Texas AgriLife Extension Service
Professional Career Ladder System
for
Extension Program Specialists

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# Table of Contents

I. Introduction .......................................................... Page 1  
II. Specific Titles for Extension Program Specialists .................. Page 1  
III. Evaluation Criteria ................................................ Page 1  
IV. Categories to be Considered and Performance Indicators ............ Page 3  
V. Standards of Achievement for Extension Program Specialist Career Ladder . Page 5  
VI. Professional Career Ladder for Extension Program Specialists ........ Page 9  
    Professional Progression  
    Peer Review Committees  
VII. Appeals Procedure for Professional Progression .................. Page 10  

Appendix  
Sources and Types of Information for Qualitative Assessment of Performance . Page 12  
Guidelines: Preparations for Promotion. ................................ Page 13  
Vita Checklist and Process Schedule .................................. Page 14  
Curriculum Vita Outline .............................................. Page 15
I. Introduction
Texas AgriLife Extension personnel extend The Texas A&M University System to the people of Texas through a wide variety of outreach educational programs. Extension employees fulfill a vital role in the triad of functions – extension, research, and teaching – that together form the basis of the land-grant university system. Although the work of all Extension professional staff members is essential to achieving the land-grant mission, the job responsibilities and duties are not the same. This document recognizes that difference within the broader Extension program delivery system and offers a separate professional career ladder option for Extension Program Specialists.

In furthering the Extension mission, Extension professionals are expected to be innovative and progressive in their work to meet clientele needs. They must foster cooperative working relationships with other employees and maintain knowledge of current educational programs, research efforts, and organizational agendas to provide effective programs, products, and support services. Extension Program Specialists should continuously advance in their knowledge of and ability to apply principles, techniques, and technologies from their respective fields in the creation of educational programs, products, and/or services for the ultimate customer of Extension education. Extension Program Specialists may or may not be responsible for direct program delivery to audiences and their level of supervision may vary across departments or program areas, depending upon funding sources available. Therefore, the standards of achievement in this career ladder system must be flexible to accommodate a wide array of job descriptions and duties – given the very targeted nature of some Program Specialist positions.

II. Specific Titles for Extension Program Specialists
Progressive, non-tenured ranks will be assigned to each qualified Extension Program Specialist. The professional title will include Extension Program Specialist, the rank, and may be followed by a subject matter subtitle or department name. Three rank levels will be used: Level I, Level II, and Level III. Example uses of titles and rank are:

- Extension Program Specialist I (Risk Management)
- Extension Program Specialist II (Entomology)
- Extension Program Specialist III (4-H & Youth)

III. Evaluation Criteria
Extension Program Specialists will be evaluated for advancement through the career ladder system as established in the guidelines to follow. Evaluation of an individual’s effectiveness and level of accomplishment will be based upon various diverse activities that represent overall contributions in educational programming and program support. The significance of accomplishments should be placed in the context of the strategic plans and goals of the individual program, the unit, and the agency as a whole. Absolutely critical to this process is a carefully formed position description that conveys the specific responsibilities, duties, and expected program outcomes or deliverables for the individual in an Extension Program Specialist position. The weighting of specific evaluation criteria must be flexible across the various position descriptions in order to reward those accomplishments appropriate for supporting specific program emphases.
The process of promotion begins when a prospective professional is considered for employment. At that time, it should be made clear by the hiring supervisor what is expected for professional advancement through this career ladder system. For a new employee, initial ranking as an Extension Program Specialist is based on the individual’s previous professional experiences and education, as consistent with the guidelines in this document. The hiring supervisor will recommend through administrative channels an initial assigned rank for the specialist, with final approval made by the appropriate associate director.

