

**GUIDELINES ON
PROFESSIONAL CAREER LADDER SYSTEM FOR
COUNTY EXTENSION AGENTS**

**Texas A&M AgriLife Extension Service
Cooperative Extension Program**

**2014-2015 Guidelines
(Revised June 2014)**

June 5, 2014

To: County Extension Agents and Extension Agents

Re: 2014-2015 Agent Promotion Process

The Professional Career Ladder System for County Extension Agents provides an equitable, reliable way to measure the progress of Extension agents in their profession and reward their professional accomplishments. The attached "2014-2015 Timeline for Managing Promotion" gives this year's dates for the promotion process.

Complete updated career ladder guidelines are available online at:

<http://countyprograms.tamu.edu/files/2013/09/2014-2015-Guidelines.pdf> (revised June 2014)

We believe that professional development is essential to our organizations' ability to maintain a competent, committed workforce and to provide our clientele with quality, relevant, high-impact programs. This career ladder system enables us to recognize agents who attain new career levels, as evidenced in meeting defined criteria and making major contributions that advance both professionalism and quality programming as appropriate to their county category.

Preparing for a successful dossier review involves at least two years, prior to submission, of working closely with supervisors, regional program directors, CEP program leaders, and peers. Each candidate is responsible for meeting appropriate district deadlines and following the guidelines for dossier preparation and format, with a focus on accomplishments since the last ranking.

It is important that we continue to maintain the integrity and high standards of this system. Please contact your district Extension administrator, county Extension director, or CEP program leader if you have specific questions about the criteria, procedures, or schedule for 2013-2014 promotions.

Sincerely,



Douglas L. Steele, Director
Texas A&M AgriLife Extension Service



Akon Johnson, Dean & Professor
Director of Land-Grant Programs
College of Agriculture & Human Sciences
Prairie View A&M University

cc: Administrative Team, District Extension Administrators, County Extension Directors, Regional Program Leaders, Donna Martin, Charles Allen

Attachment: Timeline

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I. INTRODUCTION

Texas A&M AgriLife Extension Service and Cooperative Extension Program agents extend the Texas A&M University System to the people of Texas through a variety of outreach educational programs. They perform a vital role in the triad of functions - teaching, research and extension - which forms the basis of a Land Grant University System.

Extension agents work collaboratively with faculty, scientists, and other colleagues in the Texas A&M University System. Opportunities for collaboration exist with faculty in the various colleges of A&M System institutions and other universities outside of the system. Extension agents develop linkages with other agencies, organizations and institutions on the county, state and national level.

In furthering the Extension mission, Extension agents are expected to implement innovative and progressive programs that meet clientele and community needs. By educating adults and providing youth with leadership development programs, extension agents have a direct and often immediate impact on the quality of life of individuals, families and communities. This unique role distinguishes extension agents as a key local source of information and education.

The purpose of this career ladder is to provide a system for measuring and documenting the progress of extension agents in their profession and for rewarding their professional accomplishments.

Affirmative Action Statement

Texas A&M AgriLife Extension Service and Prairie View A&M Cooperative Extension Programs are equal opportunity employers. Equal opportunity shall be afforded within the Texas A&M AgriLife Extension Service and Prairie View A&M Cooperative Extension Program to all employees and applicants for employment regardless of race, color, sex, religion, national origin, age, disability, or veteran status.

II. TITLE AND EVALUATION CRITERIA

A. Title

The county extension agent will continue to be identified by program area and county. If using the designation of a level, following are examples which indicate appropriate usage of professional rank.

Suggested internal title: County Extension Agent, (Subject area), I, II, III or IV

Examples of usage of professional rank:

Jane C. Jones, M.S., CFCS
County Extension Agent - FCS, II
Brazos County

Joe C. Harris, M.S.
County Extension Agent - Agriculture, II
Brazos County

Sandy C. Smith, Ph.D.
Extension Agent - IPM, III
Brazos, Robertson, Burleson Counties

Pat Harper
Extension Agent - CEP - 4-H, III
Harris County

B. Promotion Criteria

1. Extension agents will be evaluated for advancement through the career ladder system as established in these guidelines. Determination of an individual's level of accomplishment will be based on evidence of overall contributions to the Extension system. A combination of critical professional endeavors form the basis for an accurate assessment of an extension agent:

- a. Program Development Plans and Activities

A variety of peer and clientele inputs should be used to determine the content, quality, priority, and emphasis of the extension agent's programmatic leadership. This should reflect the assimilation and synthesis of information from program development committees, clientele organizations, and key industry leaders relative to the strategic plans of the extension program.

- 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 and adapt them to varying audiences. Quality and effectiveness should be represented through clientele and peer evaluation.

- c. Program and Organizational Support

Extension faculty are expected to participate in disciplinary, multi-disciplinary, and interdisciplinary programming efforts to adequately address the priority issues of the clientele. Financial, material, and human support should have been sought to extend program effectiveness.

- d. Cooperative and Coordinative Efforts

Extension agents are expected to establish teamwork and enhance mutual support among colleagues. Extension agents should demonstrate effective working relationships with all levels of elected and appointed officials, external funders, and representatives of local groups and organizations.

e. **Scholarly Contributions and Professionalism**

Extension agents should show evidence of contributions to professional associations and total extension programs. Sharing the results of creative and scholarly work is expected. Each agent is expected to advance professionally through formal and informal educational opportunities. Comprehensive and intensive program evaluations are important components for Extension agents to highlight.

For purposes of advancement, all five of these indicators of performance will be considered by regional and state peer review committees. There should be evidence of sustained performance indicators throughout the review period.

2. **Assignment of Rank Upon Initial Employment**

The new employee ranking will be based upon the individual's previous professional experiences and education. The suggested ranking for Extension and CEP will be made by the county director/district Extension administrator, to the Extension County Programs office or to the appropriate CEP Program leaders. They will make a final ranking recommendation for approval by the Director/CEP administrator. The initial rank will be awarded and effective upon the starting date of employment.

C. Standards of Achievement for Professional Advancement

Level I

a. **Degree Requirements and Professional Experience**

- A Bachelor's Degree will be accepted under the condition that a Master's Degree will be obtained within 8 years.

b. **Evidence of Performance and Accomplishments**

- Has competencies and people skills to successfully conduct Extension programs and initiative that will lead to fulfillment of job duties and responsibilities.
- Satisfactory completion of new employee conferences and training programs.
- Possesses the skills or has demonstrated achievement of an acceptable level of performance.

Level II

a. Degree Requirements and Professional Experience

- Bachelor's Degree in appropriate subject matter required; Master's Degree preferred.
- Minimum of 5 years of professional experience by June 1 of the year submitting dossier.

b. Evidence of Performance and Accomplishments

(1) Program Development Planning and Activities

- Provided leadership for determining the content, priorities and emphasis of programming efforts in the county or designated area of responsibility.
- Effectively used the program development process to address the varied educational needs of targeted audiences.

(2) Teaching Effectiveness and Quality

- Adapted and effectively used appropriate educational methods and techniques for communicating with specific audiences.
- Served as facilitator in involving specialists and other technical support people in county educational activities.
- Utilized suitable methods and techniques for solving problems and achieving objectives.
- Functioned effectively with clientele, other Extension and research faculty, and representatives of local organizations and agencies.
- Used feedback to improve teaching effectiveness. Quality and effectiveness should be demonstrated through clientele and peer evaluation.

(3) Program and Organizational Support

- Provided leadership to Extension planning groups and served in various capacities within the agency.
- Served in leadership roles on local, regional and Extension committees and task forces.
- Utilized appropriate mass media to effectively market and interpret the value and benefit of Extension educational programs.
- Developed working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs.
- Recruited, involved and recognized volunteers to enhance educational outreach.

(4) Cooperative and Coordinative Efforts

- Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi-county activities.
- Established and maintained relationships with agents in other counties, specialists, Commissioners Court(s), state and federal representatives and representatives of local groups, organizations and other agencies.
- Demonstrated ability to cooperate effectively as a team member with coworkers.

(5) Scholarly Contributions and Professionalism

- Maintained competency in areas of program responsibility.
- Participated in relevant professional associations and community organizations.
- Earned recognition by clientele for expertise and professionalism.
- Documented scholarly contributions. Evidence of planned and implemented program accountability that describes program impacts and outcomes. Communication of results to diverse audiences.

Level III

a. Degree Requirements and Professional Experience

- Master's degree required.
- Minimum of ten years professional experience by June 1 of the year submitting dossier.

b. Evidence of Performance and Accomplishments

In addition to those of the previous levels

(1) Program Development Planning and Activities

- Integrated information from a variety of sources to effectively address critical issues and educational needs of clientele.
- Modified programs based on clientele needs.
- Recognized by peers and clientele for expertise and ability to develop and plan highly effective programs.

(2) Teaching Effectiveness and Quality

- Utilized appropriate techniques to deliver or facilitate delivery of educational activities that address expressed clientele needs.
- Learned to use and aided in development of specialized instructional materials.
- Documented use of evaluations to improve teaching methods.

(3) Program and Organizational Support

- Provided evidence of support for local and regional Extension Service programs and activities by serving on committees, task forces, and in advisory capacities.
- Effectively utilized appropriate communication tools to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc.
- Served in leadership roles on local, regional, state and Extension committees and task forces.

- Maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for extension educational programs.
- Effectively integrated volunteers into the extension program.

(4) Cooperative and Coordinative Efforts

- Demonstrated multi-disciplinary, multi-cultural and/or multi-county program efforts.
- Established networks, coalitions and collaborations which further the work of extension in serving clientele.
- Involved and sustained relationships with all levels of elected and appointed officials, extension faculty and representatives of local groups, organizations and other agencies.
- Effectively cooperated as a team member with co-workers and others and exhibits team building skills.

(5) Scholarly Contributions and Professionalism

- Expanded competencies in area of program responsibility through informal and/or formal educational opportunities.
- Communicated innovative program strategies to colleagues.
- Demonstrated applications and disseminated knowledge of current advances and developments within the profession.
- Earned recognition by peers for expertise and professionalism.
- Participated and contributed to the strengthening of professional association(s).
- Comprehensive and intensive program evaluations are conducted to document clientele change.

