant funded projects here. Where applicable, describe individual contributions to team or interdisciplinary efforts.*

5. Brief description of your approach to and goals in teaching, and major accomplishments and plans for the future in teaching
6. Evaluation of Teaching since date of hire or last five years (whichever is more recent).
  - Describe how the quality of your teaching has been evaluated, i.e., peer review, surveys, EEETs. Describe how you have used this evaluation information to improve teaching.

### ***Extension Evaluation Data Summaries***

*For each class/program in which you used some type of fixed response survey (e.g. EEET) provide the following information in table form:*

- How many students were in the course and how many completed evaluations?*
- For each class (fixed choice or narrative) indicate who handed out and collected the instrument.*

*a) Summary Table*

- Insert summary tables. You can request these from Program Development and Evaluation (PDE) unit. These will include annual summaries for the past five years and summary sheet of all programs taught (by program) for the past five years.*
- If you have not obtained EEET evaluations or retained EEET evaluations from only a small number of classes taught during the relevant time frame, review should be postponed until you have accumulated the required documentation.*

*b) Create a table that summarizes and reports results of peer evaluations using the EEET form. Report who distributed and collected the instrument.*

*c) Provide an Educator or specialist of higher rank the summary tables to analyze results and prepare a report. The report is inserted in this section. Request your Regional Director to assign this task to someone and make the request well in advance of the deadline for completion of your dossier. State in the dossier the name of the person who wrote the summary.*

*d) If you used other fixed choice survey instruments, include a summary table. It is not necessary to include summaries of narrative comments that were obtained along with fixed response surveys.*

*e) Open-Ended (Narrative) Evaluation. For all courses in which you used open-ended evaluation instruments as the primary means of collecting student input, someone other than you must summarize the comments on a course by course basis for inclusion in this section of the dossier.*

- Ask your Regional Director/unit head to assign this task to someone, and make the request well in advance of the deadline for completion of your dossier.*
- State in the dossier the name of the person who wrote the summaries. Any faculty member or qualified staff member may fulfill this task. Insert the summary at this point in the vita; it does not need to be page numbered.*

7. Awards and formal recognition for teaching – List awards you have received for excellence in teaching. Nominations for such awards should not be listed. These awards may include citations from academic or professional units (department, college, university, professional associations) which have formal procedures and

stated criteria for awards for outstanding teaching performance. To the extent possible, describe how awardees are selected and the extent of competitiveness of the award.

8. Academic advising – NOT APPLICABLE
9. Advisor to student groups and organizations – NOT APPLICABLE
10. Student affairs committees, task forces and other student services – NOT APPLICABLE (If you guest lecture to a class or have a student intern, report in this section.)
11. Student services awards or formal recognition – NOT APPLICABLE
12. Books, articles and other published papers – NOT REQUIRED. *OSU Extension publications and presentations are reported in Section 13. If you have efforts to report in this section, follow the formatting guidelines provided below. 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-i below. Provide a copy of the acceptance letter in the appendix for items accepted, but not yet published or presented.*

Works under review must be listed separately in Item j.

Use a standard citation style with authors listed exactly as they are listed on the publication. You must list yourself even if you are the only author.

- Whenever there is multiple authorship for *Items a-j* write a concise account of your intellectual contribution. Include:
  - Nature of your intellectual contribution: **required**.
  - Approximate percentage of your contribution in relation to the total effort involved in the work: **required**.

**Examples of required format for providing this information:**

*I designed the experiment (which was carried out by the graduate student co-authors), and wrote the article. (contribution 75%).*

*I identified the patients for the study, administered the drug regimen, reported results to the consortium and reviewed the draft manuscript (contribution 65%).*

*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%).*

***If peer reviewed describe the review process.***

- a) Books (other than edited volumes) and monographs
- b) Edited books

- c) Chapters in edited books
- d) Bulletins and technical reports
- e) Peer reviewed journal articles
- f) Editor reviewed journal articles
- g) Reviews and abstracts (report poster summaries and abstracts published in proceedings)
- h) Papers in proceedings (report only full papers)
- i) Unpublished scholarly presentations
- j) Potential publications in review process

13. Creative or scholarly works – Extension professional focus

Provide chronological list, do not duplicate what has been listed elsewhere in the document, if peer reviewed describe review process.