Once employed, individual performance should be evaluated by the unit head and/or the unit peer review committee each year so the Extension Program Specialist knows, to the maximum extent possible, how well he or she is progressing with regard to possible consideration for promotion. The unit head will provide appropriate feedback to specialists, as specified by the Performance Appraisal System, regarding their performance. While it is recognized that agency and department priorities and performance criteria may change over time, individuals must be kept informed of current expectations, and their evaluations should be conducted in a consistent manner. Individuals may meet with the unit head or unit peer review committee for counsel upon request. A departmental or unit mentoring program is highly recommended to assist professionals in achieving advancement in rank. Five critical professional endeavors form the basis for an accurate assessment of Extension Program Specialists under consideration for promotion:

A. Development of Programs, Services, Products, and/or Processes

A variety of peer and clientele inputs appropriate to the candidate’s position should be used to determine the quality, creativity, significance, and professionalism of his/her efforts and/or leadership in developing Extension programs, services, products, and/or processes. Some professionals have positions that place them regularly in direct contact with customers external to the unit and the organization; others do not. Thus, appropriate evaluation should reflect the assimilation and synthesis of information from professionals in a position to evaluate the individual’s work. That may include internal co-workers, external clientele, industry professionals, peers from other institutions, or others as appropriate for the position. Awards or honors for specific programs or services through structured award competitions also should be considered.

B. Teaching Effectiveness and Quality

Teaching quality involves command of the subject discipline; progressive assimilation of the knowledge; the ability to use engaging, lively, interactive, and educationally sound teaching techniques to present information with logic and conviction, and to adapt presentations to varying audiences. Quality and effectiveness should be represented through clientele and peer evaluation. Teaching effectiveness should be assessed through client and peer evaluation.

C. Organizational Support

Financial, material, and human support should be sought through grants, contracts, participant fees, or innovative linkages with other agencies, industry, or organizational groups to enhance program effectiveness. For some Extension Program Specialists, organizational support may include training of other faculty and staff. Organizational support also includes responsiveness to administrative calls for special reports and projects. Grant and fee-based
program efforts should be evaluated on the basis of proposals or solicitations submitted and funds generated from those activities.

D. **Cooperative and Coordinative Efforts**
Extension Program Specialists are expected to establish teamwork and enhance mutual support among colleagues within and across disciplines at the agency level. Timely and effective coordination, cooperation, and scheduling of activities with co-workers and other agencies/organizations are required for programs and responsibilities with mutual audiences. Assessment in this area should involve judgments of unit teamwork and cooperative efforts with colleagues across the organization, as well as the building and fostering of productive cooperative relationships with external groups. Some professionals have specifically defined areas and responsibilities by geography or position description and will show cooperation and coordination only in those areas.

E. **Professional Contributions**
It is critical for Extension Program Specialists to remain current in their area of subject matter expertise and in the rapidly changing technology environment. Evidence of continuous acquisition of knowledge, skills, and application through formal training or other means should be assessed. Development of depth of knowledge in an area of expertise and continued breadth of knowledge in the respective fields are expected. Activity in professional organizations, including sharing of one's expertise through publications and presentations at professional meetings, will be considered. Applied or adaptive research could be a component along with comprehensive program evaluations.

F. **Additional Responsibilities**
These include responsibilities specifically related to the job responsibilities of the Extension Program Specialist that are not included in the above sections.

IV. **Categories to be Considered and Performance Indicators**
Using the above criteria, Extension Program Specialists must be assessed on how well they perform the responsibilities and duties as set forth in their position descriptions and annual planning documents. Because of the wide variation in job assignments and activities, not every specialist focuses efforts in all five critical professional endeavors. Therefore, the following categories are provided to assist reviewers in understanding the broad view of the ways specialists can support the educational mission of Extension. Reviewers should use the candidate’s position description and information provided in the Appendix of this document to best identify appropriate categories when evaluating individuals. The categories of job activity considered could include, but would not be limited to, the following:

A. **Contributions to Assigned Position Duties**
Creation/production of educational products or services, such as handbooks, site visits
Program development, delivery, evaluation, and interpretation
Effective teaching through verbal and written presentations
Result demonstrations/case studies
Participation in agriculture program faculty and staff training sessions
Consultation/technical assistance to targeted clientele
Direct assistance and support to agents, specialists, and support staff
Work with clientele support groups
Leadership, mentoring, and volunteer training
Achievement of planned outcomes
Evidence of interdisciplinary program efforts
Development and/or use of technology to enhance programs or program delivery

B. Contributions to Organizational Functioning
Committee/task force assignments
Leadership positions at all levels
Grant and contract efforts
Fee-based program activities
Agency-wide, inter-agency, university, and TAMU System contributions
External relations with clientele associations or with state/federal agencies

C. Contributions to the Profession
Local/state/regional/national/international professional activities
Professional publications and presentations
Recognized use of innovative technology for programs or education delivery
Professional organization activities, committee assignments, and offices held

For purposes of promotion, indicators of performance must be reviewed and qualitatively assessed by the unit peer review committee. Evidence of these indicators will be found in the documentation supplied in the candidate’s vita. Examples of indicators of performance might include, but are not limited to, the following:

• Program or educational product evaluations (including services provided, programs, and processes) that attest to usefulness, effectiveness, impact, creativity, or other dimensions of evaluation. Evaluations may be internal and/or external and emanate from internal clients, users, external clientele, or peers.