Level IV

a. Degree Requirements and Professional Experience

- Master's Degree required; Doctorate preferred.
- Minimum of fifteen years professional experience by June 1 of the year submitting dossier.

b. Performance and Accomplishments

In addition to those of previous levels

(1) Program Development Planning and Activities

- Planned and implemented comprehensive and innovative educational programs and developed evaluation procedures and methods that document achievement of program objectives, including information about resulting behavioral changes.
- Consistently implemented programs that produce significant outcomes within individuals and communities.
- Demonstrated ability to be creative in seeking solutions to complex educational problems and issues.
- Provided leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs.

(2) Teaching Effectiveness and Quality

- Provided comprehensive technical assistance and expert guidance to extension faculty, clientele, and others as needed.
- Developed, implemented, and disseminated programs and techniques which are innovative, comprehensive, and timely to meet the needs of targeted clientele.
- Used systematic evaluations to improve teaching effectiveness and quality.

(3) Program and Organizational Support

- Demonstrated exemplary competence in using appropriate communication tools to market the value and benefit of extension educational programs.
- Served in leadership roles on local, regional, state, and national committees and task forces.
- Sustained and managed external support and resources for extension programming.
- Effectively managed volunteers, master volunteers, peer agents and/or para-professionals as an integral part of the extension program.

(4) Cooperative and Coordinative Efforts

- Achieved and documented measurable programmatic outcomes in multi-disciplinary, multi-cultural and multi-county program efforts.
- Demonstrated leadership, motivation, and guidance which enhanced staff interaction and relationships.
- Sustained and expanded highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele.
- Expanded involvement of sustained relationships with all levels of elected and appointed officials, Extension faculty, and representatives of groups, organizations, and agencies.

(5) Scholarly Contributions and Professionalism

- Demonstrated a comprehensive knowledge of areas of program responsibility.
- Earned recognition by colleagues and clientele for significant program and professional accomplishments.
- Served in leadership positions in community organizations and professional associations.

III. EXTENSION PROFESSIONAL CAREER LADDER

A. Professional Progression

During the annual performance review of each extension agent's program accomplishments and professional development, the agent will receive advice and counsel on readiness to submit a dossier for advancement consideration based on consultation of his/her supervisor and appropriate RPL/CEP Program Leader. The supervisor and the Regional Program Leader/CEP Program Leader should counsel the agent on promotion preparation by connecting performance appraisal with career ladder criteria. This is an on-going process.

Promotion to a higher level will be based on the agent's accomplishments since his or her last promotion in rank. An agent typically will remain in a professional rank for **three years or more** before submitting a dossier for consideration of promotion to the next level. The number of years an agent is in a rank will be based on the individual's professional accomplishments while still meeting the minimum years of professional experience for that rank. The minimum years of professional experience will be determined as of June 1 in the year the dossier is being submitted for review.

All agents interested in being considered for promotion must submit an "Intent to Apply" form to their DEA. (See Appendix VII-1) The DEA will inform the appropriate RPL/CEP Program Leader of agents indicating an interest in promotion for that year. Candidates for advancement will be reviewed by a Regional Peer Review Committee based on the criteria stated in these guidelines.

After the Regional Peer Review, the Regional Chair will return the dossier and the committee's recommendation to Associate Director for County Programs. The Associate Director will review the score sheet and send to the appropriate DEA. The supervisor will discuss with the agent the specific strengths and weaknesses identified from the regional committee.

If the dossier is forwarded, the supervisor and the appropriate RPL/CEP Program Leader will make their recommendation based on the dossier content and address issues in response to the committee's comments. Supervisors and RPL/CEP Program Leader will include their recommendations and comments on EACH candidate's forwarded dossier. (See Appendix VII-2 and VII-4)

The District Extension Administrator transmits each candidate's dossier that has been identified for continuation to the Director's office for appropriate review. The dossier will contain the RPL/CEP Program Leader strengths & weaknesses statement and recommendation, the Regional Peer Review Committee's comments and votes, and the Supervisor's comments and recommendation.

The State Peer Review Committee will record strengths and weaknesses based on the contents of the CEA dossier. The State Peer Review Committee will consider comments and recommendations from the Regional Program Director/CEP Program Leader, the supervisor, and the Regional Peer Review Committee on each dossier. The State Peer Review vote and comments which support and justify their vote are added to the dossier and sent to the Director's office for any appropriate further review.

The Director/Administrator will ask Associate Directors to review dossiers and make recommendations on promotion when discrepancies occur between regional and state peer review committee votes.

The Director/Administrator will notify agents on their promotion status.

Upon promotion to the next level, an agent will receive promotion status and salary increases as indicated, effective September 1.

Annual Promotional Increments

Level I to II	\$2,400
Level II to III	\$3,600
Level III to IV	\$4,800

B. Regional Peer Review Committee

The Regional Peer Review process is intended to ensure that agents have an opportunity to present credentials for review and recommendation by their peers. The review and recommendation will be based on a dossier prepared by the agent that emphasizes his or her achievements in designated areas according to established criteria and based on accomplishments since last ranking. Each dossier should completely and accurately reflect the agent's achievements toward the criteria so that reviewers will have the information needed to assess it.

The Regional Peer Review Committee will be composed of all Level IV agents in the region. A regional committee must have a minimum of three level IV agents. If needed, Texas A&M AgriLife Extension Service County Programs office will appoint level IV agents from other regions to meet the minimum. On a rotational basis, a DEA will be responsible for oversight and facilitation of meeting arrangements. The District Extension Administrator will manage an efficient and equitable process for the regional review but is not a part of the committee review process.

All Level IV agents are expected to critique all dossiers. Each attending committee member will record a vote of yes or no. All attending members are expected to vote. On a rotational basis, a DEA will be responsible for oversight and facilitation of meeting arrangements. The regional chair will be appointed prior to the committee meeting by consensus of DEAs in the region and will chair the committee process and transmit written comments and votes of the committee for each dossier to the District Extension Administrator.

The supervisor and the RPL/CEP Program Leader will include recommendations based on the revised dossier content. The supervisor will address issues in his/her letter to the Director concerning those issues identified in the Regional Review before forwarding the packet to the Director.

C. State Review Committee

The State Review Committee process is intended to ensure that agents being considered for promotion have an opportunity to present credentials for review and recommendation in a uniform manner for review by their peers. The review and recommendation will be based on a dossier prepared by the agent that emphasizes achievements according to the designated criteria and will consider Regional Program Leader assessment and supervisor (DEA/CED) recommendation.

The State Review Committee, and its Chair, will be appointed from the Level IV agents by the Director. DEAs will make recommendations for the committee from the Level IV agents in their district. This person will convene and facilitate the State Review Committee. The chair will assure that all candidates' dossiers and the Regional Peer Review Committee, Regional Program Leader/CEP Program Leader, District Extension Administrator, County Extension Director recommendations are reviewed in a fair and equitable manner and will forward the final committee recommendations to the Associate Director – County Programs. Level IV agents have the experience and expertise to review dossiers from all program areas. Therefore, there will be no efforts made to use specific numbers of reviewers from each program area to “balance” the committee membership.

All State Review Committee members are expected to critique all dossiers in a consistent and pre-determined fashion. After each dossier is reviewed, each committee member will vote yes or no. Each attending member is expected to vote. Following review by the State Review Committee, each candidate's dossier will be forwarded to the Director or to the Administrator for CEP, when appropriate, for final decisions.

The extension agent will be informed of the decision at the completion of the promotion process by the Director/Administrator. A culmination of comments from each review will be shared with the agent by their immediate supervisor.

D. The Role of Regional Program Leader/CEP Program Leader

The RPL/CEP Program Leader works with agents during the program planning process to establish effective educational programs with adequate evaluation building toward Career Ladder expectations for the next level. Serving as a resource, it is expected that the interaction with the agent is over a period of time that is adequate to ensure the agent's program impacts meet the established criteria and are well documented. The RPL/CEP Program Leader reviews the program impacts in section III A&B as the dossier is prepared.

After the Regional Peer Review process, the appropriate RPL/CEP Program Leader will identify strengths and weaknesses of each agent's dossier and indicate level of support for promotion. These comments will be included in the dossier prior to the State Peer Review and should be considered by the State Peer Review committee.

E. The Role of Level IV Agents

- Level IV agents serve as a member of the Regional Peer Review Committee.
- (Selected IV's) serve as a member of the State Peer Review Committee.
- Level IV agents serve as a mentor to agents in their region to help prepare them for a successful promotion process by: informally critiquing their information; being involved in training on dossier preparation; and/or serving as a mentor for an individual(s) throughout their promotion process.

IV. APPEALS PROCEDURE FOR PROFESSIONAL PROGRESSION

- A. Extension agents have the right to present grievances concerning progression through the professional career ladder. Basis for an appeal exists when, in the opinion of the Extension agent, 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. There was a discovery of significant new evidence in support of the extension agent related to academic credentials, length of professional service, performance appraisal information and overall achievement, productivity, and/or effectiveness.
- B. Extension agents having concerns or grievances regarding other aspects of the professional career ladder are encouraged to seek resolution of those concerns through established supervisory channels prior to filing a written appeal. If the matter cannot be resolved, the agent may seek a hearing by an appeals committee.
- C. The written appeal shall include the basis for the appeal and must contain any supporting evidence and/or documentation to be considered. Written appeals concerning denial of progression in rank must be filed with the Director within 20 working days of notification of denial.
- D. The appeals committee(s) shall be appointed by the Director to review and/or hear individual appeals regarding progression in rank. The committee(s) will contain not less than five and not more than seven members.
- E. The appellant may request to meet with the appeals committee to present his/her case. Such a request shall be included in the written appeal. If the appellant elects to be represented by an attorney, he or she will notify the Director's office in writing at least five working days before the date the appeal is to be heard. The agent will be solely responsible for any legal expenses incurred in connection with such representation.
- F. The appeals committee shall judge the merits of the appeal and forward its written recommendation with supporting documentation to the Director for final action within 20 working days from the end of the appeal hearing.