**For items a-d, whenever there is multiple authorship describe: the nature of your intellectual contribution, the approximate percentage of your contribution in relation to the total effort involved in the work.**

- a) Peer Reviewed OSU Extension publications
- b) Peer Reviewed unit publications and materials including: software, videotapes, satellite productions, audiotapes, websites
- c) Non-peer reviewed publication and materials including: software, videotapes, satellite productions, audiotapes, websites
- d) Publications in review process (indicate authorship, date of submission and review body)
- e) Unpublished scholarly presentations to OSU professions (example: state inservice training)

14. Focus of creative works

Describe focus/area of specialization, highlighting major creative/scholarly work and future plans.

15. Quality indicators of research, scholarly or creative work – NOT REQUIRED

16. Research funding – NOT REQUIRED

If reporting, follow guidelines below. Whenever there is multiple authorship, describe the nature of your contribution and percentage of contribution.

- a) Funded research on which you are or have been the *principal investigator*.
  - 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.

- 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*.
- Source and amount of funding
  - Whether the funding is in the form of a contract or grant.
- e) Proposals for training grants you have submitted that were not funded.
- Date of submission.
  - Title of the project.
  - Authors in the order listed on the proposal.
  - Agency to which proposal was submitted.
  - Priority score received by proposal, if applicable.
- f) Any other funding you have received for your academic work.

Provide the type of information requested above as appropriate.

17. Prizes and awards for creative work
18. Editorships or service as a reviewer for journals – NOT REQUIRED
19. Offices held and service to professional societies
20. Consultation – NOT REQUIRED
21. Clinical services – NOT APPLICABLE
22. Other professional/public service not included elsewhere
23. Administrative service – indicate dates and description of responsibility
  - a) OSU Extension Committees (Region, State, National)
  - b) College or University committees
  - c) Affirmative action and mentoring activities
  - d) Administrative positions held – include accomplishments as County Director
  - e) Other administrative services to/for the University
24. Major academic/professional awards and commendations

To the extent possible, describe how awards are selected and extent of competitiveness.

### **PART III PROMOTION AND TRANSFER GUIDELINES**

#### **PROMOTION GUIDELINES FOR A&P EXTENSION EDUCATORS**

##### **The Value of the Process**

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

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

##### **Setting the Framework**

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

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

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

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

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

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

Promotion is considered in the context of the individual's assignment and related responsibilities. Some A&P Educators within the Department of Extension may have a 25% administrative appointment as director of their county Extension unit.

Even though they may not uniformly relate to all disciplines, important common principles must be applied to all evaluations. In a manner consistent with the rank being sought, a candidate being evaluated must:

- Demonstrate professional stature and an ability to communicate with relevant audiences;
- Present evidence of continued growth in the qualities desired in all teachers;
- Keep current with methods, skills, and subject matter; and;
- Reflect professional competence through creative achievement, in the opinions of colleagues.

A&P Educators are responsible for applying for promotion at appropriate times in their careers. In Extension, title changes and changes in assignments are not considered to be changes in rank nor are they considered justification for changes in rank.

## PROMOTION CRITERIA

### **A&P**

- **Proof of excellent performance over a period of time in teaching, creative works and service in local assignment**
- **Evidence of teamwork, interdisciplinary approaches**
- **Demonstrated impacts and promise of continued high quality contributions**
- **Area of specialization – capable and mature educator**
- **Expectations increase from Educator II to III to IV**
  - In competence, performance and peer recognition**
  - Participation/service to profession and organization**
- **Continued growth**

