

# 2013-2014 FACULTY GUIDE FOR PROMOTION AND TENURE

Distributed to OSU Extension faculty and supplemental to OAA Policies and Procedures Handbook, rev. July 2012



Source:  
[Office of Academic Affairs, Policies and Procedures Handbook, 07/2012](#)  
[Appointment, Promotion and Tenure Criteria and Procedures for the Department of Extension, 11/2009](#)

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## **PART 1 – BACKGROUND**

### **Career Advancement**

In 1993 OSU Extension, after a period of intense review and discussion, put in place a two-track system. 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.

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 on the OSUE website.

Each year, workshops are offered that explain the promotion and tenure process. 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. The Department Chair and Associate Chairs are available to meet with faculty to assist them in developing their dossier and understanding the system.

Faculty are expected to provide outstanding and timely programming to their various clientele, to establish an area of specialization, and to 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 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 has had an impact on local and broader audiences. Over time, faculty 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 reviewing faculty cases for promotion and tenure.

### **Looking at the Career Paths for Faculty**

<p><b>INSTRUCTOR</b></p> <ul style="list-style-type: none"> <li>Hired prior to 1/3/93</li> <li>Apply for promotion when meet criteria for Assistant Professor</li> </ul>	<p><b>ASSISTANT PROFESSOR</b></p> <ul style="list-style-type: none"> <li>Apply for promotion when successful as Assistant Professor and meet criteria for Associate Professor</li> </ul> <p>If transferred from A&amp;P, tenure and promotion to Associate Professor by beginning of 7<sup>th</sup> year required</p>
<p><b>ASSOCIATE PROFESSOR</b></p> <ul style="list-style-type: none"> <li>Apply for promotion when successful as Associate Professor and meet criteria for Professor</li> </ul>	<p><b>PROFESSOR</b></p> <ul style="list-style-type: none"> <li>Highest rank in faculty track. Sustained excellence and contributions expected</li> </ul>

## The Value of the Process

The faculty in the Department of Extension represent subject matter from the College of Food, Agricultural, and Environmental Sciences; 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 her or his 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. [\(see Table 1:Service\)](#) The Department of Extension has determined that in order 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 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 faculty within the Department of Extension may have a 25% administrative appointment as director of their county Extension unit/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; and;
- 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 must submit a dossier in the spring for preliminary review and recommendation for a fall submission.

During the spring review the 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 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 necessary and 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**

### **The 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 for preparing 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.

### **The Promotion & Tenure Committee**

All candidates are reviewed by the P&T Committee consisting 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 3-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 of those voting is needed for recommending 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 the 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 (5)** 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 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 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, and they are solicited. This timing allows additional letters to be requested should 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 5 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/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-days to review a copy of 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, 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. Faculty 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. Faculty 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.

## 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: 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 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, by participation on professional organization committees, and by fostering collaborative relationships with others.

Service to society at large may be demonstrated through the application of expertise and professional skills to address local, county, or state issues and by service on governmental and other special committees, boards, agencies, civic groups, and commissions. Service listed in the dossier should reflect contributions associated with your position or in part due to your role with OSU- *Extension*. Professional contributions/service should enhance but not supersede other position responsibilities.

**Table 1: Service**

Types of Service to the University, College and Department	Example
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 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, fundraising for program development, grant writing, etc.
Member of professional organizations	OAEP, NAE4-HA, NACAA, ESP, NEAFCS, NACDEP, etc.
Committee member	Membership, awards, finance, personnel, professional development, etc.
Types of Service to Society	Example
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 non-mandatory, promotion and/or tenure are required to use Research in View (RiV) to generate their core dossier. 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. 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.

**Dossier Outline** (the following outline is based on the Office of Academic Affairs (OAA) dossier guidelines. These guidelines are updated annually)

*RiV categories are notated in parenthesis and in orange font*

*\*Note: Part I and II are primarily the responsibility of the candidate.*

### **I. INTRODUCTION**

List of degrees and professional positions held with dates for each. This list replaces the traditional CV appended in the past. (INTRODUCTION – BIOGRAPHICAL INFORMATION...Degrees, Positions, Licenses, and Certifications)

**Include the following items in the Biographical Narrative field** (NARRATIVES...Biographical) 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.

### **II. CORE DOSSIER**

Page numbers are automatically created within the Core Dossier. 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.** RiV 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 Extension Department Chair, Regional Director/Associate Chair or Promotion 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 narrative and explanation may obscure important accomplishments rather than highlight them. In general these narratives should be **approximately 750 words** or less except where noted. Accomplishments may only be listed once in the dossier. Candidates should consult their Promotion 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., EETs). *Individual* course fixed-response student evaluation reports and/or EET 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 germane to the evaluation. The candidate should consult with his/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. You should organize your material in reverse chronological (descending) order when generating your core dossier document from Research in View.