- G. The Director/Administrator will notify the agent in writing of acceptance or rejection of the appeal committee recommendation. Notification will be made within 60 working days of receipt of the written appeal.

Questions about this procedure should be referred to the Extension Human Resources Office at (979)845-3708.

V. APPENDICES

Appendix I

Timeline for Promotion Preparation in Professional Career Ladder System for County Extension Agents

Selected for Employment:

Supervisor recommends career ladder status when submitting Request to Hire form.

When Employed:

Supervisor discusses the career ladder process and its importance. Review criteria. Develop a professional development plan. Professional Development plan is shared with RPL/CEP Program Leader.

RPL/Program Coordinator/CEP Program Leader works annually with agents on program impacts that will warrant future promotion consideration during program planning.

2 years prior to submission:

Annually, supervisor reviews dossier content to counsel agent in areas of improvement and to establish a realistic timeline to consider promotion.

1 year prior to submission:

Spring: * Participate in district/regional trainings on dossier preparation.
 * Work with a Level IV agent as a mentor.
 * RPL/Program Coordinator/CEP Program Leader consulted for impact interpretation and preliminary review of program accomplishments and outcomes.

Summer: DEA/CED/RPL/CEP Program Leader reviews draft dossier and makes recommendations.

Fall/Winter: Communications between agent and reviewers on how to strengthen the dossier.

Year of planned submission:

Spring: Review of draft dossiers by RPL's and Level IV agents for content/format/etc.

June: DEA/CED/CEP Program Leader counsels agent on whether to submit or wait another year.

July: Agents submit "Intent to Apply" form (Appendix VII-1) and draft dossier to DEA.

September: Agent makes changes as noted by DEA/RPL/CED/CEP Program Leader and regional review committee before submitting dossier for consideration of promotion. The official review process begins.

Appendix I-A
Timeline for Managing Promotion
in Professional Career Ladder System
for County Extension Agents*

June:	The Director for Texas A&M AgriLife Extension Service and the Administrator for CEP initiates promotion process through distribution of promotion information.
By July 15:	"Intent to Apply" form and draft copy of dossier due from CEA to the DEA. "Intent to Apply" form includes the names of Level IV agents who are "mentoring" the agent to prepare the dossier. CEA will have worked with RPL and Level IV agents to prepare draft dossier.
September 1:	CEA submits a completed dossier to the DEA and electronic copies to their CED/CEP Program Leader and primary RPL.
By September 15:	DEA sends copies of dossiers from their district to Regional Peer Review Committee members.
Mid-September – October:	Regional Peer Review Committee reviews dossiers of candidates for advancement, identifies strengths/weaknesses, records vote and justification, and returns dossiers to Associate Director – County Programs. The supervisor (DEA/CED) discusses promotion status with the CEA. <u>Minor adjustments</u> can be made in the dossier at this time.
By mid-November:	RPL/CEP Program Leader makes recommendations on form (Appendix VII-3) and identifies strengths and weaknesses for inclusion in dossier, as it goes forward for State Peer Review Committee. CED and DEA write a letter with his/her recommendation to attach to dossier as it goes forward to the State Peer Review Committee. Letter of recommendation from supervisor should detail what corrections have been made since the Regional Review.
Early December:	Director names State Peer Review Committee
December 7:	District Extension Administrator submits complete dossiers to be considered for state review to the Directors office. The dossier contains Regional Peer Review comments, RPL/CEP Program Leader comments, and the supervisor's letter.
February:	The State Peer Review Committee reviews all dossiers which have continued through the process and records strengths and weaknesses. The comments must justify the vote and support the committee's decision. Dossiers will be returned to the Director's office for appropriate review.
March:	The Director will ask Associate Directors/Program Directors to review dossiers and make recommendations on promotion when discrepancies occur between regional and state peer review committee votes.
April:	The Director/Administrator for CEP to make decisions regarding promotion of County Extension Agents.
May:	County Extension Agents are notified of promotion status.
September 1:	Promotion decision becomes effective.

** Specific timeline and guidelines for promotion for the current year will be announced and distributed each year in June.*

APPENDIX II

Professional Experience Equivalency Ratio Table

GUIDELINES

For Completing Equivalency Ratio Form
and For Providing Accompanying Statements

1. In identifying degree(s) earned, please indicate specific degree, e.g. BS, BA, BBA, LLB, MA, MS, MBA, M.Ed., Ph.D. or Ed.D.
2. Each professional level employee should become familiar with the Professional Experience Equivalency Ratio Table and provide accurate information on previous professional employment so that the personnel officer, using the equivalency ratio table, can apply the appropriate equivalency ratio factor. If an employee feels his/her professional experience in a specific job is not adequately represented in the table, he/she may attach a very brief summary of those job responsibilities to enable the personnel officer to apply the most appropriate equivalency ratio factor. The completed form must be signed by the employee and forwarded to the immediate supervisor. If requested, the employee will be expected to provide documentation for actual dates of previous employment.
3. Professional employment shall be defined as: full-time employment in a job or position normally requiring a college or university graduate.
4. Only full-time professional employment, after completion of the bachelor's degree, shall be considered. Employment as a graduate assistant, research, teaching or Extension shall be considered as full-time employment.
5. Supervisors are to review the completed equivalency ratio forms. Should there be questions concerning the professional aspect of an employee's previously held position, the supervisor is to confer with the employee to ascertain the recommended ER factor. The completed form shall be signed by the appropriate supervisor and forwarded to the Texas A&M AgriLife Extension Service Human Resources Office for final review and appropriate action. Any unusual professional employment considered to be relevant, but not adequately covered in the professional experience equivalency ratio table, requires supervisory documentation as to why such employment should be counted.
6. **The official equivalency ratio time is established by the Texas A&M AgriLife Extension Service Human Resource office.**

PROFESSIONAL EXPERIENCE EQUIVALENCY RATIO TABLE¹

One year of Cooperative Extension Service (other states or Extension Service, USDA)	=	One year Texas A&M AgriLife Extension Service
One year teaching vocational agriculture or vocational family and consumer sciences	=	.8 of one year Texas A&M AgriLife Extension Service
One year full-time teaching or research in specialty field	=	.8 of one year Texas A&M AgriLife Extension Service
One year full-time research experience not in subject matter field	=	.5 of one year Texas A&M AgriLife Extension Service
One year of other full-time teaching experience	=	.5 of one year Texas A&M AgriLife Extension Service
One year relevant industrial or commercial experience, e.g. agribusiness (professional employment), public service companies (professional work in relevant subject matter areas)	=	.5 of one year Texas A&M AgriLife Extension Service
One year of research or teaching experience as a graduate student	=	.3 of one year Texas A&M AgriLife Extension Service
One year managing a commercial farm or ranch enterprise	=	.5 of one year Texas A&M AgriLife Extension Service
One year of relevant foreign service	=	.4 of one year Texas A&M AgriLife Extension Service

Note: For the purpose of salary evaluation, the maximum equivalent experience (other than from professional Cooperative Extension System experience) is 10 years.

An agents professional experience equivalency ratio must be confirmed by Human Resources

¹ Professional Employment Following Completion of Bachelor's Degree

APPENDIX III
Standards of Achievement for Professional Advancement

Standards of Achievement for Professional Advancement

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Degree Requirements	Degree Requirements	Degree Requirements	Degree Requirements
<ul style="list-style-type: none"> Bachelor's Degree accepted on condition that Master's degree will be obtained in 8 years. 	<ul style="list-style-type: none"> Bachelor's Degree in appropriate subject matter required; Master's Degree preferred. Minimum of five years professional experience. 	<ul style="list-style-type: none"> Master's degree. Minimum 10 years professional experience. 	<ul style="list-style-type: none"> Master's or Doctoral degree. Minimum 15 years of professional experience.

