Your goal is to describe your extension program in a clear, concise, and impactful way to show extension scholarship and distinction. Avoid excessive length. More is not always better. A clear and concise Section 24 is easier for evaluators to read, comprehend, and assess scholarship.

As paraphrased from Associate Provost Chris Hass (who oversees the work of UF’s Academic Personnel Board), consider these points when writing Section 24:

- Emphasize continuity between objectives, activities, and measurable outcomes/impacts.
- Service to your clientele as an educator is the highest priority.
- Write your extension story and own it. Be creative, convincing, and persuasive.
- When considering your writing style, understand that your audience may not be familiar with cooperative extension, translational science, or extension scholarship.
- Be clear, concise, and impactful. Avoid making your audience read between the lines.
- Build your brand, credibility, vision, and mission by connecting Section 24 to other parts of the packet.
- Show that you facilitate meeting the needs of others.
- Show that you foster problem-solving.
- It is fine to be braggadocios, but do not be pompous.
- Clearly describe what you are known for.
- Explain why your work is impactful, how it has value, and how it meets the bar for distinction. Why do you do your extension work, and why does anyone care?
- Describe who benefits from your extension program, how they are using what you teach, how it is affecting them, and how is it affecting the state. Contextualize your program outcomes.
- Document fact-based financial, social, practice, and/or policy impacts. How many people are being impacted?
- Clarify individual contributions to group extension work.
- Highlight the answer to “so what?”
- Put more eggs in fewer baskets. More “main course,” less “buffet.”
- The impact is the key.
24. EXTENSION PROGRAMS

(Use tables as needed, number them consecutively, and refer to them in the text.)

A. Introduction
This is a brief description of Sections 2 (Brief description of job duties) and 3 (Areas of specialization) of the packet. Describe your technical expertise and how you are a trusted resource to your extension program target audiences and clientele. Foreshadow your impacts.

Suggested length no more than 1 half page.

B. Initiative Teams and Priority Work Groups
Which IFAS Extension Initiative Teams and Priority Work Groups do you report under? If none, explain why. This is a list, not a description of service (which should appear in Sections 19 and 20.) Examples: Initiative 2: Enhancing and protecting water quality, quantity, and supply. Priority Workgroup: Agriculture water conservation, quality, and awareness.

C. Target Audiences
List the primary target audience(s) for your extension programming (all programs). Examples: extension agents, farmers/growers/producers, industry, consultants, state/federal agencies, governmental officials, non-governmental organizations, homeowners/HOAs, residents, public, other (identify). Indicate if the audience represents underserved or underrepresented populations.

D. Extension Program Context, Importance, and Need (formerly Situation Statement and Role and Activities of Advisory Committee)
- This section is a single situation statement that encompasses all programs.
- Describe the need for your extension programming using data (including needs assessments) and evidence from county, state, national, or global scales if appropriate and relevant. Justify why it is important to address these issues.
- Describe how you engage stakeholders to guide your programs.
- Illustrate how you are addressing the issues described above.
- Describe why you teach what you do.
- Describe how what you teach is important to your target audiences, clientele, and the county/state.

Suggested length 1 half to 1 page.

E. Program Titles, Objectives, Educational Methods, and Activities (formerly Program Objectives and Educational Methods and Activities)

Extension Agents should spend a minimum 20% time on any individual extension program.
Guide to the number of major extension programs state extension specialists should have as related to the amount of extension assignment:

Up to 29% extension – 1 program
30 to 59% extension – Up to 2 programs
60 to 100% extension – Up to 3 programs

Program 1 (Repeat the format below for additional programs)

• Title
• Objective 1
• Objective 2... etc.

Write a maximum of four SMART objectives - [https://edis.ifas.ufl.edu/publication/FY1327](https://edis.ifas.ufl.edu/publication/FY1327).

Explain how each objective will be measured ... (evaluation method examples, a pre-post-test, a self-reflective survey for knowledge gain, a follow-up survey (list the time frame 3, 6, 9 months), observation for behavior or practice change).

• Educational methods and activities

For example: Single classes, webinars, workshops, in-depth series, certification classes, webinars, field days, web-based communication, consultations, deliberative discussions, plus innovative features you have developed. Describe your role in collaborative teaching efforts as appropriate.

Suggested length 1 to 2 pages per program.
**F. Extension Teaching Events** (formerly Summary of Group Learning Participants)

List extension activities and events for **Program 1** since hire or since your last promotion. Capture facilitation and moderation under “self.” Avoid duplication with other sections of the packet. Please use the following format. Add or delete lines as needed.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Topic</th>
<th>No. of Events</th>
<th>No. of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Assistant</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Interns</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Including moderator for Zoom/Teams-like events. Do not include your role as an organizer in this table but mention it in the educational activity’s narrative.

Create a separate teaching events table for each additional extension program.
**G. Summary of Clientele Reached** (combined for all programs)

*Report your educational materials, clientele contacts, and volunteer data from Workload* by year since hire or since your last promotion. **Create your own table for this purpose.** (See below for an example.)

Total number of educational materials prepared (excluding EDIS publications)
Total number of field consultations for all programs
Total number of office consultations for all programs
Total number of group learning participants for all programs
Total number of telephone consultations for all programs
Total number of email or text message consultations for all programs
Total number of website contacts for all programs
Total number of social media contacts for all programs

*If you worked with any adult or youth volunteers, enter the total number of volunteers and the total estimated volunteer hours worked for all programs. (Volunteer headcount is an unduplicated count – count each volunteer once regardless of how many programs or activities the volunteer participated in.)*

- Number of volunteers __
- Volunteer hours worked __

**Example table for use in Section G.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Numbers for current year</th>
<th>Add a column for each previous year since last promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational materials (excluding EDIS publications)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Group learning participants</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field consultations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office consultations</td>
<td></td>
<td></td>
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<tr>
<td>Telephone consultations</td>
<td></td>
<td></td>
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<tr>
<td>E-mail or text consultations</td>
<td></td>
<td></td>
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<tr>
<td>Web site visits</td>
<td></td>
<td></td>
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<tr>
<td>Social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer hours worked</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Faculty may include in-service training sessions in group learning, or create a separate line for ISTs.*
H. Outcomes and Impacts
Describe notable outcomes and impacts for each of your extension programs identified in Section E.

- **Outcomes** include short to medium term results like measured knowledge gain and changes in actions/behaviors. You may report your Workload indicator data (https://pdec.ifas.ufl.edu/workload/WorkloadIndicators.pdf) here if you have used those indicators to evaluate your program outcomes. This is the recommended approach, but you are not required to use workload indicators here. Show outcomes by objective.

- **Impacts** reflect long-term change in social, economic, or environmental conditions or the potential for meaningful change in those conditions. Answer the question “why does my program matter?” (Impacts do not have to be foregone conclusions, but they do need to reflect the realistic long-term potential of your extension work and how it can facilitate positive change.) Summarize or expand past Workload statements. Show impacts by program.

Suggested length no more than 2 pages per program.