**Promotion is considered in the context of the individual's local assignment**

# SWITCHING TRACKS FROM A&P to FACULTY

## CRITERIA

- Excellence is expected and documented in teaching, creative works and service for local programming efforts
  - Interdisciplinary approaches and contribution to team efforts are evident
  - Educator IV status, meets/exceeds current criteria for Educator III
  - Demonstrate desire and aptitude for scholarship by sharing creative efforts at regional and national professional meetings, soliciting peer reviews
  - Show evidence of potential for sustained faculty achievement in teaching, creative and scholarly works and service
  - Willingness to be involved in professional/university committees, teams or leadership roles
  - Submission of vita for review by faculty Peer Review Committee
  - There are grant-funded positions which will remain at A&P status; not eligible for application to faculty track.
- ❖ Some A&P positions are not eligible for faculty track

## PROCEDURES

1. Written request to Regional Director
  2. Timetable and procedural guidelines follow faculty guidelines.
  3. Prepare vita using most current Extension outline for faculty P&T
  4. Review process includes reviews by Regional Director, Department Chair and Faculty Review Committee.
  5. Regional Director coordinates process and makes recommendation to Department chair.
  6. Department chair makes final determination of whether to offer faculty status to the candidate following faculty P&T Committee review of dossier.
  7. Movement to faculty track does result in the increase of base salary by a set amount.
  8. Appointment would be at the rank of Assistant professor with the full probationary period available and University rules applying for tenure and promotion.
- ❖ Only one transfer will be approved during an individual's continuous period of employment with OSUE
- ❖ Transfer to faculty track initiates automatic transfer to STRS.

## **PART IV    Background**

### **Career Advancement**

In 1993 OSU Extension, after a period of intense review and discussion, put in place a two-track system for county Educators in Ohio. All county Educators hired since 1993 into the OSU Extension system enter as A&P Educators. Educators who have demonstrated success at the Educator III or Educator IV level may apply to transfer to the faculty track as an untenured Assistant Professor. There are grant-funded positions which will remain at A&P status; not eligible for application to faculty track. Faculty Educators may elect to leave the faculty track and transfer to the A&P professional track. Once an Educator (faculty or A&P) has changed tracks, they may not return to their original track.

The goal of the A&P Career Track is to establish a career advancement system parallel to the faculty promotion and tenure system. It provides more career choices for all Educators and establishes a career ladder for A&P Educators. Specific guidelines related to promotion, procedures for applying and vita outlines are on the OSUE website: <http://www.ag.ohio-state.edu/~admin/handbook/section3.htm>. Each winter, workshops are offered that explain the promotion process for each track. Coaching is also provided by the Regional Director/associate chair in each region. The Department Chair provides leadership for administration of the promotion and tenure process and meets with Educators to assist them in developing their vita and understanding the system.

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

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

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

## ***Looking at the Career Tracks for County Educators\* and District Specialists***

### **EDUCATOR I**

- Less than 2 years professional experience
- Hired prior to 1/1/99 without MS  
(Must earn MS within 5 years of hire)

### **EDUCATOR II**

- Apply for promotion when successful as Specialist II and meet criteria for Specialist III

### **EDUCATOR III**

- Apply for promotion when successful as Specialist III and meet criteria for Specialist IV
- Apply for transfer to untenured Assistant Professor when successful as Specialist III and meet criteria for faculty track

### **EDUCATOR IV**

- Highest level in A&P track
- Apply for transfer to untenured Assistant Professor if meet criteria for faculty track

### **INSTRUCTOR**

- Hired prior to 1/3/97  
Apply for promotion when meet criteria for Assistant Professor

### **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 beginning of 7<sup>th</sup> year required

### **ASSOCIATE PROFESSOR**

- Apply for promotion when successful as Associate Professor and meet criteria for Professor

### **PROFESSOR**

- Highest rank in faculty track
- Sustained excellence and contributions expected

\*If you change tracks, you may not return to your original track.

## **PART V. PROCEDURES FOR A&P PROMOTION REVIEW**

### **Process:**

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

The candidate will have the primary responsibility for preparing a dossier documenting his or her accomplishments using the outline provided by OSU Extension. Candidates must make a written request to their Regional Director/Associate Chair by April 3 and provide a vita for preview by the district committee/support team. The final vita is due September 1. Each candidate is evaluated by the Promotion committee with respect to assigned duties, considering the record of performance in meeting the criteria outline in the promotion guidelines.