<ul style="list-style-type: none"> • Has competencies and people skills to successfully conduct Extension programs and initiative that will lead to fulfillment of job duties and responsibilities. • Satisfactory completion of new employee conferences and training programs. • Possesses the skills or has demonstrated achievement of an acceptable level of performance. 	<p>(1) <i>Program Development Planning and Activities</i></p> <ul style="list-style-type: none"> • Provided leadership for determining the content, priorities and emphasis of programming efforts in the county or designated area of responsibility. • Effectively used the program development process to address the varied educational needs of targeted audiences. 	<p><u>In addition to those of the previous levels</u></p> <p>(1) <i>Program Development and Planning and Activities</i></p> <ul style="list-style-type: none"> • Integrated information from a variety of sources to effectively address critical issues and educational needs of clientele. • Modified programs based on clientele needs. • Recognized by peers and clientele for expertise and ability to develop and plan highly effective programs. 	<p><u>In addition to those of the previous levels</u></p> <p>(1) <i>Program Development Planning and Activities</i></p> <ul style="list-style-type: none"> • Planned and implemented comprehensive and innovative educational programs and developed evaluation procedures and methods that document achievement of program objectives, including information about resulting behavioral changes. • Consistently implemented programs that produce significant outcomes within individuals and communities. • Demonstrated ability to be creative in seeking solutions to complex educational problems and issues. • Provided leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments
	<p>(2) <i>Teaching Effectiveness and Quality</i></p> <ul style="list-style-type: none"> Adapted and effectively used appropriate educational methods and techniques for communicating with specific audiences. Served as facilitator in involving specialists and other technical support people in county educational activities. Utilized suitable methods and techniques for solving problems and achieving objectives. Functioned effectively with clientele, other Extension and research faculty, and representatives of local organizations and agencies. Used feedback to improve teaching effectiveness. Quality and effectiveness should be demonstrated through clientele and peer evaluations. 	<p>(2) <i>Teaching Effectiveness and Quality</i></p> <ul style="list-style-type: none"> Utilized appropriate techniques to deliver or facilitate delivery of educational activities that address expressed clientele needs. Learned to use and aided in development of specialized instructional materials. Used evaluations to improve teaching methods. 	<p>(2) <i>Teaching Effectiveness and Quality</i></p> <ul style="list-style-type: none"> Provided comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed. Developed, implemented, and disseminated programs and techniques which are innovative, comprehensive, and timely to meet the needs of targeted clientele. Used systematic evaluations to improve teaching effectiveness and quality.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments
	<p>(3) <i>Program and Organizational Support</i></p> <ul style="list-style-type: none"> • Provided leadership to Extension planning groups and served in various capacities within the agency. • Utilized appropriate mass media to effectively market and interpret the value and benefit of Extension educational programs. • Developed working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs. • Recruited, involved and recognized volunteers to enhance educational outreach. 	<p>(3) <i>Program and Organizational Support</i></p> <ul style="list-style-type: none"> • Provided evidence of support for local and regional Extension programs and activities by serving on committees, task forces, and in advisory capacities. • Effectively utilized appropriate communication tools to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc. • Maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs. • Effectively integrated volunteers into the Extension program. 	<p>(3) <i>Program and Organizational Support</i></p> <ul style="list-style-type: none"> • Demonstrated exemplary competence in using appropriate communication tools to market the value and benefit of Extension educational programs. • Served in leadership roles on local, regional, state, national and Extension committees and task forces. • Sustained and managed external support and resources for Extension programming. • Effectively managed volunteers, master volunteers, peer agents and/or para-professionals as an integral part of the Extension program.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments
	<p>(4) <i>Cooperative and Coordinative Efforts</i></p> <ul style="list-style-type: none"> • Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi county activities. • Established and maintained relationships with agents in other counties, specialists, Commissioners Court(s), state and federal representatives and representatives of local groups, organizations and other agencies. • Demonstrated ability to cooperate effectively as a team member with coworkers. 	<p>(4) <i>Cooperative and Coordinative Efforts</i></p> <ul style="list-style-type: none"> • Demonstrated multi-disciplinary, multi-cultural and/or multi-county program efforts. • Established networks, coalitions and collaborations which further the work of Extension in serving clientele. • Involved and sustained relationships with all levels of elected and appointed officials, Extension faculty and representatives of local groups, organizations and other agencies. • Effectively cooperated as a team member with coworkers and others and exhibits team building skills. 	<p>(4) <i>Cooperative and Coordinative Efforts</i></p> <ul style="list-style-type: none"> • Achieved and documented measurable programmatic outcomes in multi-disciplinary, multi-cultural and multi-county program efforts. • Demonstrated leadership, motivation, and guidance which enhanced staff interaction and relationships. • Sustained and expanded highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele. • Expanded involvement of sustained relationships with all levels of elected and appointed officials, Extension faculty, and representatives of groups, organizations, and agencies.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments	Evidence of Performance and Accomplishments
	<p>(5) <i>Scholarly Contributions and Professionalism</i></p> <ul style="list-style-type: none"> • Maintained competency in areas of program responsibility. • Participated in relevant professional associations and community organizations. • Earned recognition by clientele for expertise and professionalism. • Documented scholarly contributions. Evidence of planned and implemented program accountability that describes program impacts and outcomes. Communication of results to diverse audiences. 	<p>(5) <i>Scholarly Contributions and Professionalism</i></p> <ul style="list-style-type: none"> • Expanded competencies in area of program responsibility through informal and/or formal educational opportunities. • Communicated innovative program strategies to colleagues. • Demonstrated applications and disseminated knowledge of current advances and developments within the profession. • Earned recognition by peers for expertise and professionalism. • Participated and contributed to the strengthening of professional association(s). • Comprehensive and intensive program evaluations are conducted to document clientele change and impacts. 	<p>(5) <i>Scholarly Contributions and Professionalism</i></p> <ul style="list-style-type: none"> • Demonstrated a comprehensive knowledge of areas of program responsibility. • Earned recognition by colleagues and clientele for significant program and professional accomplishments. • Served in leadership positions in community organizations and professional associations.

APPENDIX III A
Evaluation/Program Impact Suggestions

Evaluation Concepts and Competencies

The following information outlines some basic concepts related to the evaluation of Extension educational programs. It is important to note that evaluation is a continuous process to determine the value of our educational programs to clientele and other stakeholders.

Importance of Evaluation

- Provides evidence on the value of our programs
- Allows one to modify a program based on information received
- Provides opportunity to create new programs or stop doing programs that are no longer needed

Levels of Evaluation

- Evaluation of Program Plans
 - Can the plan work?
 - Relevance of objectives?
- Evaluation of Program Implementation
 - Who and how many participated?
 - What education was provided?
 - Were they satisfied?
 - Can the program be improved?
- Evaluation of Program Results
 - What change occurred?
- Evaluation of Program Impacts
 - What is the economic impact?
 - What is the social impact?

Levels of Evidence

- Evaluation of Program Implementation (Outputs)
 - Participation
 - Customer Satisfaction
 - Customer needs or questions
- Evaluation of Program Results (Outcomes)
 - Knowledge
 - Skills
 - Attitudes
 - Adoption of Best Practice
 - Adoption of Technology
 - Change of Behavior

- Evaluation of Program Impact
 - Cost/Benefit
 - Cost Effectiveness
 - Economic value to participants

What Does a Good Evaluation Look Like?

- Includes multiple levels of data, including demographics
 - Outputs
 - Outcomes
 - Possible Impacts (Includes clientele's statement and stories)
- Based on the issue, target audience, and the intended result
- Provides evidence to tell a 'story' of what happened

How Do You Report Data?

- Clear presentation of data is important
- Keep the story simple and to the point
- Tell the story to the stakeholder or stakeholders
- Try to list most significant changes first
- List total number of respondents and percentages
 - 14 participants (58%) reported increased energy levels.
 - 30 participants said they increased their daily intake in fruits and vegetables from **2.65** to **3.96** per day
 - 18 Participants (56%) said they went from exercising an average of **3** days a week to **5** days a week for at least 20 minutes
- Use the Accountability Framework

Interpreting and Reporting Data

The Accountability Framework provides the structure for 'telling our story' to clientele and stakeholders. **The framework is made up of the "3 R's" which are: (1) Relevance, (2) Response, and (3) Results.** If the Extension Educator can answer these three components to accountability, then they typically have a good story to tell.

Relevance Relevance is included so that the agent can provide the reason the educational program was implemented. The agent is asked to justify this issue by a needs assessment process of some kind. One example of a long term needs assessment in Texas A&M AgriLife Extension Service is the *Texas Community Futures Forum* (TCFF). Another needs assessment process utilizes human resources via county committees to help identify programming needs for their particular community or region. As the agent provides relevance of the educational program, they are asked to relate it to some type of needs assessment process like TCFF or a county committee. This establishes the "grass roots" educational effort that ties the community to that particular issue or need.

Example: In 2006, the citizens of Randall County identified "Youth Character Education" and "Parenting Support" as major issues facing their community.

Response Response is included to show how the agent “responded” to the identified issue. It is basically a short statement revealing the educational program that was implemented to answer the issue and a sentence that provides an overview of the target audience.

Example: Therefore, the Randall County Extension Office developed six monthly weekend retreats aimed to improve the total family unit by developing positive parenting skills and teaching positive character traits. A total of 183 family members participated in the program (95% Hispanic and 5% White).

Results The results section is included to reveal the evaluation strategy, participation totals, and impact data. This is sometimes supplemented with a figure or table to support the narrative.

Example: As a result of this program, respondents noted improvements in the following subjects: open communication between family members improved by 52%, listening skills improved by 38%, and overall family being closer together as a result of this program improved by 72%. One husband said, “In all our married years we had never discussed so many things. We learned a lot about communicating in our sessions”.

Expectations for Career Levels

- Detail of evaluation and data should be based on the significance of the issue
- Level I to Level II
 - Demonstrate growth in evaluating outcome programs and activities using clientele feedback to improve programs.
- Level II to Level III
 - Properly evaluating programs; documentation in dossier; using evaluation results to shape future; programming efforts.
- Level III to Level IV
 - Demonstrate long term impacts as a result of educational programs. This includes impact statements that justify the issue, outcomes focused on change, and economic value to program participants.

Further information on evaluation of Extension programs can be found at <http://od.tamu.edu/evaluation.htm>

APPENDIX IV

Support Activities in Consideration of Promotion

Appendix IV

Support Activities in Consideration of Promotion in the Extension Professional Career Ladder System for CEAs:

Following are activities that support career ladder criteria:

Categories

1. Program Development Plans and Activities

- Extension program development and planning activities
- Development, evaluation and interpretation of program initiatives

2. Teaching Effectiveness and Quality

- Workshops, seminars, field days, etc.
- Extension publications, fact sheets, newsletters, websites, computer programs, etc.
- Presentations
- Demonstrations (result/method, applied research)
- Mass media work
- Consultation/technical assistance
- Evaluation instruments

3. Program and Organizational Support

- Supervision of support staff and paraprofessionals
- Interagency or community activities, task forces, coalitions, etc.
- Resource acquisitions and management (grants, contracts, budgets)
- Leader and volunteer training and management

4. Cooperative and Coordinative Efforts

- Clientele, commodity support groups, coalitions, collaborations
- Community involvement and leadership positions
- Evidence of teamwork with other agents and specialists, including county, multi-county, and regional efforts.
- Joint programming with other agencies, groups and universities

5. **Scholarship Contributions and Professionalism**

- Mentorship
- Committee assignments (multi-County, multi-District, District, Texas AgriLife Region, State, Regional, National, etc.)
- Membership in professional organizations (including offices held)
- Awards and honors, including membership in honorary societies, clientele recognition and professional certifications
- Documented scholarly achievements

APPENDIX V
Guidelines for Assembling Dossier

Appendix V

Guidelines for Assembling Dossier

(All materials should be placed in a manila file folder, clipped, and organized by sections as indicated below). Use Times New Roman font, size 11 or 12, with single spaced text and 1 inch margins at the top, bottom and sides of each numbered page.