### **Teaching**

#### **1. Undergraduate, graduate, and professional courses taught (TEACHING...Undergraduate / Graduate / Professional Courses Taught)**

List each course taught and clinical instruction (see Courses/Clinical Instruction in Forms Section), including the following information:

- courses taught in chronological order by quarter (AU, WI, SP, SU), 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 placing a check mark in the appropriate column

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 extension, continuing education, or other non-credit courses.

#### **2. Involvement in graduate/professional exams, theses, and dissertations**

- a) Graduate students: list completed and current and include: (TEACHING...Academic Advising)
  - 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...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, quarter of graduation, and noteworthy outcomes of this mentorship such as publications, presentations, honors or student awards. (TEACHING...Academic Advising)
- 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...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** (TEACHING...Academic Advising)  
List completed and current postdoctoral scholars and/or researchers under the candidate's supervision.
4. **Extension and Continuing Education Instruction** (Data entered in two sections of RiV: 1)NON-DOSSIER...Extension Events...select "yes" for "display on dossier" and 2) TEACHING...Extension & Continuing Education Instruction)

Summarize briefly the major instructional activities (workshops, non-credit courses, etc.) which the candidate has conducted and which you have not included in the NON-DOSSIER Extension Module. Identify the candidate's role in the instruction (if percent taught is less than 100%) and the number of participants. Select "Extension" in the "type of course" drop down and indicate the "number of times offered" and "enrollment".

**Note: List guest lectures, invited lectures, individual instruction and student interns here. Select "Guest Lecture" from the "type of course" drop-down menu for guest lectures.**

Teaching should be entered for each year of the review period separately; grouping similar teaching from multiple years is not acceptable in the new reporting system. Use "copy...related" feature to group your Extension Events into a single entry.

Remember you should enter your Extension Teaching Activity data into the NON-DOSSIER Extension section. Only enter one-off teaching activities and Extension teaching activities prior to 2010 directly into TEACHING (Extension & Continuing Education Instruction) section 4 of the core dossier. DO NOT under any circumstances enter your data in BOTH places.

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 “Display on Dossier Report” feature for any Extension EVENTS that you want to appear on your core dossier report. Remember to make the title of the EVENT reflect what was taught and put your dossier *theme* in parentheses following the event title (e.g., event title (theme name)). If you have used the “Copy...related” feature to add multiple instances of an event, RiV will sum contacts and tally events to include all those instances of an event in ONE line of your EXTENSION EVENTS table of your CORE DOSSIER printout. The EXTENSION PROGRAM title that the EVENT(S) is(are) associated with will automatically print in the Extension Events Table in the “Sponsor, Program” column.

**REMEMBER: The P&T Committee will now be expecting to see TWO Extension tables in Teaching Section 4 of your promotion document. The “Extension” table will have items you entered into “TEACHING...Extension & Continuing Education Instruction” section and the “Extension Events” table will list the EVENTS (that you checked “Yes” to Display on Dossier Report) entered under NON-DOSSER Extension Events section.**

**Note: 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 “Continuing Education, Extension and Other Courses Narrative” in the NARRATIVES 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 include Extension/youth development professionals and Extension clientele, both youth and adults. Group teaching included workshops, seminars, or classes and on-going groups.

Organizational Development for Extension Education -

Total Number of Participants: 234

Instances of Courses Offered: 10

Workplace Learning -

Total Number of Participants: 583

Instances of Courses Offered: 30

Workforce Preparation, Preparing Teens for the Workforce -

Total Number of Participants: 560

Instances of Courses Offered: 18

Group Teaching Total Number of Participants: 1377

Group Teaching Total Instances of Courses Offered: 58

**b. Individual Instruction**

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

Organizational Development - Total Number of Contacts: 12

Workplace Learning - Total Number of Contacts: 20

Workforce Preparation - Total Number of Contacts: 21

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*End Example Narrative*

Research in View (Riv) generates the tables below. The tables include 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 box in the Extension Example Table on page 15. Also see [Appendix A](#)**

