

Telling Your Career Story

Preparing a Successful NTT (Non-tenure track) Case Packet

Staring at a blank page . . .

- Am I ready to apply?
- Where do I start?
- How do I organize everything?
- Where can I get help?
- How do I tell my story?

Are You Ready to Apply?

- **Associate Extension Professional**
 - Typically 5 years with Doctorate, 7 with Master's
 - Focus is on outputs and outcomes
- **Extension Professional**
 - Typically 10 years with Doctorate, 14 with Master's
 - Focus is on measurable impacts

First Steps

- Have a conversation with your RD and ED
- Do your homework to understand expectations
 - Review core competencies
 - Review Extension Faculty By-Laws
 - Review Annual Extension Guidelines
- Update your Curriculum Vitae
- Review your work
- If not ready now, prepare for when you will be

NTT Timeline

- September 30 Submit documents
- November 15 Primary & secondary supervisor reviews completed
- November 30 External & colleague reviews completed
- Late January Committee review complete
- Late February Vice Chancellor review complete
- Mar 1-Aug 1 Provost reviews case packets
- September 1 Promotions are effective

Take Your Own Advice

- If you were advising a student from your community on applying for a college scholarship, what would you say?

Core Competencies – A closer look

- **Communication** – the ability to listen and communicate effectively orally and in writing
- **Educational programming and knowledge of subject matter** – the ability to plan, design, implement, evaluate, account for and report the impact of *significant* extension education programs that improve the quality of life for extension learners

Core Competencies

- **Inclusivity**- The awareness, commitment and ability to include broad cultural perspectives in programming
- **Information and education delivery** – The ability to effectively deliver educational programs and information in a way that meets the learning styles of the target audience

Core Competencies

- **Interpersonal relations** – the ability to successfully interact with individuals and groups to create partnerships, networks and dynamic human systems
- **Knowledge of organization** – Understanding the scope of extension as it is carried out on campus and in the field

Core Competencies

- **Leadership** – The ability to proactively influence a wide range of diverse individuals and groups positively
- **Organizational Management** – the ability to establish structure, organize processes, generate and monitor revenue, and lead change to obtain educational outcomes effectively and efficiently

Core Competencies

- **Professionalism** – The demonstration of behaviors that reflect high levels of *scholarship and performance*, a strong work ethic, and a commitment to self-assessment and *continuing education* and to the mission, vision and goals of extension

Pieces of Your Career Story



Your Teaching Philosophy

- Critical in demonstrating who you are, what you are about, and why you do what you do
- Your teaching philosophy helps tie together the other pieces of Educate, Create and Connect
- Provides insight and understanding
- Needs to be genuine
- Put some thought into this!

Educate Defined

***Educate* — Extension Faculty deliver**

- onsite and online Extension teaching, educational programming, and other non-credit courses of instruction;
- continuing, professional, and executive education;
- technical assistance, evidence-based guidance, facilitation, consultation, and other services; and
- other educational methods and interventions.

Examples of Educate

- Programming efforts “above the norm”
- Set the bar for your subject matter area
 - Reaching out to new audiences
 - New program delivery methods
 - Significant expansion of an audience
 - Provided leadership to new initiatives
 - Exceptional educational programming
- What makes your program special?
- What is unique?

Create Defined

- Innovative and research-informed educational programs, products, services, materials, curricula, tools, applications, practices, demonstrations, and other resources
- Engaged scholarship, applied research publications, presentations, products, and other scholarly products
- Evaluation and improvement measures, instruments, protocols, pilots, and analyses of educational programs, products, and services relative to intended efficacy and impact

Examples of Create

- Presentations (speaker notes, PowerPoint, hand-outs)
- Curriculum
- Videos, online content
- Volunteer lesson and activity plans
- Extension publications
- Scholarly work (peer reviewed articles and publications, invited presentations)
- Social media

Connect Defined

- **Extension faculty engage diverse learners, clients, and volunteers to improve educational program, and service delivery effectiveness and impact**
- **Partners and stakeholders including Extension Councils, advisory boards, elected officials, associations, and others to assess individual, group, organizational, and community needs**
- **Donors, customers, foundations, and funding agencies to procure additional resources**

Connect Defined

- **Communication media for the public, communities, and others to convey information, interpretation, and promotion of the value and availability of University educational programs and services**
- **Colleagues, collaborators, and professional organizations to advance the work of Extension, the University, the profession, and the discipline.**

Examples of Connect

- Relationship development with new agencies and audiences, i.e., school districts, Chambers of Commerce, board partnerships
 - Could be local, regional and/or state level
- Work with Extension councils
- Resource development – new grants, contracts
- Media relations – television and radio appearances, social media, etc.
- Service to University
- National level activity, leadership

Case Packet Preparation

- Provost tips on case packet preparation:

<https://provost.missouri.edu/promotion-and-tenure/tips/>

- Preparing yourself for promotion
- Preparing the materials
- Discussing your work and accomplishments
- Understanding the process

Take our Advice. . .