1. Title Page - "Texas A&M AgriLife Extension Service/Cooperative Extension Program Career Ladder Promotion Dossier"

A. Name

B. Current Level:
Date of appointment to current level:

C. Proposed Level:

D. Total years in Extension work with Texas A&M AgriLife Extension Service/CEP: _____
Official Professional Experience Equivalency Ratio: _____
Total years of professional experience: _____
(By June 1 of submission year)

E. Current Position Title:
Years in Present Position:
County(ies)/District:

2. Table of Contents *(serves as a checklist and content guidelines)*

Section I: Curriculum Vitae

The curriculum vitae should reflect the activities/accomplishment of the agent's entire career and should list vitae achievements within heading in date order with most recent listed first. Specify month and year of accomplishment listed. Utilize following format:

A. Personal Background
(Name, Title, Location)

B. Academic Background
(Education: including institutions, locations, dates and degrees awarded. Certifications)

C. Professional and Academic Appointments
(Former and present professional employment with years and dates of service, most recent first.)

D. Program and Organizational Support

- Extension/Non-Extension Educational Resources Developed. Use proper citation showing role, date; identify whether original or an adaptation.
- Grants and other financial support received from all sources.
- Major Program Presentations (at county/district/state/national/international events. Include title, group reached, role and date.)
- Publications/Reports (major efforts, including thesis/dissertation). Include title, role, and date or use proper citation showing role.
- Result Demonstrations
- Summarize mass media contributions
- Summarize newsletters developed over career.

E. Committee Involvement

Internal: Extension Committees and Task Forces with dates, listing most recent first.

External: Collaborations with organizations/industry/etc. indicating role/relationship.

F. Professional Development

Professional Development Activities (regional/district/state/national/international conferences). Note if made a presentation or attended only.

Non-degree related courses

G. Professional Organizations/Service

Memberships

Leadership Roles

Other Service

H. Awards and Recognition

Section IIA: Current Job Description

(Job description should match period under review and be signed by supervisor. If changed counties or roles during this time period, two descriptions may be needed.)

Section IIB: Current Job Responsibility(ies)

(This is the county job responsibilities which identifies responsibilities for all agents in county).

Section III: **Program Accomplishments**
(See Appendix IV)

There are two places to present accomplishments toward the category criteria in the dossier. The curriculum vitae (Section 1) should contain accomplishments throughout the agent's entire career.

The second presentation of accomplishment is Section III-A. This narrative section should focus on transmitting the level of achievement in each of the five categories appropriate to the level for which the agent is applying. Attainment should show sustained level of achievement and documented impact since last promotion.

- A. This section is to be written in narrative form. The content should focus on outcome programs of the agent and demonstrate accomplishments across the five criteria areas. Criteria are identified in the document entitled "Guidelines of Professional Career Ladder for CEA". Attainment in each category should show a sustained level of achievement and document impact focusing on activities since agent's last promotion.

If needed, a brief historical context including dates can be included. For each major program accomplishment, give evidence of ability to apply the process of determining clientele needs, establishing program priorities, implementing, evaluating and marketing Extension educational programs. When it is a team effort, clearly describe your role(s).

- B. **Briefly describe** other **major** program efforts (output programs), giving dates and applicability to program goals with bullet statements on content for clarification. For example; include significant educational programs; media presentations; addressing emerging issues; etc. that relate to the period under review.

Section IV: **Cooperative and Coordinative Efforts**

LIST efforts which support the total Extension organization; these should be responsibilities that have an impact either internally and/or externally and should only reflect activities since last promotion and not previously included in dossier. List external and internal involvement under separate headings.

External involvement includes working relationships with local community organizations, agencies, associations, school districts, local state and federal governments, key commodity groups, etc.

Internal involvement includes teamwork such as multi-disciplinary and multi-county involvement with colleagues; i.e. LAB, BLT, marketing total program, interpreting total program, district and regional events, support for the total program outside of normal responsibilities.

Section V: **Scholarly Contributions and Professionalism**

LIST areas of subject matter or specialization important to your position. Indicate your level of competence for each in terms of the following scale: general working knowledge, competent, high level of confidence, recognized for outstanding leadership among Extension faculty and staff and other colleagues in your discipline. Following are examples of the format to use:

Section V. Scholarly Contributions and Professionalism				
LIST areas of subject matter or specialization <u>important to your position</u> . Indicate your level of competence for each in terms of the following scale:				
Subject Area	Level of Competencies			
	Outstanding Leadership Among Peers	High Level of Competence	Competent	General Working Knowledge

Section VI: **Administrative Forms** (to be added as dossier proceeds through review.
CEA not expected to include blank sheets in dossier)

- ◆ Intent to Apply for Promotion (CEA includes)
- ◆ Regional Peer Review Committee Recommendation
- ◆ County Extension Director Recommendation (as appropriate)
- ◆ Regional Program Director Recommendation
- ◆ District Extension Administrator Recommendation
- ◆ State Peer Review Committee Recommendation
- ◆ Associate Director/Program Director Recommendation (as appropriate)

APPENDIX VI
Writing an Effective Dossier

APPENDIX VI

Writing an Effective Dossier

The challenge in writing an effective dossier for the career ladder process is to develop a concise, readable, and comprehensive document that explains your program to supervisors, peers, program resource faculty, and ad hoc committee members. Not all reviewers will know your clientele, your resources, your situation, or your accomplishments like you do. The dossier must help them understand the challenges you face, the work you've done, and the impact you've made.

Prepare your dossier using Times New Roman font, size 11 or 12, with single spaced text and 1-inch margins at top, bottom, and sides of each page. Carefully follow these and other style and formatting specifications described in these guidelines for preparing your dossier. The reviewers will be expecting a dossier that is organized and formatted according to these guidelines and will be better able to evaluate your accomplishments if you follow them carefully.

Where possible, avoid acronyms. Colleagues from other program areas may be unfamiliar with specific elements of your program, and may not recognize acronyms that are familiar to you. When using an acronym, always give the full name/title with the acronym in parenthesis for the first usage.

Use the first person and active voice wherever possible in describing your activities and accomplishments. Use of the word "I" is not only acceptable, it is preferable, as it identifies what you contributed. Make every word work. Replace long words with short ones, and technical terms with non-technical terms. Keep sentences and paragraphs short and to the point. **Proofread carefully** to minimize typographical errors.

Have an on-going dialogue with your supervisor and Regional Program Director on preparing your dossier. Also, it is a good idea to ask for reviews by level IV agents in your district in order to ensure that you have presented your accomplishments in a clear, concise writing style that addresses the criteria.

APPENDIX VI A
Dossier Submission Checklist

APPENDIX VI A

Dossier Submission Checklist

- _____1.) Title page
_____ completed accurately following guidelines
- _____2.) Table of Contents
_____ all major sections recorded and pages noted
- _____3.) Format (*Note: final submission is a pdf copy to Associate Director for Country Programs on Dec. 7 for State Peer Review*)
 - _____ • Follows Guidelines
 - _____ • Section dividers (not tabs)
 - _____ • Manila file folder
 - _____ • Times New Roman font, size 11 or 12
 - _____ • Single spaced - 1 inch margins top, bottom, sides
 - _____ • Numbered pages
- _____4.) Section I: Curriculum Vitae
 - _____ • Reflects entire career
 - _____ • Achievements listed in date order within heading with most recent listed first.
 - _____ • Clearly state year of accomplishments listed.
 - _____ • Follow curriculum format outlined in Guidelines. (p. 39-42)
- _____5.) Section II A: Current Job Description
 - _____ • Job description matches period under review.
(If changed counties during this period, include both and note dates).
 - _____ • Current job description signed by supervisor.
- _____6.) Section II B: Current Job Responsibility Assignment List
 - _____ • Include county job responsibility assignment list reflecting all agents' assignments within the county.
 - _____ • List should be signed and dated by agent and supervisor.
- _____7.) Section III A: Program Accomplishments
 - _____ • Narrative documentation on specific programs while addressing five areas of criteria. Refer to Guidelines on criteria)
 - _____ • Shows a sustained level of program achievement and documented impact in each criteria area corresponding with the proposed career ladder level.
 - _____ • Contains documentation of program impact since last promotion. (Outcomes)
- _____8.) Section III B: Other Major Creative Efforts
 - _____ • Section B emphasizes major efforts not included in Section A. (Outputs)
 - _____ • Include brief descriptive bullet statement on content for clarification of efforts.
- _____9.) Section IV: Cooperative and Coordinative Efforts

- ____ • List leadership responsibilities and achievements which support the specific program area as well as the total organization since last promotion.
- ____ • Separate listing into 1.) Internal & 2.) External.

_____10.) Section V: Scholarly Contributions and Professionalism

- ____ • List areas of subject matter or specialization important to your position and yourself assessment of your level of competence in each. Self-assessment should correspond to Section II A & B.

