

EXTENSION PROGRAM SECTION
TENURE/PERMANENT STATUS AND/OR PROMOTION
DOCUMENTATION DETAILS

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EXTENSION PROGRAM SECTION TENURE/PERMANENT STATUS AND/OR PROMOTION

INTRODUCTION

The Extension Program Section is an important component of the application for tenure/permanent status and/or promotion. In this section, faculty with an Extension assignment, present their scholarly programmatic work and accomplishments for the time period for which tenure/permanent status and/or promotion is being considered. The assignment may vary from a small percentage of FTE to a high percentage of FTE for state faculty. For county faculty it is a full FTE.

This paper discusses the relationship between the faculty member's description of job duties and the organization and content of the Extension Program Section. The essential components of the program section and the significance of each section as it relates to the applicant's programmatic efforts and accomplishments will also be discussed.

DESCRIPTION OF JOB DUTIES

The foundation and guiding framework for organizing the Extension Program Section is the faculty member's description of his/her Extension job duties or assignments during the time period under consideration. The description of Extension's job duties should delineate the major areas of assignment. The applicant may wish to provide a percentage breakdown for each program. Examples of description of job duties for state and county faculty are:

State Faculty (Extension Specialist) With Extension Appointment Example

The faculty member provides leadership and coordination for statewide extension educational efforts in turf grass production and management, including the development, delivery and evaluation of programs.

Specific focal areas and percentage FTE breakdown are:

Water Conservation and Management	25%
Improved Fertility Programs.....	20%
Integrated Pest Management	15%

County Faculty (Extension Agent) With Extension Appointment Example

The faculty member is responsible for the development, delivery, and evaluation of educational programs in Family and Consumer Sciences in the area of nutrition and health and family resource economics. As County Extension Director (CED), the faculty member also provides leadership and coordination for the total county extension educational effort in agriculture,

family, youth and community sciences, 4-H youth and community resource development. The CED also manages the administrative affairs of the County Extension office.

Specific duties by percentage of FTE:

Nutrition and Health.....	50%
Family Resource Management	25%
Administration.....	25%

One expects to find each of these areas then addressed in the Extension Program segment of the application packet, logically in the order listed. They may be addressed as such, or serve as a broad heading under which more specific programs within that job assignment would be identified and addressed. Plans of work and annual accomplishment reports developed during the time period involved should be useful in determining an effective organizational scheme, as well as serve as a key source of information for the content of each section.

Organizing the Extension Program Section to directly track with the job duties as they are listed facilitates the reader's conceptualization and understanding of the program content of the report in relation to the assigned duties. A different format may cause the reader to have to sort through the material to try to ascertain what was done in a particular assignment. All job duties must be addressed to prevent raising questions about what happened and to insure a complete report.

Examples of job duties prepared by state/county Extension faculty for tenure/permanent status/promotion packets are usually part of the training provided at the Tenure and Promotion workshops.

Each packet is written somewhat differently, but they all should illustrate the basic concepts discussed below. Other examples may be obtained from your department/unit leader, other faculty, mentoring committee or the IFAS human resources office.

EXTENSION PROGRAM SECTION

Applying scholarly Extension communication skills will help to make this section reader-friendly. The target audience consists of faculty from all UF units. Some may not be familiar with Extension. The objectives are for this audience to clearly understand the components of the Extension Program and to know how the candidate has satisfied the criteria for tenure/permanent status/promotion. It is important to emphasize again that the description of job duties provides a useful basis for organizing the Extension Program Section. To help the reader, some writers briefly reiterate the job duties in an introductory paragraph before starting the program section. Following are examples of introductory paragraphs taken from the job descriptions written above for state and county faculty respectively.

“During the period covered by this application, this faculty member’s extension assignment was in turf grass production and management, with major focal areas of water conservation and management, fertility programs, and pest management.”

"During the period covered by this application, this faculty member's primary assignments were in nutrition and health, family resource management, and overall program leadership, and administration."

Following the written introductory paragraph of the faculty member's job description, the Extension Program section would follow the sequential order found in the job description by percentage. For example, for the state specialist, the first educational program write-up would be on water conservation and management and should include these five components (program title, situation, program objectives, educational methods, and outcomes/impacts) found below. Subsequent assignment areas (fertility, pest management) need to be reported in the same manner. County faculty would follow the same procedure. The first educational program the agent would report on would be nutrition and health and should include the five components (program title, situation, program objectives, educational methods, and outcomes/impacts), followed by family resource management and administration. The components are the same as found in the plan of work format and in the format for annual accomplishment reports.