- Never assume your accomplishments are obvious to others
- Provide detail to support your unique contributions
- Don't leave anything for people to infer
- Provide as much context as needed for others to appreciate your contributions
- Be accurate (do not exaggerate or mislead)

Never Assume Your Accomplishments are Obvious

- Write about your programming as if the reader knows nothing about you, your specialty, or your work
- Include the Why – Why did you do this program
Why was this offered? Why was it needed?
- Why does it matter?
- Why are you involved? What is your contribution?

Provide Detail to support your unique contribution

- Don't get bogged down in the details, but provide context for the programming effort described
- Write in a way that is easy to read and understand
- If you are unsure, err on the side of more detail rather than less

Don't Leave Anything for People to Infer

- Be very specific regarding your role, your strengths, and your contribution
- If something needs explanation, provide it
- Incomplete or missing information leads to questions in the minds of the committee

Provide Context

- It is important for the committee to understand the factors leading up to programming
- What is the rationale?
- What unique circumstances in your work area provide challenges/opportunities?

BE ACCURATE

- Brag on yourself, but don't exaggerate your work
- If you are a member of a team, tell us
 - Who is on the team
 - What is your role, what are the roles of others
 - Why were you asked to be a part of the team?
- Above all, don't sell yourself short!

Telling Your Career Story

- Develop a story line in your case packet that connects your teaching philosophy, educate, create and connect
- Did you serve on a committee that relates to a programming effort or scholarly work?
- If an educational program results in presentations and publications, tell us

Organizing your Summary of Accomplishments

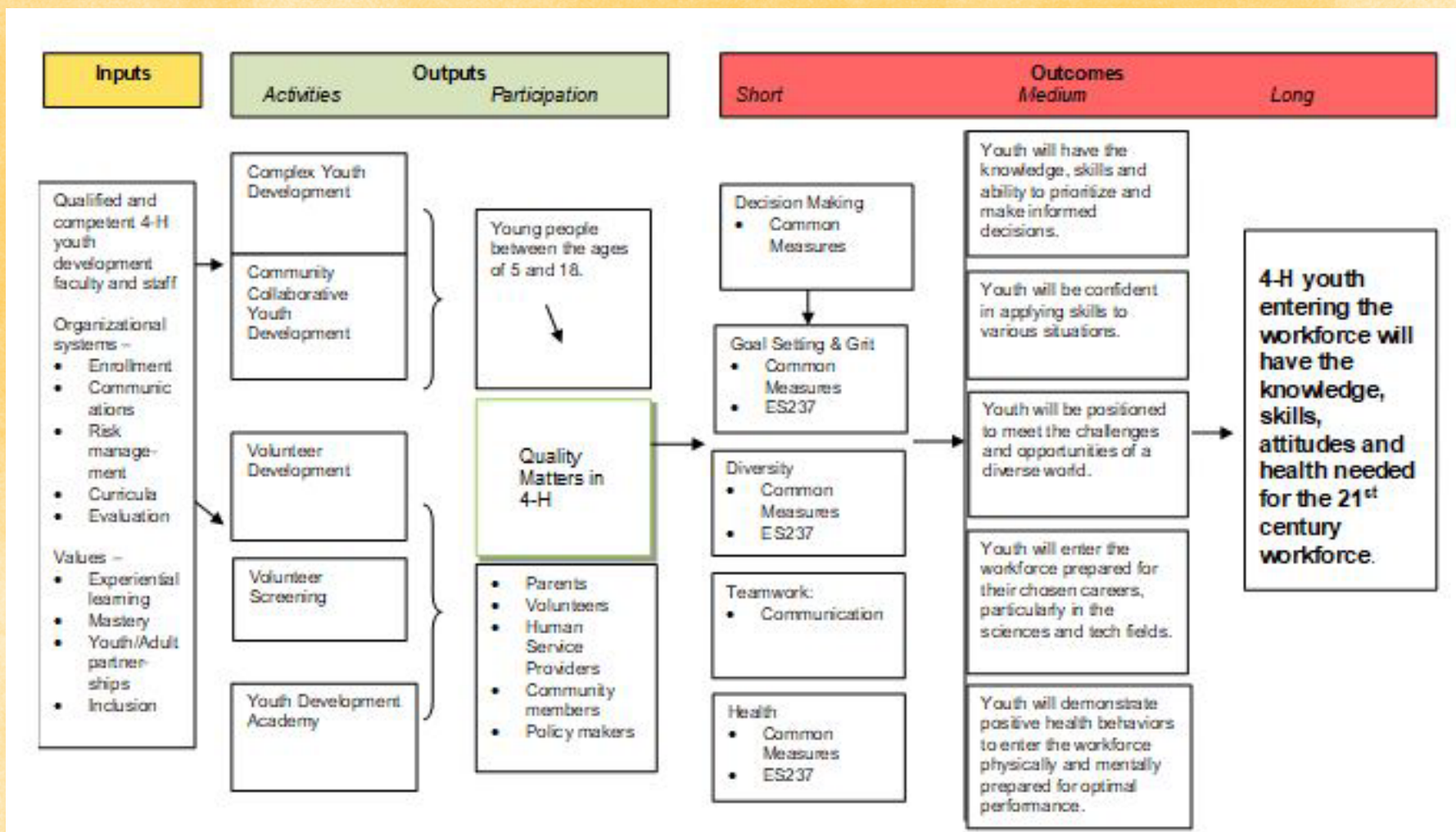
- **Start with a table of contents page**
 - You may not use it, but it will keep you organized
- **No page limits for this section**
- **25 pages of work examples (5 examples up to 5 pages each)**
- **Work examples should relate to programs described in your narrative**
- **Include charts and graphs of evaluation data**