• Evidence that the professional has been a catalyst for the initiation or adaptation of new methodologies or processes, including those that result from developing interactions with other Extension, research or teaching professionals and external clientele.

• Evidence of increasingly sophisticated use and application of technology.

• Evidence of increasingly sophisticated knowledge of the organization and the land-grant university system.

• Sharing of expertise within the organization and through activity in professional and industry organizations.

• Leadership in networking internally, both horizontally and vertically, as well as externally with respective industry professionals and groups.

• Receipt of awards for outstanding performance, products, programs, or services.
V. Standards of Achievement for Extension Program Specialist Career Ladder

There are three ranks in the Extension Program Specialist career ladder system – Level I, Level II, and Level III – with Level I being the entry level. Reviewers also should refer to the Appendix for additional information.

A. Extension Program Specialist I (entry level rank)

1. Degree and Experience Requirements
   (a) Master's degree with relevant professional experience preferred. (Exceptions may be granted for outstanding service and distinguished achievements.)

2. Duties and Responsibilities
   (a) Development of Programs, Services, Products, and/or Processes – Perceived ability and evidence of competence necessary to:
      – Effectively plan and/or coordinate program development.
      – Determine and understand the type of educational products and reports needed to meet the variable needs of external clientele (end-users, etc.), internal clientele (county faculty, specialists, scientists, administrators) and the organization.
      – Manage projects and priorities to complete job responsibilities and duties in a timely manner.
      – Find effective approaches to the problem-solving processes involved in producing educational programs and services.
      – Effectively utilize and adapt available technology in program development and delivery.

   (b) Teaching Effectiveness and Quality – Satisfactory indication of personal/professional traits necessary to:
      – Develop effective learning environments for adult and/or youth audiences.
      – Determine and understand the variable needs and interests of targeted audiences for effective program delivery.
      – Select suitable teaching methods and techniques for achieving learning objectives.
      – Identify, train, and support volunteers to enhance effective adult and/or youth education programs.
      – Utilize feedback and evaluations to improve teaching effectiveness.

   (c) Organizational Support – Satisfactory indication of personal/professional traits necessary to:
      – Understand the agency mission, organizational operations, and goals.
      – Provide expertise for disciplinary, multi-disciplinary, and/or interdisciplinary programming and projects of the agency.
Support development of knowledge to aid in planning and producing materials to support outreach education and information programs.

Function effectively on program planning committees and in various service capacities at the unit and agency level.

Support training and grant-seeking activities, as appropriate.

(d) Cooperative and Coordinative Efforts –
Professional and personal attributes necessary to:
- Work as an effective team member to plan, produce, and implement educational programs, products and services.
- Contribute effectively to team efforts which are external to the department or unit (i.e., program development teams, issue response teams etc.).
- Work cooperatively with industry and other external groups (i.e., associations, related companies) to advance organizational goals.
- Coordinate Extension activities with appropriate units and individuals in order to increase efficiency and effectiveness.

(e) Professional Contributions –
Evidence indicating a commitment to:
- increase competency in areas of expertise.
- Improve technical skills; keep current with technological changes.
- Participate in and contribute to professional and/or industry organizations and activities.
- Pursue professional goals.

B. Extension Program Specialist II
The standards of achievement presented here are additive to those standards for the Extension Program Specialist, Level I.

1. Degree and Experience Requirements
   (a) Master’s degree and at least five years of relevant professional experience.
      (Exceptions may be granted for outstanding service and distinguished achievements.)