### **The A&P Promotion Committee:**

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

### **Election of Committee Members:**

The committee will be elected by written ballot in each Extension region with all A&P Educators voting. Those eligible to be on the ballot will be experienced Educators III or IV. If there are not sufficient Educators III and IV to comprise the committee, the Regional Director/Associate Chair will include faculty of Assistant Professor rank on the ballot. Members serve a one-year term and are eligible for re-election. Balanced representation of all program areas, race and gender is to be sought. The Regional Director/Associate Chair oversees the process and ensures that the necessary balance is maintained. The committee will elect a chair and a procedural oversight designee 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 simple majority of those voting are needed for recommended 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 on voting. They will be reported in the voting tally as “ineligible to vote.”

### **Letters of Evaluation:**

The Regional Director/Associate Chair will be responsible for identifying internal and external program users as evaluators. At least six evaluators should be contacted. Internal evaluators should be OSU professionals who are well respected for their accomplishments and in a position to comment on the teaching, creative work and service of the candidate. A majority must be solicited from individuals **not** suggested solely by the candidate. A copy of the dossier or curriculum vita should be readily available for review by persons who are asked to comment on the performance of the Educator being reviewed.

All solicited letters that are received must be included in the dossier. Unsolicited letters of evaluation or letters of evaluation solicited by someone other than the Regional Director/Associate Chair will not be included.

### **Assessment of the Case:**

The Promotion Committee will prepare a written assessment and recommendation to the Regional Director/Associate Chair. The Regional Director/Associate Chair will prepare a written assessment and recommendation to the Department Chair. As soon as the Promotion Committee report and the Regional Director/associate chair’s letter have been completed, the candidate should be notified in writing of the completion of the Regional review and availability of these reports. The candidate may request a copy of these reports. The candidate may provide the Regional Director/Associate Chair with written comments for inclusion in the dossier within ten calendar days of notification of the completion of the review.

The Promotion Committee and Regional Director/Associate Chair may provide written responses to the candidate’s comments for inclusion in the dossier. Only one iteration of comments is permitted.

Assistant Directors will meet to review and discuss the dossiers and along with the Associate Director, Operations, make recommendations to the Department Chair in writing.

### **Appeals Procedure:**

OSU Extension strives to make decisions regarding promotion in accordance with the criteria and procedures outlined in this document and the Appointment, Promotion and Tenure Guidelines for OSU Extension (1999). If the candidate believes that a negative promotion decision has been made in violation of these guidelines and therefore alleges that it was made improperly, the candidate may appeal that decision. The Educator initiates the appeal by sending a letter to the Associate Vice President of Agricultural Administration and Director of OSU Extension outlining the reasons for the improper evaluation. This should be submitted within a

thirty-day period. The Associate Vice President and Director of OSU Extension will review the case and make the final determination.

Approved 3/2000  
Extension Administrative Cabinet  
Revised 10/2004

## **PART VI A&P GUIDELINES FOR DOCUMENTATION**

### **Extension Teaching**

Teaching is a complex function and happens in many ways, both on an individual basis and team basis. Teaching involves the conveyance of research based 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. A&P Educators teach in a variety of environments beyond the traditional classroom setting. A few examples of the methods used include telephone, computer analysis, video, television or radio programs, distance delivery, or personal visits, field days, volunteer training, seminars or workshops, group facilitation and problem solving.

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

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

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

### **Creative Works**

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

This program may include:

- a. Creative and innovative activities which contribute new teaching methods, communication systems, and procedures that have been shared appropriate audiences.
- b. Analyses and syntheses of previous studies and literature reviews which lead to the development of teaching methods or educational tools which disseminate these findings and contribute to the quality of Extension education.
- c. Applied research in which a problem or need is identified and useful information compiled and analyzed. While this is *not* a requirement, it would also be considered creative work.

