

2024 UF/IFAS T/PS & P Workshop

Less than three years 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

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)

How do you show 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.

Where do you start?

- Understand your position.
 - Why were you hired?
 - Who are your clientele?
- Review your position description.
- Read the Extension [Pathway](#) document.
- Talk to Extension Specialists and Agents.
- Observe others “doing” Extension.
- Understand that Extension is about *human relationships*.

Planning your extension program

- Targeting the “Targeting the Outcomes of Programs” (TOP) model.
- Engage clientele in a **needs assessment**.
- Where do you want to take them? (SEE)
 - **Social, Economic, Environmental impacts**
- How will you get them there?
- How will you measure **KASA** outcomes?
- **Knowledge, Attitudes, Skills, Aspirations**

Navigating between R, T, and E (Specialists)

- *Integrate* your research and extension programs.
 - Field research becomes field days.
 - Research pubs inspire EDIS documents (<https://edis.ifas.ufl.edu/>)
- *Integrate* your teaching and extension programs.
 - Course material becomes extension publications.
 - Flip formal courses to “Extension online.”
(<https://ifas.catalog.instructure.com/>)

Start to build your Section 24

- Overview: Describe job duties, goals, and connection to the **Extension Pathway**.
- Nature and description of program(s):
 - Example: 60% E (**Specialist**), 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

Section 24

- Overall context, rationale and need of your extension program.
- Program title.
- Target audience(s).
- Program objectives. <https://edis.ifas.ufl.edu/fy1327>
 - Short, medium, long-term.
- 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”

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?

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?	Am I addressing the needs listed in my context?	Do I use the data collection methods noted in my objectives?	Do/will my outcomes reflect my objectives?	Do I have ONE statement per program?
Program 2: Needs		Do I target the needs noted in my objectives?	Do I collect and measure the data noted in my objectives?	Are my data source(s) and Evaluation methods identified?	Does the statement conclusion define/lead to long-term programmatic impacts?
Program 3: Needs				Can I report what I said I was going to in my objectives?	

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 don't have assigned Extension FTE?

(Specialists)

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 ISTs 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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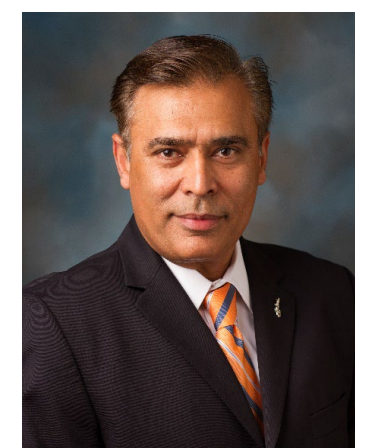
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