

Professional Expectations for Department-Based Extension Faculty

Overview

The mission of WSU Extension is to engage people, organizations and communities to advance economic well-being and quality of life by connecting them to the knowledge base of the university and by fostering inquiry, learning, and the application of research. Extension programs conducted by department-based extension faculty are planned educational or developmental efforts that...

- leverage the research and knowledge bases of WSU to address issues, needs and opportunities across the state and beyond;
- reach appropriate and diverse audiences;
- actively engage county/regional WSU Extension Educators and research faculty at WSU and other institutions to foster integrated approaches;
- use unbiased, science-based methods that are appropriate for the target audience;
- and achieve social, economic and environmental outcomes beginning with acquisition of knowledge and followed by change in practices and improvement in status among target audiences.

Department-based faculty with Extension appointments are expected to proactively engage in outreach work through a planned Extension program in a manner consistent with the percentage of their appointment supported by Extension funds. The expectations cited here are in alignment with the “Professional Behaviors Matrix for Department-Based Extension Faculty”, and offer further clarification of performance expectations relative to Extension appointments. This summary should inform all faculty members of required duties and performance expectations for faculty appointments with formal Extension assignments. These expectations are an important part of the overall tenure and promotion criteria for faculty members with Extension appointments and shall be appropriately weighted for split appointments with other expectations for research and/or teaching. The individual faculty member bears the responsibility of preparing documentation confirming that these criteria have been met for their Extension appointment in promotion and tenure cases. Similarly, achievement of these expectations should be evaluated during annual review.

Performance Expectations:

Extension Program Planning

- Identifies the desired outcomes using a comprehensive outcome planning approach to develop the program(s) that will deliver those outcomes with the clear identification of the purpose, need, inputs, and outputs that lead to the desired outcomes. Additional information on program planning is available at <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>
- Demonstrates the capacity to identify significant problems or issues faced by target audiences, and utilize the intellectual, research capacity of the institution to address these problems.
- Employs an appropriate program design and methods to effectively reach intended audiences.
- Actively engages with stakeholders (e.g.: industry groups, commodity groups, consumers, private firms, agencies) and others (e.g., county-based faculty, researchers) in this planning process.

Team Building and Collaboration

- Provides leadership in convening and guiding a coordinated outreach program that fully utilizes the state-wide network of Extension.
- Forms and maintains collaborative relationships with other professionals, including departmental colleagues, county-based faculty, and faculty from other departments or colleges as appropriate.
- Evidence of teamwork and collaboration is expected.

Extension Program Delivery

- Programs should make major contributions in addressing relevant issues and problems facing target audiences, and should demonstrate value for the public good.
- Outreach education is research-based and adheres to the high standards of reliability and accuracy.
- Extension programs should utilize progressive methods and technology to effectively reach target audiences. The world-wide web and associated methods are considered primary techniques for effective dissemination of research-based information and training, in addition to other Extension methodologies. Expectations for the creation of peer-reviewed Extension publications and non-peer reviewed creative products for external audiences are addressed later in this document under the scholarship and creative products heading.
- Programs should be highly visible and utilize all available means to increase awareness and interest among target audiences as well as the public when appropriate.
- Reputation and recognition, both state-wide and nationally, are important indicators of effectiveness in program delivery.
- Evidence of program quality and the associated scholarship of engagement must be documented (The website www.scholarshipofengagement.org provides the National Review Board's criteria for the scholarship of engagement).

Applied Research

- The Extension program is complemented by a high-quality applied research program.
- The Extension program focus is closely linked with the faculty member's applied research, and this research informs and guides the educational process of Extension.
- All faculty members, including department-based Extension faculty are expected to be actively engaged in graduate education, including serving as major advisor to graduate students.