### Example Tables (Tables have been truncated for inclusion as examples)

#### Extension Events

Date	Title	Sponsor & Program	Enr.	% Taught	Candidate's Role	Formal Eval.	Times Offered
1/24/2011 – 8/24/2011	Onboarding & New Employee Development: New employees and mentors/supervisors (Workplace Learning)	Ohio State University Extension. New Employee Orientation	15	100	Presenter	Yes: EEET; Program Evaluation	2
3/1/2011	Excellence to Eminence and Performance Management (Organizational Development)	Ohio State University Extension. Performance Management	38	100	Instructor/ Co-Instructor	Yes: EEET	1

#### Extension

Date	Title	Sponsor	Enr.	% Taught	Candidate's Role	Formal Eval.	Times Offered
2010	Individual Instruction: eXtension Ask-an Expertt	eXtension	8	100	Individual Instruction with Ohio Clientele	No	8
4/2010	Diversity in the Workplace (Workplace Learning)	Ohio Library Council	15	100	Co-Instructor	Yes: EEET	1
11/2009	Competencies, Competency Modeling, & Competency-based Human Resource Management (Organizational Development)	The Ohio State University	203	80	Instructor	Yes	9
2009	Onboarding & New Employee Development: New employees and mentors/supervisors (Workplace Learning)	Ohio State University Extension	20	100	Instructor/Facilitator	Yes	3
2008	Individual Instruction: Workplace Learning	Ohio State University Extension	8	100		No	8
2008	Technology Adoption and Application (Workplace Learning)	The Ohio State University	48	60	Instructor/Co-Facilitator	Yes: EEET, Program Evaluation, Peer Evaluation	2

**5. Curriculum Development (NARRATIVES...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 2011 P&T Committee wrestled with the ongoing challenge of defining curriculum. In this discussion, it was noted that there is a tremendous amount of Extension teaching that is programmatic. The need to ensure a place for these programs is important as a great amount of high quality Extension teaching is based on workshops, programs, and other types of educational exchanges that require the educator to create a teaching agenda, develop a series of activities and instructional strategies, and develop teaching resources materials (such as presentations, hand-outs, worksheets, etc.). Through this struggle, the Committee considered the following recommendation for use in the Teaching 5) section: Curriculum. The recommended format within RIV would be:

<u>Formal Curriculum</u>	<u>Informal Programming Curriculum</u>
Overview	Overview
Title (Program Name and Citation)	Name of Program
Overall Objectives	Overall Objectives
Target Audience	Target Audience
Curriculum Description	Curriculum Description
Components/Materials created and used	Components/Materials created and used
Role (authorship)	Role (authorship)
Use by Others	Use by Others
Impact	Impact

This recommendation is based on curriculum being:

- 1) **Formal Curriculum:** defined as having scope and sequence, being offered over time, and being a prepared, **peer reviewed** document that is citable and retrievable as a complete package.

Formal curriculum provides an educator with background, instructional, and assessment information along with the materials for the instructional activity itself. For this document, citable and retrievable is tied to publication, and should be affiliated with a publisher greater than self.

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*Begin Example Formal Curriculum Development Narrative*

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

**Overview:** 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.

**Title (name of program or citation):** Nuts and Bolts of a Community-Led Business Retention and Expansion Program

**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, overheads, 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:** Explain your role in the curriculum development. If joint authorship, state your percentage of the work completed.

**Use by Others:** community stakeholders and Extension professionals based in Champaign, Cuyahoga, Huron, Gallia, Guernsey, Medina, Van Wert, Wayne, and Wyandot Counties.

**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 1200 businesses involving an estimated 100 local community volunteer hours. Program partners estimate 140 jobs were created by existing businesses, and more than 300 were retained.

**Note:** As of July 1, 2004, collaboration with faculty and staff in Department of Agriculture, 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.

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*End Example Formal Curriculum Development Narrative*

2) **Informal Programming Curriculum:** defined as program-based instruction.

Informal programming curriculum includes presentation materials, teaching notes, outlines, agenda, handouts, and other component of a self-contained program. Informal programming curriculum is not lesser than formal curriculum, but it is not tied to scope and sequence and a larger, formal curriculum.

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*Begin Example Informal Curriculum Development Narrative*

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

**Planning Healthy Meals for Meetings (FOOD AND NUTRITION ADULT):**

**Overview:** 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.

**Title:** Planning Healthy Meals for Meetings

OSU Extension Administration posted the materials on their administrative web site at <http://extensionhr.osu.edu/resources/meetings/meeting.htm/>



**Overall Objective:** To encourage healthier food choices when organizational funds are used to purchase food for in-services/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% of authorship.

**Use by Others:** Endorsed by OSU Extension Administrative Cabinet in August of 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 their web site 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 meetings." Materials have also been shared at three national conferences.

