2024 UF/IFAS T & P Workshop
Three years review to first promotion faculty

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Four Pillars of Distinction in Extension

Extension Program Context

A clear & concise description of importance, need, and objectives of your extension program in Section 24

Inputs & Outputs
-Funding
-Volunteers
-Creative works
-EDIS & other pubs

Outcomes & Impacts

REPUTATION
-Presentations
-Governance/Service
-Honors

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Packet sections relevant to distinction in Extension

14. **Creative works** (Outputs: Inst. multimedia presentations, websites, educational games,…)

16. **Publications** (Outputs: EDIS pubs, newsletters, guides, manuals,..)

17. **Professional presentations** (Reputation: Invited presentations at international, national, regional, state and local levels)

18. **Sponsored projects & revenue** (Inputs: Grants, in-kind and monetary support, sponsorship, volunteers)

20. **Service** (Reputation: Leadership role in professional societies & governance)

24. **Extension programs** (Section 24)

28. **Honors** (Reputation: recognition from professional societies, IFAS Extension, industry & stakeholders)

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You have 3 to 6 years of extension experience

- You understand your position.

- You know your clientele.

- You know how you fit in the Extension [Pathway](#) (Roadmap).

- You're communicating with Extension Specialists and Agents.

- You're learning from others "doing" Extension.

- You understand that Extension is about *human relationships*.

- You've reflected on your 3-year review.

How do you show distinction in extension?

The <u>scholarship of extension</u>: *Translating, integrating, and applying knowledge to solve a problem*.

At LGUs, we practice this scholarship by:
- Defining an issue or problem.
- Identifying and engaging clientele.
- Non-formal teaching (many options).
- Measuring outcomes and impacts.

Your extension program should be in mid-development

- Did you use the "Targeting the Outcomes of Programs (TOP)" model?

- You know your clientele needs.

- You know where you are taking them? (SEE)

    Social, Economic, Environmental impacts

- You have a method.

- You are measuring KASA outcomes:

    Knowledge, Attitudes, Skills, Aspirations

You are integrating R/E or T/E

- **R/E, for example**:
  - Field research becomes field days.
  - Research papers inspire EDIS documents.
- **T/E, for example**:
  - Course material becomes extension publications.
  - Formal courses flipped to "Extension online."

(https://ifas.catalog.instructure.com/)

You are building your Section 24

https://hr.ifas.ufl.edu/media/hrifasufledu/docs/tenure/IFAS-Guidelines-for-Preparing-Extension-Section03142024.pdf

- Overview: Describe job duties, goals, and connection to the Extension Pathway.

- Nature and description of program(s):
  - Example: 60% E (Specialists), vegetable production
    - 30% Sustainable irrigation to conserve water
    - 30% Adoption of new vegetable varieties

- Sketch logic model for each program. https://edis.ifas.ufl.edu/wc106

- Be clear, concise, and impactful!

  - A clear and concise Section 24 is easier for evaluators to read, comprehend, and assess scholarship

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Target Audience(s)

○ Who are you teaching? Examples:

- Extension agents.
- Farmers/growers/producers.
- Industry.
- Consultants.
- State/federal agencies.
- Government officials.
- Homeowners/HOAs.
- General public.

Overall Program Context

- A brief and to-the-point overview of the overall extension program rationale.
  - One statement for your total Extension program.
  - Why is this important?
  - Who cares?
  - What is the intended outcome or impact? (The SEE conditions.)
- Make it easy to understand.

The Logic Model for each program

(https://edis.ifas.ufl.edu/wc106)

- Program title.

- Target audience(s).

- Short, medium, long-term objectives.

- Educational methods and activities.

- Outcomes and impacts that *address the objectives*.

Short-Medium & Long-term SMART Objectives, Outcomes & Impacts

Objective-Annually, at least 60% of participants will report a better understanding of county, state and/or federal farm and food related policies, and how those policies affect food systems.

Outcome-Quantitative increases in knowledge of policies recorded in program evaluations.

Impact- Decision makers and food system leaders will make informed decisions based on documented evidence.

Objective- Annually, at least [X%] of [resource managers/arborists/etc.] who participated in [TOPIC] workshops will report that they were able to use the information and skills learned in their jobs as measured **by a 6-month follow up survey**.

Impact-Resource managers are more effective at their jobs as a result of learning new skills.

Objective-In 5 years, at least 20% of stakeholders will experience reduced impacts of invasive pests.

Outcome- The negative effect of invasive species will be reduced on individual farms or cropping systems.

Impact-Quantitative decrease in the number of invasive species and decrease in eradication costs.