_____11.) Met deadlines and requirements established by my supervisor.

APPENDIX VII
Professional Career Ladder Forms

Appendix VII - 1

INTENT TO APPLY FOR PROMOTION

Due with draft copy of dossier to District Extension Administrator **BY July 15:**

Completed by County Extension Agent:

NAME _____

County _____ District _____

Current Level: _____

Date of Appointment to current level: _____

Years in Level as of September 1 of current year: _____

Requesting Promotion to Level: _____

Names of Level IV agents (1-3 agents) to mentor CEA during career ladder process: _____

Completed by Supervisor:

Candidate meets minimum time in level: _____ YES

_____ NO (attach documentation reflecting
exception to time in level)

The following signatures verify eligibility for consideration for promotion to the designated level:

County Extension Director: (Printed) _____

County Extension Director: (Signed) _____ Date: _____

District Extension Administrator: (Printed) _____

District Extension Administrator: (Signed) _____ Date: _____

Appendix VII-2A

REGIONAL PEER REVIEW COMMITTEE RECOMMENDATION (Level 1-2)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none"> • Provided leadership for determining the content, priorities and emphasis of programming efforts in the county or designated area of responsibility. • Effectively used the program development process to address the varied educational needs of targeted audiences. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> • Adapted and effectively used appropriate educational methods and techniques for communicating with specific audiences. • Served as facilitator in involving specialists and other technical support people in county educational activities. • Utilized suitable methods and techniques for solving problems and achieving objectives. • Functioned effectively with clientele, other Extension and research faculty, and representatives of local organizations and agencies. • Used feedback to improve teaching effectiveness. • Quality and effectiveness should be demonstrated through clientele and peer evaluations. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> • Provided leadership to Extension planning groups and served in various capacities within the agency. 	<p>Comments:</p>

<ul style="list-style-type: none"> Utilized appropriate mass media to effectively market and interpret the value and benefit of Extension educational programs. Developed working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs. Recruited, involved and recognized volunteers to enhance educational outreach. 	
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi county activities. Established and maintained relationships with agents in other counties, specialists, Commissioners Court(s), state and federal representatives and representatives of local groups, organizations and other agencies. Demonstrated ability to cooperate effectively as a team member with coworkers. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> Maintained competency in areas of program responsibility. Participated in relevant professional associations and community organizations. Earned recognition by clientele for expertise and professionalism. Documented scholarly contributions. Evidence of planned and implemented program accountability that describes program impacts and outcomes. Communication of results to diverse audiences. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed) _____
Regional Peer Review Committee Chair

(Signed) _____
Regional Peer Review Committee Chair

Date

Appendix VII-2B

REGIONAL PEER REVIEW COMMITTEE RECOMMENDATION (Level 2-3)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development and Planning Activities</p> <ul style="list-style-type: none"> Integrated information from a variety of sources to effectively address critical issues and educational needs of clientele. Modified programs based on clientele needs. Recognized by peers and clientele for expertise and ability to develop and plan highly effective programs. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> Utilized appropriate techniques to deliver or facilitate delivery of educational activities that address expressed clientele needs. Learned to use and aided in development of specialized instructional materials. Used evaluations to improve teaching methods. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> Provided evidence of support for local and regional Extension programs and activities by serving on committees, task forces, and in advisory capacities. Effectively utilized appropriate communication tools to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc. Maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support 	<p>Comments:</p>

<p>and resources for Extension educational programs.</p> <ul style="list-style-type: none"> Effectively integrated volunteers into the Extension program. 	
<p>(4) Cooperative and Coordinative Efforts</p> <ul style="list-style-type: none"> Demonstrated multi-disciplinary, multi-cultural and/or multi-county program efforts. Established networks, coalitions and collaborations which further the work of Extension in serving clientele. Involved and sustained relationships with all levels of elected and appointed officials, Extension faculty and representatives of local groups, organizations and other agencies. Effectively cooperated as a team member with coworkers and others and exhibits team building skills. 	<p>Comments:</p>
<p>(5) Scholarly Contributions and Professionalism</p> <ul style="list-style-type: none"> Expanded competencies in area of program responsibility through informal and/or formal educational opportunities. Communicated innovative program strategies to colleagues. Demonstrated applications and disseminated knowledge of current advances and developments within the profession. Earned recognition by peers for expertise and professionalism. Participated and contributed to the strengthening of professional association(s). Comprehensive and intensive program evaluations are conducted to document clientele change and impacts. 	<p>Comments:</p>

Format Suggestions:

Peer Review Recommendation: _____ Promote _____ Not Promote

(Printed) _____
Regional Peer Review Committee Chair

(Signed) _____
Regional Peer Review Committee Chair

Date

Appendix VII-2C

REGIONAL PEER REVIEW COMMITTEE RECOMMENDATION (Level 3-4)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none"> Planned and implemented comprehensive and innovative educational programs and developed evaluation procedures and methods that document achievement of program objectives, including information about resulting behavioral changes. Consistently implemented programs that produce significant outcomes within individuals and communities. Demonstrated ability to be creative in seeking solutions to complex educational problems and issues. Provided leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> Provided comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed. Developed, implemented, and disseminated programs and techniques which are innovative, comprehensive, and timely to meet the needs of targeted clientele. Used systematic evaluations to improve teaching effectiveness and quality. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> Demonstrated exemplary competence in using appropriate communication tools to market the value and benefit of Extension educational programs. 	<p>Comments:</p>

<ul style="list-style-type: none"> • Served in leadership roles on local, regional, state, national and Extension committees and task forces. • Sustained and managed external support and resources for Extension programming. • Effectively managed volunteers, master volunteers, peer agents and/or para-professionals as an integral part of the Extension program 	
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> • Achieved and documented measurable programmatic outcomes in multi-disciplinary, multi-cultural and multi-county program efforts. • Demonstrated leadership, motivation, and guidance which enhanced staff interaction and relationships. • Sustained and expanded highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele. • Expanded involvement of sustained relationships with all levels of elected and appointed officials, Extension faculty, and representatives of groups, organizations, and agencies. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> • Demonstrated a comprehensive knowledge of areas of program responsibility. • Earned recognition by colleagues and clientele for significant program and professional accomplishments. • Served in leadership positions in community organizations and professional associations. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed) _____

Regional Peer Review Committee Chair

(Signed) _____

Regional Peer Review Committee Chair

Date

Appendix VII-3A

REGIONAL PROGRAM DIRECTOR/CEP PROGRAM LEADER RECOMMENDATION (Level 1-2)

Name of Candidate: _____ **District:** _____ **County:** _____

Current Level: _____ **Proposed Level:** _____

Degree Level: _____ **DEA:** _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none">• Provided leadership for determining the content, priorities and emphasis of programming efforts in the county or designated area of responsibility.• Effectively used the program development process to address the varied educational needs of targeted audiences.	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none">• Adapted and effectively used appropriate educational methods and techniques for communicating with specific audiences.• Served as facilitator in involving specialists and other technical support people in county educational activities.• Utilized suitable methods and techniques for solving problems and achieving objectives.• Functioned effectively with clientele, other Extension and research faculty, and representatives of local organizations and agencies.• Used feedback to improve teaching effectiveness.• Quality and effectiveness should be demonstrated through clientele and peer evaluations.	<p>Comments:</p>

<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> • Provided leadership to Extension planning groups and served in various capacities within the agency. • Utilized appropriate mass media to effectively market and interpret the value and benefit of Extension educational programs. • Developed working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs. • Recruited, involved and recognized volunteers to enhance educational outreach. 	<p>Comments:</p>
<p>(4) Cooperative and Coordinative Efforts</p> <ul style="list-style-type: none"> • Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi county activities. • Established and maintained relationships with agents in other counties, specialists, Commissioners Court(s), state and federal representatives and representatives of local groups, organizations and other agencies. • Demonstrated ability to cooperate effectively as a team member with coworkers. 	<p>Comments:</p>
<p>(5) Scholarly Contributions and Professionalism</p> <ul style="list-style-type: none"> • Maintained competency in areas of program responsibility. • Participated in relevant professional associations and community organizations. • Earned recognition by clientele for expertise and professionalism. • Documented scholarly contributions. Evidence of planned and implemented program accountability that describes program impacts and outcomes. Communication of results to diverse audiences. 	<p>Comments:</p>

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed)

Regional Program Director/CEP Program Leader

(Signed)

Regional Program Director/CEP Program Leader

Date

Appendix VII-3B

REGIONAL PROGRAM DIRECTOR/CEP PROGRAM LEADER RECOMMENDATION (Level 2-3)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development and Planning Activities</p> <ul style="list-style-type: none"> • Integrated information from a variety of sources to effectively address critical issues and educational needs of clientele. • Modified programs based on clientele needs. • Recognized by peers and clientele for expertise and ability to develop and plan highly effective programs. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> • Utilized appropriate techniques to deliver or facilitate delivery of educational activities that address expressed clientele needs. • Learned to use and aided in development of specialized instructional materials. • Used evaluations to improve teaching methods. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> • Provided evidence of support for local and regional Extension programs and activities by serving on committees, task forces, and in advisory capacities. • Effectively utilized appropriate communication tools to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc. • Maintained effective working relationships 	<p>Comments:</p>

<p>with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs.</p> <ul style="list-style-type: none"> Effectively integrated volunteers into the Extension program. 	
<p>(4) Cooperative and Coordinative Efforts</p> <ul style="list-style-type: none"> Demonstrated multi-disciplinary, multi-cultural and/or multi-county program efforts. Established networks, coalitions and collaborations which further the work of Extension in serving clientele. Involved and sustained relationships with all levels of elected and appointed officials, Extension faculty and representatives of local groups, organizations and other agencies. Effectively cooperated as a team member with coworkers and others and exhibits team building skills. 	<p>Comments:</p>
<p>(5) Scholarly Contributions and Professionalism</p> <ul style="list-style-type: none"> Expanded competencies in area of program responsibility through informal and/or formal educational opportunities. Communicated innovative program strategies to colleagues. Demonstrated applications and disseminated knowledge of current advances and developments within the profession. Earned recognition by peers for expertise and professionalism. Participated and contributed to the strengthening of professional association(s). Comprehensive and intensive program evaluations are conducted to document clientele change and impacts. 	<p>Comments:</p>

Format Suggestions:

Peer Review Recommendation: _____ Promote _____ Not Promote

(Printed)

Regional Program Director/CEP Program Leader

(Signed)

Regional Program Director/CEP Program Leader

_____ Date

Appendix VII-3C

REGIONAL PROGRAM DIRECTOR/CEP PROGRAM LEADER RECOMMENDATION (Level 3-4)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none"> Planned and implemented comprehensive and innovative educational programs and developed evaluation procedures and methods that document achievement of program objectives, including information about resulting behavioral changes. Consistently implemented programs that produce significant outcomes within individuals and communities. Demonstrated ability to be creative in seeking solutions to complex educational problems and issues. Provided leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs. 	<p style="text-align: center;">Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> Provided comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed. Developed, implemented, and disseminated programs and techniques which are innovative, comprehensive, and timely to meet the needs of targeted clientele. Used systematic evaluations to improve teaching effectiveness and quality. 	<p style="text-align: center;">Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> Demonstrated exemplary competence in using appropriate communication tools to market the value and benefit of Extension educational programs. 	<p style="text-align: center;">Comments:</p>