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*End Example Informal Curriculum Development Narrative*

6. **Brief description of your approach to and goals in teaching, and major accomplishments and plans for the future in teaching** (NARRATIVES...Approach & 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...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** (INTRODUCTION – BIOGRAPHICAL INFORMATION...Awards / Honors, select "Teaching" for "Type of Award / Honor")  
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. **Academic Advising** (TEACHING...Academic Advising)  
Brief description of academic advising not included in section 2 under teaching or section 7 under service.

### **Research**

1. **List of books, articles and other published papers** (Items a-j below are located in the "PUBLISHED WORKS" section of RiV. DO NOT USE THE "PUBLISHED WORKS...General Press Articles" section in RiV 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 1j of the dossier).

Only papers and other scholarly works that have been formally accepted without qualification or publication or presentation, or have actually been published or presented, should be listed in *Items a-j* 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 k.* Authors should be listed exactly as they are listed on the publication. Candidates must list themselves even if they are the only author.

**Note: RIV uses the Chicago style for citations in bibliography format. The candidate does not have the option to specify a discipline-specific format when using RIV.**

In cases of multiple authorship for Items 1a-1e, a narrative description (approximately 50 words) of the candidate's intellectual contribution is required.

**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%).*
- *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%).*

Statements such as the following are NOT acceptable: "All authors contributed equally"; "50% 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. Candidates may provide the approximate percentage of their contribution in relation to the total intellectual effort involved in the work if the unit or college requires this information. This information is not required by OAA and under no circumstances is it an acceptable substitute for the required narrative description. **RIV currently requires the % effort field to be completed.**

For Items 1f-1j: the above information is not needed unless the unit requires it.

**Note: Faculty should provide the approximate percentage of their contribution in relation to the total intellectual effort involved in the work for Items 1f-1j.**

**Include as separate categories (Items a-j below are in alphabetical order under "PUBLISHED WORKS". The RiV category name is in parenthesis if different from the OAA category name):**

- a) Books (other than edited volumes) and monographs
- b) Edited books
- 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 – indicate "peer reviewed"**)
- f) Editor reviewed journal articles (**Journal Articles – indicate "editor reviewed"**)
- g) Reviews (Indicate whether peer reviewed) (**General Press Articles - indicate it is a "review"**)
- h) Abstracts and short entries (indicate whether peer reviewed) -

**Note: An abstract should be a technical summary of work, usually 200 to 500 words, although in some fields this can be over 1000 words. This is published in a document called an "abstracts" publication of the conference and is a separate document from the conference program. The 'abstracts' that summarize the presentation and are used for attendees to determine which sessions they choose to attend are events better placed under "presentations."**

**eXtension FAQ Authoring goes here. ([see Appendix A](#))**

- i) Papers in proceedings (**Conference Papers & Proceedings**) (report only full papers and whether peer reviewed)

- j) Unpublished scholarly presentations (**Scholarly Presentations**) (indicate whether peer reviewed)  
**Note: List scholarly presentations at national meetings or selected by peer review here.**
- k) Potential publications in review process (indicate whether peer reviewed)
2. **List of creative works pertinent to the candidates' professional focus** (Items a-m below are in alphabetical order in RiV under "CREATIVE WORKS". The RiV category name is in parenthesis if different from the OAA category name)
- a) Artwork (**Artwork & Exhibits**)
- b) Choreography (**Musical Works & Performances**)
- c) Collections (**Artwork & Exhibits**)
- d) Compositions (**Musical Works & Performances**)
- e) Curated exhibits (**Artwork & Exhibits**)
- f) Exhibited artwork (**Artwork & Exhibits**)
- g) Inventions and patents
- h) Moving image (**Audiovisual Works**)
- i) Multimedia/databases/websites  
**Note: eXtension training module authoring goes here. ([See Appendix A](#))**
- j) Radio and television (**Audiovisual Works**)
- k) Recitals and performances (**Musical Works & Performances**)
- l) Recordings (**Musical Works & Performances**)
- m) Other creative works  
**Note: List original newsletters created by the candidate, newsletter articles, magazine articles, trade journal articles and newspaper columns here. Other creative works.**  
**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...Focus of Research**)  
**Note: Candidates should describe contributions to their programmatic themes here.**
4. **Quality indicators of research, scholarly or creative work** (**NARRATIVES...Quality Indicators**)  
 Description of quality indicators of candidate's research, scholarly or creative work such as citations, publication outlets 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** (**FUNDING...for items a-f below, select "research or training grant / contract" as "type of grant" where appropriate**)  
 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. 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/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: **REQUIRED BY OSU EXTENSION.**