2. Duties and Responsibilities (in addition to those of the lower rank)
   (a) Development of Programs, Services, Products, and Processes –
      Demonstrated ability and evidence of competence necessary to:
      - Show leadership in assessment of internal/external clientele and targeted audiences as a basis for development of educational products or services to meet expectations of customers.
      - Recognized by peers for effective assistance in planning, leading and/or coordinating development of in-depth programs or complex educational events.
      - Apply an understanding of principles and technologies in support of programs or services.
Evaluate programs and activities in relation to outcome plans and program objectives/requirements.

(b) Teaching Effectiveness and Quality –
Demonstrated ability and evidence of competence necessary to:
- To deliver or facilitate delivery of educational activities, utilizing appropriate delivery techniques, that address expressed clientele needs.
- Develop and conduct appropriate learning experiences for adult and/or youth audiences.
- Learn to use and aid in development of specialized curriculum materials and learning modules.
- Utilize evaluations to improve accomplishment of teaching goals.

(c) Organizational Support –
Personal and professional traits necessary to:
- Demonstrate a high degree of understanding of the subject matter area and its relationship to Agency organizational mission, goals, and public relations.
- Attain recognition by unit peers, faculty, administration and others for the ability to plan, develop, and work with others to produce highly effective programs.
- Share knowledge with others through effective communication programs, if appropriate to the position.
- Contribute to grant proposals and execution of grants, as appropriate to the position.
- Develop and implement fee-supported programs with clientele.
- Demonstrate effective working relationships with sponsors and donors in securing and maintaining support and resources for Extension educational programs.

(d) Cooperative and Coordinative Efforts –
Professional and personal attributes necessary to:
- Make a significant contribution to and fulfill leadership roles on unit teams and other work related teams within the agency.
- Develop personal and organizational relationships with industry and other external groups to advance organizational goals.

(e) Professional Contributions –
Evidence indicating a commitment to:
- Demonstrate a depth of expertise in area of specialization.
- Expand competency in the discipline.
- Establish a record of activity and recognition in professional and/or industry organizations, as appropriate to the position and to organizational goals.
- Show progress toward stated professional goals.
C. **Extension Program Specialist III**

The standards of achievement presented here are additive to those standards for the Extension Program Specialist, Level II.

1. **Degree and Experience Requirements**
   
   (a) Master’s degree and at least 10 years of relevant professional experience. (Exceptions may be granted for outstanding service and distinguished achievements.)

2. **Duties and Responsibilities (in addition to those of the lower ranks)**
   
   (a) **Development of Programs, Services, Products, and Processes** –
       Ability and evidence of competence necessary to:
       
       - Plan and lead innovative and comprehensive development of educational programs and initiatives, from assessment through production and evaluation.
       - Demonstrate ability to be creative in seeking solutions to complex educational problems and issues.
       - Be recognized for originality and innovation in the application of technology, problem-solving, and development of programming by internal/external peers and administration.
       - Implemented educational programs or services that produced significant outcomes within individuals or communities.

   (b) **Teaching Effectiveness and Quality** –
       Personal and professional traits necessary to:
       
       - Implement programs and teaching methodology which are innovative, comprehensive, and timely to meet the needs of targeted audiences.
       - Provide technical assistance and expert guidance to extension personnel at different levels of the organization, and others as needed.
       - Utilize innovative evaluation methods to improve quality of program delivery and educational products available.
       - Demonstrate exemplary competence in developing and writing newsletters, news articles, technical fact sheets, and educational materials.

   (c) **Organizational Support** –
       Personal and professional traits necessary to:
       
       - Demonstrate leadership in originating/ redesigning new support activities or concepts which advance organizational goals.
       - Attain leadership roles on organizational planning committees and in various service capacities at the agency level.
       - As appropriate for the position, identify, secure, and maintain financial support and resources for educational programs.
       - Supervise and/or mentor new or less experienced specialists or staff.
(d) Cooperative and Coordinative Efforts –
Professional and personal attributes necessary to:
- Provide leadership to create partnerships and/or collaboration with external groups to accomplish program objectives to meet clientele educational needs.
- Give leadership to establishment and/or expansion of useful cooperative relationships with industry and other external groups to advance organizational goals through improved public relations and potential joint resources.
- Effective in coordinating complex educational activities at different levels of the organization.