Title of each program

- Too general: ☹
  - "Vegetable crop irrigation"
  - "Food entrepreneurship"

- More specific: ☺
  - "Increasing the knowledge and adoption of sustainable irrigation practices for water conservation by the vegetable industry"
  - "Rural economic development through food entrepreneurship"

Program Objectives   https://edis.ifas.ufl.edu/fy1327

- Brief and to-the-point statements of the major intended outcomes of each program. (SEE conditions.)

- SMART (Specific, Measurable, Attainable, Realistic, Timed) Objectives

- Change in knowledge, behavior, management practices, economic status, etc. (Knowledge, Attitudes, Skills, Aspirations: KASA)

Educational Methods/Activities

○ How did you teach your target audiences/clientele? (Quantify)

- One-on-one.

- Group learning (workshops, field days, etc.).

- In-service training (for county faculty).

- Creative works (web pages, slide sets, apps).

- Publications (journal articles, EDIS, popular articles, etc.)

- Social media (podcasts, blogs, tweets).

Any of these can be done online.

Outcomes and Impacts

- Be as clear and quantitative as possible.
- What happened?
  - Participation. (Count)
  - KASA – Knowledge increase. (Test)
  - KASA – Behavior/practice change. (Survey)
  - SEE benefits. (Synthesize)
- Answer the "So what?" question.
  - What data do I need, how when do I collect it, and how do I use it to show outcomes such as knowledge gain, intent to implement recommendations, and show behavior change and impact through transformational education?

Can I retrofit the Logic Model?
(Yes, but not recommended!)

YES ○ Program title.

YES ○ Target audience(s).

YES ○ Objectives.

YES ○ Educational methods and activities.

HARD TO DO ○ Outcomes and impacts that *address the objectives*.

CHECK FOR Section 24 ALIGNMENT

Major Program Title/Topic	Objectives	Educational Methods	Outcome Data Sources	Outcomes	Impact
Program 1: Needs Program 2: Needs Program 3: Needs	Do my objectives address my Extension program context, importance, and need? Are my objective SMART?	Am I addressing the needs listed in my context? Do I target the needs noted in my objectives?	Do I use the data collection methods noted in my objectives? Do I collect and measure the data noted in my objectives?	Do/will my outcomes reflect my objectives? Are my data source(s) and Evaluation methods identified? Can I report what I said I was going to in my objectives?	Do I have ONE statement per program? Does the statement conclusion define/lead to long-term programmatic impacts?

Slide credit-Dr. Julie Dillard et al., 2024- NW Dist.

Other programmatic efforts

○ Show significant extension activities that do not fit within your logic models.

- Advisory committee work.
- Community education effort.
- Science communication.
- Work with youth.

What if I didn't have assigned Extension FTE? (Specialists only)

UF/IFAS faculty are expected to demonstrate active commitment and responsibility to the three functions of the Land Grant mission-teaching, research and extension.

- Briefly describe how your research and/or teaching programs have motivated you to pursue extension/outreach activities.
- Who are the activities directed to? Describe your stakeholders.
- Describe educational/outreach outputs including EDIS publications, industry magazine articles or other extension educational materials.
- Describe educational/outreach activities including presentations at stakeholder group meetings, workshops, field demos & other extension events.
- Extension Section 24 narrative may begin with the following sentence. "In addition to my budgeted teaching and/or research assignment, I contribute to the Land Grant function of extension by………"

Distinction in Extension from Associate Provost Dr. Chris Hass

○ Write your story and own it.

○ Use the entire packet. Internal consistency is powerful... it reinforces major themes.

○ Build your brand, credibility, vision, and mission.

○ Understand your audience and don't make reviewers read between the lines.

○ Document impacts.

Impact (Chris Hass)

- Facts are your friend.
- You are addressing the most important issues in our state and country.
- You are an expert and trusted resource.
- The work you do…
  - affects how many people?
  - affects state resource use, policy, health?
  - affects the economy… how much?
- You bring people together and work in teams – What is your role?

If you would like some help…

- Mentoring committee.
- Extension Admin team.

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Whitney Elmore
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Karla Shelnutt
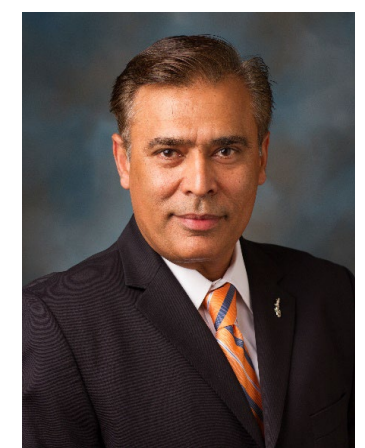Associate Dean for Extension Engagement

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