- a) Funded research on which you are or have been the principal investigator (select 'multi-PI' for 'role').
  - 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

**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.
  - 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. (INTRODUCTION – BIOGRAPHICAL INFORMATION...Awards / Honors, select "Research" for "type of award / honor")

### Service

1. **List of editorships or service as a reviewer for journals, university presses, or other learned publications.** (SERVICE...Editorships & Reviews)  
**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). (SERVICE...Service to Professional Societies)
3. **List of consultation activity (industry, education, government).** Give time period in which consultation was provided and other information as appropriate. (SERVICE...Other Professional / Public Service, select "consultation" for "category of activity")
4. **Clinical services. State specific clinical assignments.**
5. **Other professional/public service such as reviewer of grants or proposals or as external examiner, if not listed elsewhere.** (SERVICE...Other Professional / Public Service)
6. **Administrative service. Give dates and description of responsibility.**
  - a. Unit committees (Example: *OSU Extension state-wide committees*) (Region, State,

- National) (SERVICE...Service on Unit / College / University Committees)
- b. College or university committees (SERVICE...Service on Unit / College / University Committees)
  - c. Initiatives undertaken to enhance diversity in your unit, college or the university (SERVICE...Strategic Initiatives...select "other" for "Activity", type in "Diversity Initiative" in resulting field)
  - d. Administrative positions held, e.g. graduate studies chair – include responsibilities as County Extension Director, EERA Leader (Add each entry as a separate position under...INTRODUCTION-BIOGRAPHICAL INFORMATION...Positions)
    - Select "Yes" for "Higher Education Position?"
    - For "Position title"...select "other" and type "County Extension Director" (or appropriate title) in the resulting field.
    - For the "position type" field...select "administration"
    - In the "description" field, describe what your CED (or appropriate) duties are.
  - e. Service as a graduate faculty representative on a dissertation in another unit or university (TEACHING...Academic Advising)
7. **Advisor to student groups and organizations** (SERVICE...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. (SERVICE...Advising Student Groups...select "Student Life" for "Type of Group")
  - b) Summarize participation in Student Life programs such as fireside discussions, lectures to student groups outside your unit, addresses or participation at student orientation. (NARRATIVE...Student Life Activities)
- Note: In RIV, select the button denoting that this item is "in service to Student Life" in order for it to print in the correct section of the dossier.**
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. INTRODUCTION – BIOGRAPHICAL INFORMATION...Awards / Honors, select "Service" for "type of award / honor")
10. **Brief elaboration that provides additional information about service activities listed above.** (NARRATIVE...Service Activities)

**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 as per OSUE guidelines. Candidate will also include EEET summary tables received from Program Development and Evaluation Unit. 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 so as 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: <http://go.osu.edu/EEETRequest> and request a 5 year EEET comparative report for promotion purposes. The PDE Unit will receive your request and email summaries in early March. Make your request by March 1.**

### III. 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 1.1 or 2.2 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
  - Regional Director's letter
- 2.2) 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 bases for differing judgments should be addressed.
- 2.3) 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.
- 2.4) Comments process - letters generated or a notation that the candidate declined to provide comments.
- 3.1) Extension 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 bases for differing judgments should be addressed.
- 3.2) Administrative level comments 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 Extensions APT document. Guidelines for peer evaluation letters of teaching are available at this link: <http://extensionstaff.osu.edu/policy-and-procedures-handbook/vii-promotion-and-tenure/peer-evaluation-teaching-faculty>

### III. 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 should 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.***

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 should 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 5 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: 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, provide a summary table. Complete documentation as set forth below is required.

Results for every quarter 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 <http://registrar.osu.edu/faculty/sei/instructorreports.asp> for directions on how to generate an SEI Report.

To obtain your **Cumulative EEET Summary Report**:

- Go to <http://go.osu.edu/EEETRequest> and complete the summary request form.

##### 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/quarter 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 Program Development and Evaluation when candidates request the Cumulative EEET Summary Report under IV.A above and will be sent to the candidate by the PDE Unit.**

##### 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 EEET's should also include information from other open-ended evaluations in their letter. Letter shall be addressed and submitted to: Department Chair who will provide a copy for review to the candidate and place the original in dossier.**

Faculty will receive the five year EEET summary report by email from the PD&E Unit and is responsible for sending the summary report to the person reviewing and summarizing their forms. The person reviewing cannot request the summary report from PD&E. OSU Extension recommends that the candidate review EEET summaries prior to forwarding to their reviewer and prior to the inclusion in dossier. Report any questions about the EEET summary to the PD&E Unit.