Organizing Your Summary of Accomplishments

- If one program leads to the development of another, write about it and put them in your dossier sequentially
- You are telling a story – it needs to have an introduction (philosophy), a body of work (educate, create, connect) and a conclusion (work examples and CV)

Outputs, Outcomes and Impact

- Utilizing the program development process can be a helpful tool when writing about your programming
- Outputs and outcomes are expected at associate rank
- Impact must be demonstrated to achieve professional rank



Outcomes vs Impact

- **Outcomes** — Changes in knowledge, actions, attitudes or conditions of an individual, group or organization resulting from the delivery of Extension presentations, services, curriculum and programs. Changes could include behaviors, practices, actions, decisions or policies
- **Impact** — The **measurable results** from the outcomes of Extension programs, services or curriculum. Measurable results include, but are not limited to, economic, social, environmental, personal or civic.

Your Curriculum Vitae

- Differences between CV and resume
- Maximum page limit 25
- APA style
- An excellent resource can be found here:
- https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html

External Reviewers

- Must be from outside the UM System
- Should be at equivalent or higher rank
- An expert in your area of expertise
- Must be able to provide an unbiased review
 - No former academic advisors, mentors, former classmates, former colleagues, etc.

External Reviewers

- Both candidate & primary supervisor make list of possible reviewers and discuss lists together
- Primary supervisor makes final selection
- Letters are confidential; candidates do not see them
- Two types of external reviewers:
 - Academic or equivalent peer
 - Partner/collaborator/stakeholder

External Reviewer Letters

How many are required?

- **Academic or equivalent peer**
 - Minimum of 3 required; maximum of 5 allowed; only 1 may be an equivalent peer
- **Partner/collaborator/stakeholder**
 - 1 letter is required; no more than 1 allowed

Colleague Review Letter

- 1 letter is required; no more than 1 allowed
- The selection process is the same as external reviewer process
- Letters are confidential; candidates do not see them
- Reviewer must be within UM system and must have served on a team or have had substantial interaction with, and/or the opportunity to observe the candidate's work
- Strongly encouraged that reviewer have the same or higher rank than candidate

Important Points to Remember

- You have many resources – use them!
- This is a process – don't expect to start the week before it is due
- Ask for help from others – have others read your case packet, looking for clarity, consistency, and understanding
- Check for spelling errors and typos
- Make the best case you can for yourself
- Be prepared

Questions?

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