(e) Professional Contributions –
Evidence indicating a commitment to:
- Possess and maintain a comprehensive knowledge of subject matter area relevant to position responsibilities and duties.
- Show attainment and renewal of professional goals.
- Establish a reputation from colleagues and clientele of having contributed significantly in one’s area of expertise.
- Assume leadership roles and/or gain recognition in professional/industry organizations, as appropriate for the position and organizational goals.

VI. Professional Career Ladder for Extension Program Specialists

A. Professional Progression
During the annual performance review of each Extension Program Specialist’s accomplishments and professional development, the specialist will receive advice and counsel on readiness to submit a vita for advancement consideration. Annual reviews of each professional are required to provide an opportunity for effective communication between each professional and the unit head or administrative leader. Following appointment to an initial rank, an Extension Program Specialist who meets the degree and experience requirements will be eligible annually to be considered for the next higher rank.

B. Peer Review Committees
1. A Peer Review Committee will be established in each unit to review requests for promotion for individuals in each unit. This committee should be composed of appropriate members, inside and/or outside of the unit, who can evaluate the quality and breadth of the overall performance of the individual. The unit head (or designee) must consult a peer review committee before forwarding a recommendation on a candidate. This advisory mechanism must be well-structured. The Peer Review Committee must follow these guidelines:
   (a) Extension Program Specialists at the upper two levels of rank are eligible to serve on a unit peer review committee, and only those with rank higher than the candidate being considered should participate in that candidate’s
review for promotion. Peer review committees should have a minimum of five members. The unit head may appoint a Professor or Associate Professor in the unit to serve on the committee.

(b) Committee recommendations should be based on the criteria and procedural guidelines established in this document.

(c) Committee deliberations must be conducted in confidence to the extent permissible by law.

(d) Committee recommendations are advisory in nature. Letters of recommendation must report the vote of the committee including abstentions.

(e) Unit heads (or their designee) are responsible for conveying the committee’s recommendations concerning promotion to the agency director. The agency director will utilize an agency-wide peer review committee to consider all unit-level recommendations.

(f) If neither the unit head (or designee) nor the unit peer review committee recommend promotion, then the candidate's record will not be forwarded for further consideration by the Extension Professional Career Ladder Peer Review Committee for Extension Program Specialists, unless the candidate so requests.

(g) If the unit head and the unit peer review committee disagree on a recommendation, then the candidate's record will be forwarded through the agency director to the Extension Professional Career Ladder Peer Review Committee for Extension Program Specialists.

(h) At any point in the process, a candidate for promotion may elect to withdraw from further consideration by written request.

(i) The unit head (or designee) is responsible for keeping the candidate informed of the decisions at each step in the process.

2. The Extension Professional Career Ladder Peer Review Committee for Extension Program Specialists.

The agency director will select a rotating, seven-member standing committee reflecting the appropriate disciplinary expertise necessary to evaluate candidates applying for promotion relative to this career ladder for Extension Program Specialists. The committee should be comprised of individuals from units having at least one Extension Program Specialist. The committee will be responsible for reviewing all recommendations for promotion under this Professional Career Ladder system. The committee's recommendation on requests for rank will be submitted to the agency director for final review and approval.
VII. Appeals Procedure for Professional Progression

A. Extension Program Specialists have the right to present grievances concerning progression through this professional career ladder by filing a written appeal to the agency director. Basis for an appeal regarding progression in rank exists when, in the opinion of the professional, one or more of the following has occurred:
   1. There was a failure to follow the prescribed procedures.
   2. There was a failure to adhere to the established criteria for determining progression in rank.
   3. Significant new evidence is presented in support of the individual related to credentials; length of professional service (experience); performance appraisal information; and overall achievement, productivity, and effectiveness.

The written appeal must include the basis for the appeal and any supporting evidence and/or documentation to be considered. Written appeals concerning denial of progression in rank must be filed within 20 working days of notification of denial. Individuals having concerns or grievances regarding other aspects of the Professional Career Ladder for Extension Program Specialists are encouraged to seek resolution of those concerns through established supervisory channels before filing a written appeal.

B. On receipt of an appeal request from a promotion candidate, a seven-member, ad hoc Appeals Committee shall be appointed by the agency director to review and/or hear individual appeals regarding progression in rank. The Appeals Committee should be composed of Extension Program Specialists.