## **PART 5 – DOSSIER SUBMISSION**

### **File Naming and Electronic Submission**

- The candidate shall name the supporting documentation as defined below.
- The candidate shall submit the supporting documentation electronically to the Department via email.

**IMPORTANT: Files must be named and sent as *separate* PDF files to: [OSUE-Faculty@osu.edu](mailto:OSUE-Faculty@osu.edu)**

<b>DOCUMENT TO SUBMIT</b>	<b>NAME PDF</b>
<ul style="list-style-type: none"> <li>• Letter of Request for Candidate seeking promotion to Associate or Full Professor</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_LOR 2013_14</li> </ul>
<ul style="list-style-type: none"> <li>• Research In View Dossier Report – Draft</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_I-II_RiV Dossier Draft 2013_14</li> </ul>
<ul style="list-style-type: none"> <li>• Research in View Dossier Report - Final</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_I-II_RiV Dossier Final 2013_14</li> </ul>
<ul style="list-style-type: none"> <li>• 5-7 Scholarly Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_Scholarly Material 1_2013_14</li> <li>• Last Name_First Name_Faculty_Scholarly Material 2_2013_14</li> <li>• Last Name_First Name_Faculty_Scholarly Material 3_2013_14</li> <li>• Last Name_First Name_Faculty_Scholarly Material 4_2013_14</li> <li>• Last Name_First Name_Faculty_Scholarly Material 5_2013_14</li> </ul>
<ul style="list-style-type: none"> <li>• Documentation of Peer Evaluation of Teaching (1-2 letters per year required)</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_IIIA_PET 2013_14</li> </ul>
<ul style="list-style-type: none"> <li>• 5-Year EEET Reports - Cumulative</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_IVA 5yr_2008_2012</li> </ul>
<ul style="list-style-type: none"> <li>• 5-Year EEET Reports -Fixed</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_IVB 5yr_2008_2012</li> </ul>
<ul style="list-style-type: none"> <li>• Dossier Checklist – <a href="#">OAA Form 105</a> – mark and sign pg 1 only</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_Checklist Form 105</li> </ul>
<ul style="list-style-type: none"> <li>• 10-Day Comments Form – <a href="#">OAA Form 103</a></li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_IIIA_Comments Form 103</li> </ul>
<ul style="list-style-type: none"> <li>• Annual Review Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Last Name_First Name_Faculty_IIIA_AR Ltr 2012</li> </ul>



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## APPENDIX A

### Where to Place eXtension Contributions

- **eXtension Ask-an-Expert**
  - ◆ Teaching section, Item 4.b Individualized instruction, Dossier guidelines page 17
  - ◆ See illustration in Example Table, Page 18.
- **eXtension FAQ Authoring**
  - ◆ Research section, Item 1.h. Abstracts and short entries, Dossier guidelines page 21.
- **eXtension FAQ Review**
  - ◆ Service section, Item 1. List of editorships, etc., Dossier guidelines page 24.
- **eXtension Content Page Authoring**
  - ◆ Research section, Item 1.d. Bulletins, Technical Reports and Fact sheets, Dossier guidelines page 21.
- **eXtension Content Page Review**
  - ◆ Service section, Item 1. List of editorships or service as a reviewer of journals, university presses, or other learned publications, Dossier guidelines page 24.
- **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, Dossier guidelines page 24.
- **eXtension Development of CoP proposal that was approved that includes funding**
  - ◆ Research section, Item 5.d. (training grant), Dossier guidelines page 23.
- **eXtension Development of CoP proposal that is pending or submitted and not funded**
  - ◆ Research section, Item 5.e. (training grant), Dossier guidelines page 23.
- **eXtension Development of CoP proposal that was approved with no funding attached**
  - ◆ Research section, Item 2.m. Other creative works, Dossier guidelines page 22.
- **eXtension Training Module Authoring**
  - ◆ Teaching section, Item 5 – Curriculum development, Dossier guidelines page 19, and
  - ◆ Research section, Item 2.i. Multimedia/databases/websites, Dossier guidelines page 22
  - ◆ 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, Dossier guidelines page 24.