<ul style="list-style-type: none"> • Served in leadership roles on local, regional, state, national and Extension committees and task forces. • Sustained and managed external support and resources for Extension programming. • Effectively managed volunteers, master volunteers, peer agents and/or para-professionals as an integral part of the Extension program 	
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> • Achieved and documented measurable programmatic outcomes in multi-disciplinary, multi-cultural and multi-county program efforts. • Demonstrated leadership, motivation, and guidance which enhanced staff interaction and relationships. • Sustained and expanded highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele. • Expanded involvement of sustained relationships with all levels of elected and appointed officials, Extension faculty, and representatives of groups, organizations, and agencies. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> • Demonstrated a comprehensive knowledge of areas of program responsibility. • Earned recognition by colleagues and clientele for significant program and professional accomplishments. • Served in leadership positions in community organizations and professional associations. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed) _____

Regional Program Director/CEP Program Leader

(Signed) _____

Regional Program Director/CEP Program Leader

Date

Appendix VII-4A

DISTRICT EXTENSION ADMINISTRATOR RECOMMENDATION (Level 1-2)

Name of Candidate: _____ **District:** _____ **County:** _____

Current Level: _____ **Proposed Level:** _____

Degree Level: _____ **DEA:** _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

(1) Program Development <ul style="list-style-type: none">• Provided leadership for determining the content, priorities and emphasis of programming efforts in the county or designated area of responsibility.• Effectively used the program development process to address the varied educational needs of targeted audiences.	Comments:
(2) Teaching Effectiveness and Quality <ul style="list-style-type: none">• Adapted and effectively used appropriate educational methods and techniques for communicating with specific audiences.• Served as facilitator in involving specialists and other technical support people in county educational activities.• Utilized suitable methods and techniques for solving problems and achieving objectives.• Functioned effectively with clientele, other Extension and research faculty, and representatives of local organizations and agencies.• Used feedback to improve teaching effectiveness.• Quality and effectiveness should be demonstrated through clientele and peer evaluations.	Comments:

<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> • Provided leadership to Extension planning groups and served in various capacities within the agency. • Utilized appropriate mass media to effectively market and interpret the value and benefit of Extension educational programs. • Developed working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs. • Recruited, involved and recognized volunteers to enhance educational outreach. 	<p>Comments:</p>
<p>(4) Cooperative and Coordinative Efforts</p> <ul style="list-style-type: none"> • Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi county activities. • Established and maintained relationships with agents in other counties, specialists, Commissioners Court(s), state and federal representatives and representatives of local groups, organizations and other agencies. • Demonstrated ability to cooperate effectively as a team member with coworkers. 	<p>Comments:</p>
<p>(5) Scholarly Contributions and Professionalism</p> <ul style="list-style-type: none"> • Maintained competency in areas of program responsibility. • Participated in relevant professional associations and community organizations. • Earned recognition by clientele for expertise and professionalism. • Documented scholarly contributions. Evidence of planned and implemented program accountability that describes program impacts and outcomes. Communication of results to diverse audiences. 	<p>Comments:</p>

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed) _____

District Extension Administrator

(Signed) _____

District Extension Administrator

Date

Appendix VII-4B

DISTRICT EXTENSION ADMINISTRATOR RECOMMENDATION (Level 2-3)

Name of Candidate: _____ **District:** _____ **County:** _____

Current Level: _____ **Proposed Level:** _____

Degree Level: _____ **DEA:** _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development and Planning Activities</p> <ul style="list-style-type: none">• Integrated information from a variety of sources to effectively address critical issues and educational needs of clientele.• Modified programs based on clientele needs.• Recognized by peers and clientele for expertise and ability to develop and plan highly effective programs.	<p style="text-align: center;">Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none">• Utilized appropriate techniques to deliver or facilitate delivery of educational activities that address expressed clientele needs.• Learned to use and aided in development of specialized instructional materials.• Used evaluations to improve teaching methods.	<p style="text-align: center;">Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none">• Provided evidence of support for local and regional Extension programs and activities by serving on committees, task forces, and in advisory capacities.• Effectively utilized appropriate communication tools to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc.	<p style="text-align: center;">Comments:</p>

<ul style="list-style-type: none"> • Maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs. • Effectively integrated volunteers into the Extension program. 	
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> • Demonstrated multi-disciplinary, multi-cultural and/or multi-county program efforts. • Established networks, coalitions and collaborations which further the work of Extension in serving clientele. • Involved and sustained relationships with all levels of elected and appointed officials, Extension faculty and representatives of local groups, organizations and other agencies. • Effectively cooperated as a team member with coworkers and others and exhibits team building skills. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> • Expanded competencies in area of program responsibility through informal and/or formal educational opportunities. • Communicated innovative program strategies to colleagues. • Demonstrated applications and disseminated knowledge of current advances and developments within the profession. • Earned recognition by peers for expertise and professionalism. • Participated and contributed to the strengthening of professional association(s). • Comprehensive and intensive program evaluations are conducted to document clientele change and impacts. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ Promote _____ Not Promote

(Printed) _____
District Extension Administrator

(Signed) _____
District Extension Administrator

Date

Appendix VII-4C

DISTRICT EXTENSION ADMINISTRATOR RECOMMENDATION (Level 3-4)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none">• Planned and implemented comprehensive and innovative educational programs and developed evaluation procedures and methods that document achievement of program objectives, including information about resulting behavioral changes.• Consistently implemented programs that produce significant outcomes within individuals and communities.• Demonstrated ability to be creative in seeking solutions to complex educational problems and issues.• Provided leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs.	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none">• Provided comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed.• Developed, implemented, and disseminated programs and techniques which are innovative, comprehensive, and timely to meet the needs of targeted clientele.• Used systematic evaluations to improve teaching effectiveness and quality.	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none">• Demonstrated exemplary competence in using appropriate communication tools to market the value and benefit of Extension educational programs.	<p>Comments:</p>

<ul style="list-style-type: none"> • Served in leadership roles on local, regional, state, national and Extension committees and task forces. • Sustained and managed external support and resources for Extension programming. • Effectively managed volunteers, master volunteers, peer agents and/or para-professionals as an integral part of the Extension program 	
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> • Achieved and documented measurable programmatic outcomes in multi-disciplinary, multi-cultural and multi-county program efforts. • Demonstrated leadership, motivation, and guidance which enhanced staff interaction and relationships. • Sustained and expanded highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele. • Expanded involvement of sustained relationships with all levels of elected and appointed officials, Extension faculty, and representatives of groups, organizations, and agencies. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> • Demonstrated a comprehensive knowledge of areas of program responsibility. • Earned recognition by colleagues and clientele for significant program and professional accomplishments. • Served in leadership positions in community organizations and professional associations. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed) _____

District Extension Administrator

(Signed) _____

District Extension Administrator

_____ **Date**

Appendix VII-5A

STATE PEER REVIEW COMMITTEE RECOMMENDATION (Level 1-2)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none"> • Provided leadership for determining the content, priorities and emphasis of programming efforts in the county or designated area of responsibility. • Effectively used the program development process to address the varied educational needs of targeted audiences. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> • Adapted and effectively used appropriate educational methods and techniques for communicating with specific audiences. • Served as facilitator in involving specialists and other technical support people in county educational activities. • Utilized suitable methods and techniques for solving problems and achieving objectives. • Functioned effectively with clientele, other Extension and research faculty, and representatives of local organizations and agencies. • Used feedback to improve teaching effectiveness. • Quality and effectiveness should be demonstrated through clientele and peer evaluations. 	<p>Comments:</p>

(3) Program and Organizational Support <ul style="list-style-type: none"> • Provided leadership to Extension planning groups and served in various capacities within the agency. • Utilized appropriate mass media to effectively market and interpret the value and benefit of Extension educational programs. • Developed working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs. • Recruited, involved and recognized volunteers to enhance educational outreach. 	Comments:
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> • Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi county activities. • Established and maintained relationships with agents in other counties, specialists, Commissioners Court(s), state and federal representatives and representatives of local groups, organizations and other agencies. • Demonstrated ability to cooperate effectively as a team member with coworkers. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> • Maintained competency in areas of program responsibility. • Participated in relevant professional associations and community organizations. • Earned recognition by clientele for expertise and professionalism. • Documented scholarly contributions. Evidence of planned and implemented program accountability that describes program impacts and outcomes. Communication of results to diverse audiences. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed) _____
Chairman

(Signed) _____
Chairman

Date

Appendix VII-5B

STATE PEER REVIEW COMMITTEE RECOMMENDATION (Level 2-3)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development and Planning Activities</p> <ul style="list-style-type: none"> • Integrated information from a variety of sources to effectively address critical issues and educational needs of clientele. • Modified programs based on clientele needs. • Recognized by peers and clientele for expertise and ability to develop and plan highly effective programs. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> • Utilized appropriate techniques to deliver or facilitate delivery of educational activities that address expressed clientele needs. • Learned to use and aided in development of specialized instructional materials. • Used evaluations to improve teaching methods. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> • Provided evidence of support for local and regional Extension programs and activities by serving on committees, task forces, and in advisory capacities. • Effectively utilized appropriate communication tools to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV 	<p>Comments:</p>

<p>shows, columns, etc.</p> <ul style="list-style-type: none"> • Maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs. • Effectively integrated volunteers into the Extension program. 	
<p>(4) Cooperative and Coordinative Efforts</p> <ul style="list-style-type: none"> • Demonstrated multi-disciplinary, multi-cultural and/or multi-county program efforts. • Established networks, coalitions and collaborations which further the work of Extension in serving clientele. • Involved and sustained relationships with all levels of elected and appointed officials, Extension faculty and representatives of local groups, organizations and other agencies. • Effectively cooperated as a team member with coworkers and others and exhibits team building skills. 	<p>Comments:</p>
<p>(5) Scholarly Contributions and Professionalism</p> <ul style="list-style-type: none"> • Expanded competencies in area of program responsibility through informal and/or formal educational opportunities. • Communicated innovative program strategies to colleagues. • Demonstrated applications and disseminated knowledge of current advances and developments within the profession. • Earned recognition by peers for expertise and professionalism. • Participated and contributed to the strengthening of professional association(s). • Comprehensive and intensive program evaluations are conducted to document clientele change and impacts. 	<p>Comments:</p>