C. The appellant may request to meet with the Appeals Committee to present the case. Such a request shall be included in the written appeal. If the appellant elects to be represented by an attorney, the appellant will notify the agency director at least five working days before the date the appeal is to be heard. The appellant will be solely responsible for any legal expenses incurred in such representation.

D. The Appeals Committee shall judge the merits of the case and forward its written recommendation with supporting documentation to the agency director for final action.

E. The agency director shall notify the appellant in writing of acceptance or rejection of the Appeals Committee recommendation. Such notification shall be made within 60 working days of receipt of the written appeal.
Appendix

Sources and Types of Information for Qualitative Assessment of Performance
This Appendix supplements the information provided in this document in Section IV, “Categories to Be Considered and Indicators of Performance.” This is intended to clarify the categories of evaluative information available that apply to the Professional Career Ladder for Extension Program Specialists. This listing is not inclusive and is only intended to provide examples to help guide the reviewer’s evaluation of vitae materials. A candidate for promotion in the Professional Career Ladder for Extension Program Specialists will be expected to offer evaluative information of various types relevant to his or her position responsibilities. A description of job function and evaluative information will be provided in or with the candidate’s vita. Examples of such information include:

Internal Peer Awards/Associations
- Extension Superior Service Awards
- Vice Chancellor's Awards in Excellence
- Specialists' Association
- Epsilon Sigma Phi Awards, local chapter
- Gamma Sigma Delta, Honorary Society of Agriculture, local chapter

External Peer Awards
- Epsilon Sigma Phi (national organization/awards)
- Professional Association Awards

Unsolicited Evaluations and Client Feedback
The following are examples of unsolicited evaluations and feedback:
- Reports that include the impact of technology use
- Reports to regional program directors, district Extension administrators, or county Extension directors about responsiveness of specialist to CEA or clientele needs
- Thank you letters for technical and training support
- Recognition of services provided in applied research and result demonstrations
- Recognition of contributions in preparation of handbooks, educational curricula, or other educational products
- Recognition of outstanding faculty professional development training programs
- Awards/recognitions from external audiences

Professionalism
Extension Program Specialists are expected to seek out means of professional development to maintain proficiency and to share their knowledge and skills with other professionals. Sources of evaluating these efforts may include:
- Participation in state and national conferences
- Membership in professional organizations
Guidelines: Preparation for Promotion in the Professional Career Ladder System for Extension Program Specialists

1. Each unit must establish a five-member Unit Peer Review Committee for Extension Program Specialists based on the guidelines presented elsewhere in this document. Each unit may also establish, as needed, a promotion oversight or mentor committee to aid candidates in the promotion process.

2. All individuals in the Professional Career Ladder System for Extension Program Specialists shall receive an annual performance evaluation by their immediate supervisor. If the unit head is not the individual’s immediate supervisor, then the unit head must also review the evaluation.

3. Individuals who want to request promotion should prepare required materials to submit to the Unit Peer Review Committee by the deadline established each year. Materials to include:
   a. A brief promotion request statement and a copy of the candidate’s current position description. Two-page limit preferred. If appropriate, copies of previous position descriptions may be included to clarify job function over a career.
   
   b. A curriculum vita that is comprehensive of the candidate’s career. The Extension Service Cumulative Faculty Achievement Report may be used for this purpose, but not the annual Faculty Achievement Report. The vita must be signed by the candidate indicating it is the most current and correct as of the date of the signature.
   
   c. Candidates should include supportive letters, along with representative samples of their work for review at the unit level. (See Vita Checklist below.)

4. Before forwarding vitae to the agency-level peer review committee, the unit peer review committee will add:
   a. An evaluative statement of vita quality regarding the following, as appropriate: development of programs and services, teaching effectiveness and quality, organizational support, cooperative and coordinative efforts, and professional contributions; and
   
   b. A recommendation for or against promotion, including the committee’s vote and basis for recommendation.

The unit head (or designee) will add a letter of recommendation for or against promotion, including the unit committee’s vote, and the unit head’s basis for recommendation.

5. The unit head (or designee) must inform the candidate in a timely manner of the recommendation for or against promotion at each level of the review process. In the event of a negative promotion decision, the candidate shall be informed in writing concerning the decision.

