

2024 UF/IFAS T/PS & P Workshop Associate to Full Professor & beyond First Promotion

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Four Pillars of Distinction in Extension

The image features four large, white, classical-style columns standing in a row against a clear blue sky. In the background, a cityscape with various buildings and a fountain with multiple water jets is visible. The columns are positioned behind four orange rectangular boxes, each containing text related to the '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

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)

You have already shown distinction in extension

The scholarship of extension: *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.

You have 6+ years of experience

- You understand your position, your clientele, and how you fit in the Extension [Pathway](#).
- You've developed clientele relationships.
- You've become an example to others learning extension.

Your extension program is maturing

- You're focusing on medium/long-term outcomes and impacts... the "Targeting the Outcomes of Programs (TOP model)."
- You have your favorite methods of teaching clientele.
- You're measuring changes in **knowledge, skills, practices, and behavior**.
- Your impacts are **social, economic, or environmental (SEE)**.

You're good at integrating R/E or T/E (specialists)

- **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 refining your Section 24

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

- Review descriptions of job duties, goals, and connection to the **Extension Pathway**.
- Refine the nature and description of your program(s).
- Check your logic models. How can they be improved?

<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.

Refine the Logic Model If needed

- Program title.
- Context.
- Target audience(s).
- Objectives.
- Educational methods and activities.
- Outcomes and impacts that *address the objectives*.

Title

- 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”

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.

Target Audience(s)

- Who are you teaching? Examples:
 - Extension agents.
 - Farmers/growers/producers.
 - Industry.
 - Consultants.
 - State/federal agencies.
 - Government officials.
 - Homeowners/HOAs.
 - General public.

Program Objectives

<https://edis.ifas.ufl.edu/fy1327>

- Brief and to-the-point statements of the major intended outcomes of the program. (SEE conditions.)
- Specific, Measurable, Attainable, Realistic, Timed.
- Change in knowledge, behavior, management practices, economic status, etc. (Knowledge, Attitudes, Skills, Aspirations: KASA)
- Obvious link to the program context statement.

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 and 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?

Logic model differences between 1st and 2nd promotion

- Title, context, audiences, objectives are essentially the same.
- Educational methods and activities.
 - Broader suite of activities, including innovative methods.
 - Extension scholarship is wider and deeper.
 - Show **leadership** as well as participation.

Logic model differences between 1st and 2nd promotion

- Outcomes and impacts.
 - Show a broader reach, e.g., going from regional to statewide or beyond.
 - Your extension scholarship is being used by others; you have developed a “following.”
 - Achieve medium to long-term objectives: awareness/knowledge gain led to practice change that led to a SEE condition (and you have some data to prove or infer it).
- Highlight “success stories.”

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.

CHECK FOR Section 24 ALIGNMENT

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

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

Don't forget about 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 them read between the lines.
- Document impact.

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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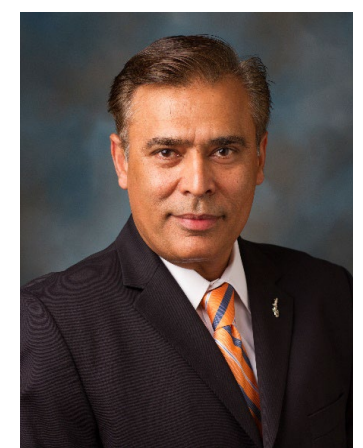
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