- II. Creative activity may be documented by a record of:

- a. Development of innovative educational delivery methods including: computer software, video, audiotapes, satellite broadcasts, etc.
- b. Non-peer reviewed 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 creative works may be demonstrated by:

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

- b. The receipt of competitive grants and contributions toward creative works.
- c. The receipt of professional awards and recognition for creative works.
- d. Acceptance of publications and presentations by peer review boards or an invitation to present a paper by professional committees.
- e. Continued growth in one or more areas of creative activity.

### **Service**

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

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

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

Service to society at large may be demonstrated through the application of expertise and professional skills to address local, county, or state issues and by service on governmental and other special committees, boards, agencies, civic groups, and commissions.

Professional contributions/service should enhance but not supersede other position responsibilities.

## TEACHING CRITERIA FOR PROMOTION IN RANK

Educator III	Educator IV	Indicator
<input type="checkbox"/> Demonstrates efforts to update and apply technical knowledge in practical situations	<input type="checkbox"/> Demonstrates continued efforts to update and apply technical knowledge to practical situations	<input type="checkbox"/> Recognized as an expert beyond county of responsibility by peers and clientele. Recognized statewide for area of Extension expertise or specialty. Evidence of continued professional growth. <input type="checkbox"/> Implementation of new curriculum, presentations in area of responsibility, requests to teach in area of specialization and peer reviews written materials. <input type="checkbox"/> Development, adaptation, and use of creative methods in teaching <input type="checkbox"/> Content and /or teaching strategies address the needs of specific target audiences. <input type="checkbox"/> Documentation of teaching using appropriate and effective educational techniques and methods for both the content taught and audience targeted <input type="checkbox"/> Biographical statement indicates professional development undertaken to enhance specialization and other skills as an Extension educator and show continued growth (i.e. formal and non-formal course work, self study, professional association meetings, conferences, certification) <input type="checkbox"/> Documentation of ongoing program evaluation in area of specialization and/or major programs by peers and clientele. <input type="checkbox"/> Significant accomplishments section of the document demonstrates both depth and impact in areas of expertise
<input type="checkbox"/> Contributes to interdisciplinary programming through team efforts	<input type="checkbox"/> Initiates interdisciplinary programs and educational opportunities through team efforts	<input type="checkbox"/> Participation in curriculum development and/or teaching teams that result in new curriculum, sharing of program materials or ideas with others, or new ways of teaching/learning.
<input type="checkbox"/> Demonstrates effective written and oral communication skills	<input type="checkbox"/> Demonstrates excellent written and oral communication skills	<input type="checkbox"/> Peer reviewed written materials and oral presentations about Extension teaching <input type="checkbox"/> Evaluations of teaching by clientele and peers
<input type="checkbox"/> Demonstrates both proactive and reactive approaches to program development and organization skills	<input type="checkbox"/> Demonstrates excellence in both proactive and reactive approaches to program development.	<input type="checkbox"/> Program development related to clientele requests or need; program development in cooperation with other colleagues and agencies; initiation of group action for program development <input type="checkbox"/> Planning and implementing programs through the use of effective advisory committees. <input type="checkbox"/> Documents a balance of programming through teaching in area of specialization and teaching/facilitation in other areas of program responsibility. <input type="checkbox"/> Develop and organize programs that address emerging needs by developing programs that anticipate social and economic changes.
<input type="checkbox"/> Works to further the total mission of OSU Extension, the College of Food, Agricultural and Environmental Sciences, and The Ohio State University by building and maintaining positive relationships with individuals and groups.	<input type="checkbox"/> Continues to support and motivate others in maintaining positive relationships with individuals and groups.	<input type="checkbox"/> Performance Appraisal documents demonstrate positive relationships with peers and clientele. <input type="checkbox"/> Clientele and/or peer letters and evaluations of teaching <input type="checkbox"/> Actions that demonstrate a desire to support others in their work (such as formal/non-formal mentoring, support team role) or being sought out by others to assist/support their work.