Program Title: The program title sets forth the specific focus of the program being reported. It should clearly and succinctly convey the nature of the program, in essence serving as an abbreviated description. For example: "Conserving Water and Improving Water Quality in the Florida Turf Industry", "Reducing Fertilizer and Nutrient Loss", "Improving Nutrition of Senior Citizens", "Reducing Family Debt." Catchy logos and/or titles used in promotional efforts, or straight subject matter listings (Fertility, Pest Management, Beef/Forage, Foods and Nutrition, Finances etc.) do not clearly describe the essence of the program.

Situation: The Situation section should convince the reader of the need for the program by stating the relevant issues in the community (shown by using local data), and the expected returns on investment in the program to address/solve these and who the intended audience(s) is/are. Inclusion of this component assures that the scope and impact of the program effort is seen within a meaningful situational context. The situation statement enables the reader to obtain a feel for the extensiveness and significance of the problem(s) addressed by the educational program. Again, this should be brief and focused – ½ to ¾ of a page is usually sufficient.

Program Objectives: The program objectives should be clear, measurable and concise statements of the major intended outcomes of the program, i.e., the major changes that were expected to be made by the participants (Target audiences - agents, turf producers, golf course managers, parents, youth, senior citizens, etc). These may be expressed in terms of changes in, practices, knowledge, attitudes, skills, etc. The objectives are derived directly from the situation statement (expected returns on investment), therefore the tie with the situation statement should be obvious. The end result (i.e., impacts) of these changes that affect participants' economic, environmental or social status can be discussed in the Outcomes/Impacts Section.

Educational Methods and Activities: In this section, the nature and extent of the educational efforts are delineated, i.e., a succinct but comprehensive sequential synopsis of the actual teaching/learning activities (numbers and types of educational programs, newsletters developed, mass media used, visual aides, field demonstrations, in-service, etc.) carried out during the time period, including cooperative endeavors with other groups and agencies. Again, there should be

a clear tie between the educational efforts and the objectives. Summary tables and the use of bullets are extremely helpful. It is also a good idea to mention the support materials produced (e.g., 5 fact sheets, 3 PowerPoint slide sets, etc.) without repeating the entire citation for each.

Outcomes/Impacts: In this section, the results of the educational efforts are reported. These should speak directly to and be reported in the same order as the objectives previously stated. In fact it is always a good idea to restate the objectives and report outcomes and impacts for each. This prevents the reader from referring back to the Objectives section to determine if the expected objectives were achieved. Here is where the reader is informed of the extent to which the stated objectives were reached, or the progress to date in reaching them. Relevant information on other impacts of the program should also be included. The results should be quantifiable and provide clear evidence of progress made. Potentially to be included would be number of clientele involved (reached) through the programs, and changes that occurred within them or their situation. This could include changes in their knowledge, attitudes and skills, changes in the way they do things (practices), and/or the consequences of their using the information and adopting the practices taught in the educational program (end results).

OTHER PROGRAMMATIC EFFORTS

There may be other significant program activities and accomplishments that should be reported but do not directly relate to one of the major program responsibilities listed in the description of job duties. In other words, there may be certain significant activities that tend to stand alone, such as work with an overall advisory committee, a community development effort, etc. These should not be left out, and may be reported under the heading of Other Programmatic Efforts, with a brief summary paragraph devoted to each.

SUMMARY

The presentation of each of the major program responsibilities as delineated by the description of job duties, or subsections thereof, should contain five components: a title, a brief situational statement, a concise statement of objectives expanded in changes to occur in clientele, a summary of educational methods, and a statement of outcomes and impacts or progress to date. There should be a clear and obvious relationship or common thread among the components, i.e., the situational statement should address the title, the objectives should clearly relate to the situational statements, the educational methods should contribute to reaching the identified objectives, and the outcomes and impacts should provide evidence of reaching or making progress toward the objectives. A well-written Extension Program Section does not guarantee success in achieving tenure or promotion. However, a well-written program section can greatly facilitate “putting one’s best foot forward” as the faculty member’s total accomplishments are being considered.