6. Candidates have a right to appeal negative promotion decisions. See Section VII of this document.
Vita Checklist and Process Schedule

1. Checklist of materials to be submitted by candidate:

[ ] Candidate’s statement and position description, up to two pages.

[ ] Comprehensive curriculum vita.

[ ] Letters from target audiences (i.e. letters from individuals to whom the candidate’s work is directed; e.g. clientele, agents, specialists, researchers, or staff). Formerly optional; now required. Number of letters not specified; should be representative of targeted audiences.

[ ] Representative examples of the candidate’s work. Formerly optional; now required for reference at the unit level. Examples should be retained by the unit pending completion of the entire promotion process.

2. Checklist of materials added by Unit Peer Review Committee and Unit Head:

[ ] From Unit Peer Review Committee – A letter of recommendation for or against promotion, including the committee’s vote and basis for recommendation, along with a statement of vita quality (See Appendix, # 4 under “Guidelines: Preparation for Promotion...”).

[ ] From Unit Head – A letter of recommendation for or against promotion, including the unit committee’s vote, and the unit head’s basis for recommendation.

3. Promotion Process Schedule (revised)
The promotion process begins with the unit head’s announcement each year requesting interest on the part of Extension Program Specialists and ends with the effective date of promotion – September 1 of the following year. Specific dates will be provided with the annual announcement. Dates in this schedule are general in nature and will vary slightly from year to year.

May - June       Unit head announces beginning of promotion process and receives responses back from interested candidates.

June - July      Unit head (or designee) forms Unit Peer Review Committee for Extension Program Specialists.

August          Candidates submit vitae materials to unit head who forwards them to the Unit Peer Review Committee.

mid-Sept. to mid-Oct.  Unit Peer Review Committee forwards vitae, statements of quality and recommendations for/against promotion to unit head.
mid-Nov. Unit head forwards the vitae, the Unit Peer Review committee’s recommendations, and his/her letter of recommendation to the agency director for distribution to and review by the agency’s Extension Professional Career Ladder Peer Review Committee for Extension Program Specialists.

Dec.- Feb. Promotion files are reviewed by Extension Professional Career Ladder Peer Review Committee for Extension Program Specialists.

mid-February Extension Professional Career Ladder Peer Review Committee for Extension Program Specialists transmits recommendations on promotion to the agency director. The agency director then informs the relevant unit heads of the decisions, and the unit heads then inform each candidate of the results.

March Appeals to be filed as appropriate. See Section VII.

September 1 Promotions become effective.

Curriculum Vita Outline

I. Personal Information
   A. Name:
   B. Title:
   C. Department/Program Unit:
   D. Date of Initial Appointment:
   E. Date of Last Promotion (if applicable):

II. Position Description
   A. Percent Appointment
      Extension:
      Research:
      Teaching:
      \[\frac{\text{Extension} + \text{Research} + \text{Teaching}}{100}\%\]
   B. Major Areas of Work. Describe duties of position related to the headings listed below. Where appropriate, develop other headings to emphasize special areas.
      1. Development of Programs, Services, Products, and/or Processes
      2. Faculty and Staff Training/Assistance
      3. Implementation of Educational Programs
      4. Financial and Program Support of Extension Activities
      5. Coordination and Cooperation
      6. Professionalism
III. Education, Experience & Award Recognition
   A. Education
   B. Previous positions held (most recent first)
   C. Awards and Recognitions