## **APPENDIX B**

### **Helpful links**

- **OAA Volume 3: Promotion and Tenure Review**  
<http://oaa.osu.edu/assets/files/documents/HBVol3.pdf>
- **Department of Extension Appointment, Promotion and Tenure Document**  
[http://extensionstaff.osu.edu/sites/extintranet/files/documents/policy\\_docs/Extension-APT%20doc.pdf](http://extensionstaff.osu.edu/sites/extintranet/files/documents/policy_docs/Extension-APT%20doc.pdf)

## APPENDIX C

### IMPORTANT:

All review and promotion and tenure documents **MUST** be emailed to: [OSUE-Faculty@osu.edu](mailto:OSUE-Faculty@osu.edu)

The Office of Academic Affairs handbook can be found at: <http://oaa.osu.edu/handbook.html>

OAA Forms can be found at: <http://oaa.osu.edu/forms.html>

### Timeline

#### Candidates seeking a promotion to Associate or Full Professor

Due Date	Person responsible	Task
March 1	Candidate	submit a letter to the Department Chair requesting consideration for promotion
April 1	Candidate	submit " <b>DRAFT</b> " PDF copy of Research in View dossier report to Department
April 22	Department Chair	candidate dossiers are posted to a secure site for P&T committee review
May 16	P&T Committee	meet and review candidate dossier and provide feedback and coaching to candidate
June	Department Chair, P&T Committee, and Candidate	shall identify external evaluators whom have no conflict of interest with candidate
June 28	Candidate	submit 5-7 scholarly materials. <ul style="list-style-type: none"> <li>1 set of the 5-7 materials shall be delivered to Department Chair, Room 3, Agricultural Administration Building, Columbus, OH.</li> <li>PDF copy of the 5-7 scholarly materials shall be emailed to the Department</li> </ul>
July	Department Chair	send a request to external evaluators for a letter of evaluation (Candidate draft dossier, promotion criteria and 5-7 scholarly materials are included)
July 29	Candidate	submit copies of the previous five (5) year annual reviews to Department. <i>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.</i>
August 1	Candidate	submit " <b>DRAFT</b> " PDF copy of Research in View dossier report to Department
August 9	Procedures Oversight Designee (POD)	review dossier and provide feedback to the candidate
August 19	Candidate	submit the following documents (as separate files) to the Department: <ul style="list-style-type: none"> <li>"<b>FINAL</b>" PDF copy of Research in View dossier report</li> <li><a href="#">OAA Dossier Checklist 105</a> – page 1</li> <li>1-2 peer teaching evaluation letters</li> <li>5.5 year EET summary reports as prepared by the PDE unit</li> </ul>
August 28	Department Chair	candidate dossiers are posted to a secure site for P&T committee review
August 30	Candidate Supervisor	submit a letter of recommendation to the Department Chair regarding candidate
September 11	P&T Committee	meet and review candidate dossier
September 25	P&T Committee	submit letter of recommendation to Department Chair
September 25	POD	submit <a href="#">OAA Dossier Checklist 105</a> to Department chair– <i>pages 2-9 (to include verification of citations and voting record)</i>

October 7	Department Chair	inform candidate of P&T Committee and Department Chair recommendation. Per OAA rules, ten (10) day comments process begins
October 18	Candidate	submit <a href="#">OAA Comment form 103</a>
October 25*	Department	finalize and submit candidate dossier to College for further review
January	College	complete review of candidate dossier and notify Department of outcome. Per OAA rules, ten (10) day comments process begins
April/May	University	notify College of its decision
July	Board of Trustees	meet to review University requests for promotion and tenure. After meeting, notifies Colleges of promotion and tenure decisions
July 31	College	notify Department Chair of BOT awards
August	Department Chair	inform candidate of award
September 1		candidate promotion becomes effective

### Mandatory - 6th year promotion and tenure candidates

Due Date	Person responsible	Task
June	Department Chair, P&T Committee, and Candidate	shall identify external evaluators whom have no conflict of interest with candidate
June 28	Candidate	submit 5-7 scholarly materials. <ul style="list-style-type: none"> <li>• 1 set of the 5-7 materials shall be delivered to Department Chair, Room 3, Agricultural Administration Building, Columbus, OH.</li> <li>• PDF copy of the 5-7 scholarly materials shall be emailed to the Department</li> </ul>
July	Department Chair	send a request to external evaluators for a letter of evaluation (Candidate draft dossier, promotion criteria and 5-7 scholarly materials are included)
July 29	Candidate	submit copy of current year annual review to Department
August 1	Candidate	submit <b>"DRAFT"</b> PDF copy of Research in View dossier report to Department
August 9	Procedures Oversight Designee (POD)	review dossier and provide feedback to the candidate
August 19	Candidate	submit the following documents (as separate files) to the Department: <ul style="list-style-type: none"> <li>• <b>"FINAL"</b> PDF copy of Research in View dossier report</li> <li>• <a href="#">OAA Dossier Checklist 105</a> – page 1</li> <li>• 1-2 peer teaching evaluation letters</li> <li>• 5.5 year EEET summary reports as prepared by the PDE unit</li> </ul>
August 28	Department Chair	candidate dossiers are posted to a secure site for P&T committee review
August 30	Candidate Supervisor	submit a letter of recommendation to the Department Chair regarding candidate
September 11	P&T Committee	meet and review candidate dossier
September 25	P&T Committee	submit letter of recommendation to Department Chair
September 25	POD	submit <a href="#">OAA Dossier Checklist 105</a> to Department chair– <i>pages 2-9 (to include verification of citations and voting record)</i>
October 7	Department Chair	inform candidate of P&T Committee and Department Chair recommendation. Per OAA rules, ten (10) day comments process begins