**CREATIVE WORKS CRITERIA FOR PROMOTION IN RANK**

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

**SERVICE CRITERIA FOR PROMOTION IN RANK**

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

\*Some Keywords which may indicate quality of service include: developed, initiated, coordinated, facilitated, provided leadership for, responsible for, implemented, directed, selected by, elected by, appointed by, honors received, accomplishments, advised, organized, etc.

## SERVICE

Types of University Service	Examples
Committees, task forces, special study groups, etc.	Extension committees, County Director Sounding Board, 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 intercollege 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.
Administration of competitive and non-competitive grants and contributions	Co-principal investigator, project administrator, etc.

Types of Service to the Profession	Examples
Member of professional organizations	OEAA, OEPA, NAE4-HA, NACAA, ESP, NEAFCS, etc.
Committee member	Membership, awards, finance, personnel, professional development, etc.

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.

## **CRITERIA FOR A EDUCATOR II**

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

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

This promotion request is reviewed by the A&P Educator's, Regional Director. A letter of request must come from the A&P Educator to the Regional Director. The Regional Director gathers input from the County Director before making a recommendation. A letter to the Leader, Human Resources confirms the promotion to Educator II. Satisfying minimum criteria for promotion is not an assurance of promotion in rank. It merely denotes ones eligibility for consideration of promotion.

## APPENDIX

### A&P PROMOTION/TRANSFER CHECKLIST 2007-2008

1. \_\_\_\_\_ The dossier is correctly prepared and does not contain extraneous materials such as unsolicited letters, clippings, etc. 2007/2008 Guidelines have been followed.
2. \_\_\_\_\_ Each item is included and those NOT APPLICABLE are labeled this way.
3. \_\_\_\_\_ Extension and Continuing Education Instruction (Item 3) includes activities for past five years. Items are grouped by general categories and specialization focus is listed first.
4. \_\_\_\_\_ For Evaluation of Teaching (Item 6), summary tables and letters are located under Item 6.
5. \_\_\_\_\_ For Evaluation of Teaching, the number of students in the class, number of completed evaluations and name of person collecting is indicated.
6. \_\_\_\_\_ The Position Description is approximately one page long. Percentages are used to describe major assignments and area of specialization is clearly identified.
7. \_\_\_\_\_ The Significant Accomplishments provides a BRIEF overview, approximately one page long.
8. \_\_\_\_\_ Grammar, verb tenses, punctuation follows approved APA or similar writer's guide rules.
9. \_\_\_\_\_ IMPACTS or OUTCOMES of programs are clearly evident and reported in Item 4 or 15.
10. \_\_\_\_\_ An index is used along with page numbering to improve readability. Begin numbering with the Core.
11. \_\_\_\_\_ The vita is concise, using bullets and other techniques to improve readability,
12. \_\_\_\_\_ Awards are only listed once.
13. \_\_\_\_\_ Administrative Service. If you served on a regional or state Extension committee use Item 23a to report service. Discuss accomplishments and impacts as a county director or similar administrative positions in Item 23 d.
14. \_\_\_\_\_ Two copies of the vita with each placed in a manila folder are due to your Regional Director on September 3 for review by the POD.

15. \_\_\_\_\_ On September 17, 10 copies of your vita, each in a manila folder are due to the Regional Director's office.
16. \_\_\_\_\_ For citations, the authors are listed in the exact order as on the printed page, the title has exactly the same wording and the candidate's contribution is clearly indicated both in words and %.
17. \_\_\_\_\_ Examples provided in the guidelines were followed.
18. \_\_\_\_\_ For Item 13, Extension Creative or Scholarly Works. Clearly describe the peer review process. Try to find and report acceptance rates. The same guidelines would be followed if you had listings in Item 12 which is not required.
19. \_\_\_\_\_ Item 16 (Research Funding) is not required. If you do have a jointly authored grant, the candidate's contribution is clearly indicated both in words and %. Most Extension grants fit the "training grant" listing of 16d or 16 e.

Linda Kutilek, Leader, Extension Human Resources  
November, 2006

*Source: Promotion Guidelines for A&P Extension Agents, 11/2001*