IV. Career Accomplishments
   A. Extension Activities
      1. Development of Programs, Services, Products, and/or Processes—Includes all work involved in planning with others to determine content, priorities and emphasis of the unit’s Extension programming. Included is planning activity with leaders and clientele groups, Extension faculty, county Extension Program Councils and program area/issue committees, Extension staff committees, etc.
         · Planning meetings with agents and program councils/committees
         · Planning meetings with clientele/agencies/organizations
         · Extension issues/initiatives planning
         · Interdisciplinary joint planning
         · Specialists initiated program planning efforts
      2. Faculty and Staff Training/Assistance—Includes all educational activity conducted using a direct contact method (do not include newsletters or preparation and other printed material) to teach Extension personnel. It includes responding to internal requests by individual office conference, correspondence and telephone.
         · Group programs
         · Individualized training
      3. Implementation of Educational Programs—Activity designed to teach Extension clientele using a direct contact method, such as educational meetings, workshops, tours, field days, etc. It includes responding to individual client requests for assistance, by mail, phone or personal conference including e-mail. It also includes indirect program support directed toward educational program (preparation and dissemination of newsletters, publications and teaching materials, and mass media usage.)
         a. Individual Presentations (list in chronological order, with presentation topic and location and nature of meeting; attendance optional)
            · Could include major activities and role of individual (e.g., short course coordinator, conference chairman, workshops, field tours, general presentation.)
            · If specially prepared handout materials were made available, you could indicate that also (optional.) If you had a coordinating role for the overall meeting that could be identified.
         b. Publications & Educational Support Materials Developed (formal citations)
            1) Extension bulletins, fact sheets, leaflets, studies, reports, monographs, etc.
            2) Special industry or commodity group reports or handbooks
            3) Slide sets, narratives and tapes
            4) Video tapes and satellite training resources
5) Professional papers and proceedings
6) Computer software
7) Refereed articles and abstracts published, in press or in review
8) Thesis and/or dissertation
9) Books or chapters therein
10) Review articles
11) Extension/research joint publications
12) Curricula/syllabus
13) Popular articles (or citation in newspaper, magazine, etc.)
14) Grant or contract reports
15) Self-study guide (for independent study)
16) Annual plan/report to CSREES
17) Other scholarly endeavors (Explain) _______________________________

c. Evidence of Plans, Designs and/or the Implementation of Field or Other Projects that
Demonstrate, Evaluate, and/or Validate New Technology to Clientele

d. Program Evaluation—The efforts related to evaluation/reporting of activities/programs, assisting with evaluation of agent progress toward goal achievement in county plans of work and special evaluation projects such as impact studies.

4. Financial Support of Extension Activities – Internal organizational maintenance and support, such as Extension staff committees concerned with operational efficiency (reports, awards, public relations, etc.), developing individual plans of work; and reporting of all types. Also include financial and/or material support, to maintain liaison with sponsors in securing and continuing support for Extension educational programs and activities (demonstrations, materials and other organizational needs, 4-H contests, leader/cooperator recognition).
   a. Grants/Contracts Funded
      · Brief title, sponsor, funding level, project duration and your role in the project

   b. Grants/Contract Proposals Submitted but Not Funded

   c. Gifts
      · Brief description, donor, funding level, and your role in acquiring. Please include “in kind” gifts.

5. Coordination and Cooperation – Actions to establish and enhance mutual support among individuals, groups and organizations that have related responsibilities, resources and/or audiences. This category includes coordination with other members and the supervisor in the planning unit, cooperation with specialists in other disciplines, coordination and scheduling with district Extension directors and county faculty, and cooperation with other agencies and organizations that have programs and responsibilities for mutual audiences.
   a. Committee activities within TAMUS units
b. Participation with industry groups/other governmental agencies

c. Collaboration and coordination with colleagues
   · interdisciplinary
   · departmental/program unit
   · Extension initiative teams

B. Professionalism and Service
   1. Membership in Professional and Honor Societies
      · List offices held and/or other major committee responsibilities in professional and job
        related organizations.

   2. TAMUS Service
      · List memberships and chairmanships of departmental, center, school, college, division
        and/or university committees.

   3. Public Service
      · List non-Extension, non-scientific presentations at or organization of workshops, short
        courses, etc.

   4. Self-Improvement Activities

C. Supervisory Duties (When Applicable)
   1. Percent of professional time required.
   2. Briefly describe scope of supervisory assignment.

D. Teaching (When Applicable)
   1. Courses Taught
      · List courses, credit hours, sections and individual’s role, such as instructor, coordinator, team lecturer, guest lecturer, etc. Can include student evaluations and other measures of student success.

E. Research Activities (When Applicable)
   1. List project numbers, title and duration for service as project leader, investigator or collaborator.
   2. List extramural support for research as project leader, investigator or cooperator. Give title, sponsor, amount of funds and project duration.
   3. List proposals not funded.

F. Continuing Education/International Programs (When Applicable)
   1. Type of Activity and Role of Individual in Continuing Education
   2. International Program Activities
      · list countries, projects, role of individual and dates