October 18	Candidate	submit <a href="#">OAA Comment form 103</a>
October 25*	Department	finalize and submit candidate dossier to College for further review
January	College	complete review of candidate dossier and notify Department of outcome. Per OAA rules, ten (10) day comments process begins
April/May	University	notify College of its decision
July	Board of Trustees	meet to review University requests for promotion and tenure. After meeting, notifies Colleges of promotion and tenure decisions
July 31	College	notify Department Chair of BOT awards
August	Department Chair	inform candidate of award
September 1		candidate promotion becomes effective

### Mandatory - 4th year promotion and tenure candidates

Due Date	Person responsible	Task
July 29	Candidate	shall submit a copy of the current year annual review to the Department
August 1	Candidate	submit <b>"DRAFT"</b> PDF copy of Research in View dossier report to Department
August 9	Procedures Oversight Designee (POD)	review candidate dossier and provide feedback to the candidate
August 19	Candidate	submit the following documents (as separate files) to the Department: <ul style="list-style-type: none"> <li>• <b>"FINAL"</b> PDF copy of Research in View dossier report</li> <li>• <a href="#">OAA Dossier Checklist 105 – page 1</a></li> <li>• 1-2 peer teaching evaluation letters</li> <li>• 5.5 year EEET summary reports as prepared by the PDE unit</li> </ul>
August 28	Department Chair	candidate dossiers are posted to a secure site for P&T committee review
August 30	Candidate Supervisor	submit a letter of recommendation to the Department Chair regarding candidate
September 11	P&T Committee	meet and review candidate dossier
September 25	P&T Committee	submit letter of recommendation to Department Chair
September 25	POD	submit <a href="#">OAA Dossier Checklist 105</a> to Department chair– <i>pages 2-9 (to include verification of citations and voting record)</i>
October 7	Department Chair	inform candidate of P&T Committee and Department Chair recommendation Per OAA rules, ten (10) day comments process begins
October 18	Candidate	submit <a href="#">OAA Comment form 103</a>
October 25*	Department	finalize and submit candidate dossier to College for further review

### Probationary faculty (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup> year)

<b>Due Date</b>	<b>Person responsible</b>	<b>Task</b>
July 29	Candidate	shall submit a copy of the current year annual review to the Department
August 19	Candidate	submit the following documents (as separate files) to the Department: <ul style="list-style-type: none"> <li>• PDF copy of Research in View dossier report</li> <li>• 1-2 peer teaching evaluation letters</li> <li>• 5.5 year EEET summary reports as prepared by the PDE unit</li> </ul>
August 28	Department Chair	candidate dossiers are posted to a secure site for P&T committee review
September 11	P&T Committee	meet and review candidate dossier
October 11	P&T Committee	submit letter of recommendation to Department Chair
November	Department Chair	inform candidate of P&T Committee and Department Chair recommendation
January – March	Department Chair	meet with candidate to review P&T Committee recommendations

### A&P Educators requesting transfer to faculty

<b>Due Date</b>	<b>Person responsible</b>	<b>Task</b>
July 1	Candidate	submit a letter of request to transfer to the Department Chair
August 19	Candidate	submit the following documents (as separate files) to the Department: <ul style="list-style-type: none"> <li>• PDF copy of Research in View dossier report</li> <li>• Peer EEET teaching evaluation table and all peer evaluation of teaching letters since January 1, 2011</li> <li>• 5.5 year EEET summary reports as prepared by the PDE unit</li> </ul>
August 30	Regional Director/ Supervisor	shall submit a letter of recommendation to the Department Chair
September 11	P&T Committee	meet and review candidate dossier
October 11	P&T Committee	submit a letter of recommendation to the Department Chair
December/ January	Assistant Directors	meet and review transfer request
February 1	Assistant Directors	submit letter of recommendation to the Department Chair
February 15	Department Chair	notify candidate of outcome
March 1		Transfer to tenure track becomes effective

*\*pending notification from the College*