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Printed) _____
Chairman

(Signed) _____
Chairman

Date

Appendix VII-5C

STATE PEER REVIEW COMMITTEE RECOMMENDATION (Level 3-4)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none"> Planned and implemented comprehensive and innovative educational programs and developed evaluation procedures and methods that document achievement of program objectives, including information about resulting behavioral changes. Consistently implemented programs that produce significant outcomes within individuals and communities. Demonstrated ability to be creative in seeking solutions to complex educational problems and issues. Provided leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> Provided comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed. Developed, implemented, and disseminated programs and techniques which are innovative, comprehensive, and timely to meet the needs of targeted clientele. Used systematic evaluations to improve teaching effectiveness and quality. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> Demonstrated exemplary competence in using appropriate communication tools to market the 	<p>Comments:</p>

<p>value and benefit of Extension educational programs.</p> <ul style="list-style-type: none"> • Served in leadership roles on local, regional, state, national and Extension committees and task forces. • Sustained and managed external support and resources for Extension programming. • Effectively managed volunteers, master volunteers, peer agents and/or para-professionals as an integral part of the Extension program 	
<p>(4) Cooperative and Coordinative Efforts</p> <ul style="list-style-type: none"> • Achieved and documented measurable programmatic outcomes in multi-disciplinary, multi-cultural and multi-county program efforts. • Demonstrated leadership, motivation, and guidance which enhanced staff interaction and relationships. • Sustained and expanded highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele. • Expanded involvement of sustained relationships with all levels of elected and appointed officials, Extension faculty, and representatives of groups, organizations, and agencies. 	<p>Comments:</p>
<p>(5) Scholarly Contributions and Professionalism</p> <ul style="list-style-type: none"> • Demonstrated a comprehensive knowledge of areas of program responsibility. • Earned recognition by colleagues and clientele for significant program and professional accomplishments. • Served in leadership positions in community organizations and professional associations. 	<p>Comments:</p>

Format Suggestions:

Peer Review Recommendation: _____ Promote _____ Not Promote

(Printed)
Chairman

(Signed)
Chairman

Date

Appendix VII-6A

ASSOCIATE DIRECTOR/PROGRAM LEADER RECOMMENDATION (Level 1-2)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none"> • Provided leadership for determining the content, priorities and emphasis of programming efforts in the county or designated area of responsibility. • Effectively used the program development process to address the varied educational needs of targeted audiences. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> • Adapted and effectively used appropriate educational methods and techniques for communicating with specific audiences. • Served as facilitator in involving specialists and other technical support people in county educational activities. • Utilized suitable methods and techniques for solving problems and achieving objectives. • Functioned effectively with clientele, other Extension and research faculty, and representatives of local organizations and agencies. • Used feedback to improve teaching effectiveness. • Quality and effectiveness should be demonstrated through clientele and peer evaluations. 	<p>Comments:</p>

(3) Program and Organizational Support <ul style="list-style-type: none"> • Provided leadership to Extension planning groups and served in various capacities within the agency. • Utilized appropriate mass media to effectively market and interpret the value and benefit of Extension educational programs. • Developed working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs. • Recruited, involved and recognized volunteers to enhance educational outreach. 	Comments:
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> • Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi county activities. • Established and maintained relationships with agents in other counties, specialists, Commissioners Court(s), state and federal representatives and representatives of local groups, organizations and other agencies. • Demonstrated ability to cooperate effectively as a team member with coworkers. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> • Maintained competency in areas of program responsibility. • Participated in relevant professional associations and community organizations. • Earned recognition by clientele for expertise and professionalism. • Documented scholarly contributions. Evidence of planned and implemented program accountability that describes program impacts and outcomes. Communication of results to diverse audiences. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Signed) _____
Associate Director - County Programs

(Signed) _____
Associate Director – State Program

Date

Appendix VII-6B

ASSOCIATE DIRECTOR/PROGRAM DIRECTOR RECOMMENDATION (Level 2-3)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development and Planning Activities</p> <ul style="list-style-type: none"> Integrated information from a variety of sources to effectively address critical issues and educational needs of clientele. Modified programs based on clientele needs. Recognized by peers and clientele for expertise and ability to develop and plan highly effective programs. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> Utilized appropriate techniques to deliver or facilitate delivery of educational activities that address expressed clientele needs. Learned to use and aided in development of specialized instructional materials. Used evaluations to improve teaching methods. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> Provided evidence of support for local and regional Extension programs and activities by serving on committees, task forces, and in advisory capacities. Effectively utilized appropriate communication tools to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc. 	<p>Comments:</p>

<ul style="list-style-type: none"> • Maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs. • Effectively integrated volunteers into the Extension program. 	
(4) Cooperative and Coordinative Efforts <ul style="list-style-type: none"> • Demonstrated multi-disciplinary, multi-cultural and/or multi-county program efforts. • Established networks, coalitions and collaborations which further the work of Extension in serving clientele. • Involved and sustained relationships with all levels of elected and appointed officials, Extension faculty and representatives of local groups, organizations and other agencies. • Effectively cooperated as a team member with coworkers and others and exhibits team building skills. 	Comments:
(5) Scholarly Contributions and Professionalism <ul style="list-style-type: none"> • Expanded competencies in area of program responsibility through informal and/or formal educational opportunities. • Communicated innovative program strategies to colleagues. • Demonstrated applications and disseminated knowledge of current advances and developments within the profession. • Earned recognition by peers for expertise and professionalism. • Participated and contributed to the strengthening of professional association(s). • Comprehensive and intensive program evaluations are conducted to document clientele change and impacts. 	Comments:

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Signed) _____
Associate Director - County Programs

(Signed) _____
Associate Director – State Program

Date

Appendix VII-6C

ASSOCIATE DIRECTOR/PROGRAM DIRECTOR RECOMMENDATION (Level 3-4)

Name of Candidate: _____ District: _____ County: _____

Current Level: _____ Proposed Level: _____

Degree Level: _____ DEA: _____

Years of professional experience by June 1 of the year submitting dossier: _____

Evidence of Performance and Accomplishments

<p>(1) Program Development</p> <ul style="list-style-type: none"> Planned and implemented comprehensive and innovative educational programs and developed evaluation procedures and methods that document achievement of program objectives, including information about resulting behavioral changes. Consistently implemented programs that produce significant outcomes within individuals and communities. Demonstrated ability to be creative in seeking solutions to complex educational problems and issues. Provided leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs. 	<p>Comments:</p>
<p>(2) Teaching Effectiveness and Quality</p> <ul style="list-style-type: none"> Provided comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed. Developed, implemented, and disseminated programs and techniques which are innovative, comprehensive, and timely to meet the needs of targeted clientele. Used systematic evaluations to improve teaching effectiveness and quality. 	<p>Comments:</p>
<p>(3) Program and Organizational Support</p> <ul style="list-style-type: none"> Demonstrated exemplary competence in using appropriate communication tools to market the 	<p>Comments:</p>

<p>value and benefit of Extension educational programs.</p> <ul style="list-style-type: none"> • Served in leadership roles on local, regional, state, national and Extension committees and task forces. • Sustained and managed external support and resources for Extension programming. • Effectively managed volunteers, master volunteers, peer agents and/or para-professionals as an integral part of the Extension program 	
<p>(4) Cooperative and Coordinative Efforts</p> <ul style="list-style-type: none"> • Achieved and documented measurable programmatic outcomes in multi-disciplinary, multi-cultural and multi-county program efforts. • Demonstrated leadership, motivation, and guidance which enhanced staff interaction and relationships. • Sustained and expanded highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele. • Expanded involvement of sustained relationships with all levels of elected and appointed officials, Extension faculty, and representatives of groups, organizations, and agencies. 	<p>Comments:</p>
<p>(5) Scholarly Contributions and Professionalism</p> <ul style="list-style-type: none"> • Demonstrated a comprehensive knowledge of areas of program responsibility. • Earned recognition by colleagues and clientele for significant program and professional accomplishments. • Served in leadership positions in community organizations and professional associations. 	<p>Comments:</p>

Format Suggestions:

Peer Review Recommendation: _____ **Promote** _____ **Not Promote**

(Signed) _____

Associate Director - County Programs

(Signed) _____

Associate Director – State Program

_____ **Date**

Appendix VIII

REGIONAL/STATE PEER REVIEW COMMITTEE RESPONSIBILITIES

ROLE

The role of the Regional/State Peer Review Committee is to carefully evaluate the promotion candidate's dossier and to submit strengths/weaknesses with a recommendation which provides input for the Director regarding the promotion of the candidate according to the established criteria. The Director has final approval for Texas A&M AgriLife Extension Service agents and the Cooperative Extension Program administrator has final approval for CEP agents.

RESPONSIBILITIES

Peer Review Committee will:

1. Assist in the execution of the promotion process.
2. Keep absolutely confidential all information and deliberations concerning promotions.
3. Thoroughly read all candidate dossiers prior to the committee meeting in order to adequately discuss qualifications and accomplishments in relationship to the established criteria.
4. Be responsible for evaluating candidates based on the standards as presented in the *Professional Career Ladder System for County Extension Agents*.
5. Be a resource for future candidates.
6. The Regional Peer Review Committee will make a recommendation for each candidate.
7. The Regional/State Peer Review Committee's recommendations are advisory in nature.
8. The State Peer Review Committee will make a recommendation for each candidate to be submitted to the Director/Administrator for CEP for final approval.
9. All State Peer Review Committee recommendations will be discussed with the entire committee and the Associate Director for County Programs at the conclusion of the State Peer Review committee meeting.