Extension Section
of the
Permanent Status and Promotion Packet

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2 elements that will go a long way toward assuring success are having a concise and well organized packet (2000 IFAS PS&P review committee). You can find these comments and more on the IFAS Human Resources web site, http://personnel.ifas.ufl.edu/tenure.shtml.

More than 20 pages in the Extension section is a disservice to the candidate (2000 review team).

If reviewers don't understand something in your packet, then you didn't explain it well. Non-extension reviewers must understand your story. Millie Ferrer usually gives PS&P review committee members a short course on what Extension is all about.

This is the real deal – annual evaluations are just practice. Your CED and DED should have been preparing you for this by providing constructive comments each year on you ROAs and POWs. So you should have already heard most of this stuff.

Section 1 - Title
Provide an abbreviated description of your program – what you are trying to accomplish

Use action words like: enhancing, improving, developing, enriching, changing lead toward client-centered accomplishments. For example:

"Reducing Water Use in Citrus Groves" not "Water Conservation"

Examples of CED program titles:
- Enhancing decision-making abilities of _____county gov.
- Enhancing _____county extension programs through leadership

Section 2 - Situation
This is not a George Castanza and Jerry Seinfeld show about nothing

The purpose of this section is to identify issues – defend/sell the need for your program. Write it as if you were defending your job because there is only enough $ for 2 out of 4 agents in your county. What will be the returns on an investment in your programs?

This doesn't mean verbose is better or more important. Reviewers can see through fluff and it often gives them the impression you are trying to hide something or make up for the fact that your program really isn't that important. Be succinct (1/2 page), focused.

A good outline for the Situation section:
- Current situation – explain what the issues are using local data to emphasize the importance, e.g., because of poor diets people are at risk to various health-related diseases
- Preferred situation – what will occur as a result of your excellent educational program; this should be a narrative of your objectives, e.g., people will have healthier diets
- Significance – "so what" part, long term results, related to your overall/major objectives; long-terms goals may not be easily measured, e.g., medical costs will decrease

In some cases you can adapt the GOAL/Focus Team Situation Statements
to your County by inserting local data for some of the national and state data used in these documents. Data are important in helping to emphasize/sell the need for your program.

Mention the use of your Advisory Committee in providing grass roots input.

Section 3 – Program Objectives
What expected/desired changes will occur as a result of your educational program? Objectives should be related to what you said in your preferred situation in your Situation Statement.

Objectives should be client-centered and measurable. (See EDIS pub, "Writing SMMART Objectives" at http://edis.ifas.ufl.edu/FY824)

State how you are going to measure if you accomplished these? You are expected to measure if your audience is learning anything and if they are using the information they learned (behavior change).

Different levels of accomplishments:
1. knowledge gain –asking if they learned something on X topic, pre and posttests and properly designed posttests only are used to accurately measure knowledge change
2. promising behavior change – posttest, will you most likely use X practice
3. behavior change – follow-up survey or personal observation to determine if they are using information that they learned from you
4. so what impacts – econ, env, or social perspectives

The most convincing evidence of program impact is behavior change.

Section 4 – Educational Effort
Should include:
- description of program content
- delivery methods
  - # workshop series with all modules
  - field demos
  - # teachable moments with individuals
- media methods
- # of participants in each category
- # of pubs and other support materials

Behavior change is most likely to occur with those who attend several training sessions so that they develop a deeper and more in-depth understanding of important concepts related to the

main topic. Think of it as a course outline you may have experienced as a college student. The instructor used a text book with the title of Wildlife ecology and management

        Chapter: Predation
                sections:
                        prey survival
                        theoretical predator-prey systems
                        wolf control in Alaska, etc.

If students are exposed to one 45-minute class session on each of the 3 sections they would develop a more in-depth knowledge of the topic on predation than if they attended only one.

Another example:
Developing Successful Parenting Techniques
        Stress Management and Support:
                lesson 1. dealing with stress in your life
                lesson 2. identify sources of stress
                lesson 3. practicing positive stress management.
        Age Appropriate Behavior
                Etc.

Other examples are MG or 4-H leader training on different topics;
This approach shows your programs are focused and teaching is connected to common objectives instead of scattered not connected and just remotely related to general topic area.

Clearly identify your <u>teaching</u> not advising, showing, explaining, but TEACHING. You cannot overuse this word.

It is always a good idea to summarize your educational activities. Here is one way to do it.

Summary of Educational Activities (# events/ # participants)

Year	Workshops	Individual	Field demos
1999	5/ 330		
2000			
2001			
2002			

Summary of Media used (# events/ # website hits, watching audience, subscribers, listening audience)

Year	website	TV	Newspaper	Radio
1999				
2000				
2001				
2002				

<u>**Section 5 – Accomplishments**</u>
This is where you report on the returns on investments. Did you accomplish what you said you would in your objectives section? Your accomplishments/outcomes should be directly related to your objectives.

You can copy and paste objectives into this section; then report your accomplishments by almost just simply changing the tense from future to past. I.e., This is what I told you will happen (future) as a result of my programming and this is what did happen (past).

Example:
Objective: 75% of participants <u>will</u> develop an annual budget
Outcome: 67% of **245 participants** <u>developed</u> an annual budget

Note: % without accompanying absolute # has very little value

You can report knowledge gained, promise to use (potential behavior change), or used (actual behavior change). Remember that behavior changes provide more convincing evidence that your educational programs were effective (2000 review team).

The "So What" are impacts like financial gains, taxpayer savings, efficiencies gained, environmental enhancement or protection, individual life enhancement, resources preserved or community improvements.

Example: 175 participants in workshops are using 40% less water. The average household water use is 60 gallons/week. This means a savings of 24 gallons/week/person (60 gals x 40%). If all residents in this county adopted these practices (24 x 250,000) this would result in a savings of 6 million gallons/week. Cost of treatment, etc.

Example: Reducing phosphorus fertilizer inputs is a major component of BMPs designed to improve water quality in the Everglades. Hendry County cattle producers attending workshops learned that fertilization on improved pastures could be reduced by 50% without reducing forage yield or quality. Eight of these ranchers (60% of workshop participants) adjusted their P inputs saving $13,968 on 15,520 acres and reducing the amount of P leached into the water supply by 62,080 lbs.

(See PowerPoint on Impact Statements and Success Stories at http://ded.ifas.ufl.edu/reports/impact_success.shtml)

<u>**Other Programmatic Efforts**</u>
Report here any activities on which you spent less than 30 days/year

Examples:
- advisory committee work
- program leadership
- 4H for non-4H faculty