Extension Program Outcomes

- Program results should be collected, evaluated, and summarized in annual reports and contribution statements for tenure and promotion.
- Program outcomes (not to be confused with program outputs) should qualitatively or quantitatively report the impact of a faculty member's work. See "Guidelines for Documenting Short, Intermediate, and Long-term Outcomes" <http://ext.wsu.edu/admin/PDF/outcomes.pdf> for details on documenting the impacts of Extension work.
- Documentation of program outcomes is required using the WORQS system annually under the Extension section. *Extension Faculty must make a point to enter outreach reports as "Extension Programs" in the outreach section otherwise the report will not be identified correctly in the system.*

Scholarship and Creative Products

- Scholarship is an expectation of all tenure-track faculty members regardless of their appointment split. Scholarship in this sense is defined as creative products that are peer-reviewed through a formal process and produces a durable product available to one's peers and includes manuscripts published in professional journals, books, and papers that are delivered to professional peers through a juried process.
- Faculty with Extension appointments are also expected to create formal Extension publications consistent with their assignment. Such manuscripts are submitted through a blind, peer-reviewed process with worthy manuscripts accepted as Extension publications. While Extension publications are not a substitute for other forms of scholarship, their creation is an additional expectation of faculty with Extension appointments. The Fast-Track Manuscript Review System is the online system established to move manuscripts through the review and publication process. The URL for the login site is: <http://wsu.expressacademic.org/login.php>. The site provides links to register and obtain an ID and password to utilize the system for first time users.
- The development of other creative products that focus on education of external audiences is also an important expectation of Extension faculty. Examples of these products include curricula, training tools, popular press articles, videos, computer programs, and other innovative tools that convey information and knowledge to external audiences or the general public.
- Evidence of scholarship and creative products must be documented in the curriculum vita and the WORQS system.

Acquisition of Extramural Support

- Success in securing grants and funding sources to support one's program is an expectation of all faculty members, and should be documented in the curriculum vita and the WORQS system.

Professional Development

- All Extension Faculty are expected to actively engage in professional improvement activities, and to advance their professional competency through an ongoing process.

Professional Service

- All faculty members are expected to engage in professional associations, serve on review panels, editorial boards, committees, or similar service roles consistent with their discipline and Washington State University.

The Professional Behaviors Matrix that follows provides information in a format that should support the evaluation processes used by department chairs with assistance from program directors and research and extension center directors.

Adopted by CAHNRS and WSU Extension May 2010.

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Professional Behaviors Matrix for Department-Based Extension Faculty

Performance Dimensions	Performance Exceeds Expectations (In Addition to Requirements for “Performance Meets Expectations”)	Performance Meets Expectations	Performance Needs Improvement
Program Planning*	<ul style="list-style-type: none"> ● Effectively leads team program planning processes utilizing the Logic Model resulting in measurable outcomes. ● Effectively reaches diverse audiences including use of culturally appropriate educational materials and/or program delivery. 	<ul style="list-style-type: none"> ● Logic Model used in planning processes resulting in measurable outcomes for individual programs. ● Significant effort is expended to assure that program delivery and materials are appropriate for and sensitive to the needs of diverse audience. ● Programs are planned to address appropriate issues, needs and opportunities. 	<ul style="list-style-type: none"> ● Logic Model not used in planning processes. ● Appropriate and diverse audiences are not identified or reached. ● Programs not planned to address appropriate issues, needs, and/or opportunities.
Team Building and Collaboration	<ul style="list-style-type: none"> ● Effectively creates and leads teams of multi-disciplinary faculty and staff including county-based educators, research faculty, and other extension specialists that deliver high-quality programming resulting in desired outcomes. ● Provides leadership for appropriate multi-state programs and teams in area of specialization. 	<ul style="list-style-type: none"> ● Works closely with county-based extension educators and research faculty to identify issues and needs and to develop and deliver appropriate programming that result in desired outcomes. ● Provides leadership for regional and/or statewide programs in area of specialization. Teams include county-based educators and research faculty. 	<ul style="list-style-type: none"> ● Lacks effective interaction with research faculty and/or county-based extension educators. ● Lack of effective leadership for statewide or regional programs in area of specialization
Program Delivery*	<ul style="list-style-type: none"> ● Programs are highly innovative and nationally recognized for outcomes and impacts. ● Programs receive regional or national recognition for quality, professionalism and outcomes. ● Conducts innovative applied research that has national or international significance. 	<ul style="list-style-type: none"> ● Information and educational programming are based on the latest research/knowledge bases and designed appropriately for target audience(s). ● Program delivery is conducted in a fiscally responsible and highly professional manner. ● Conducts appropriate and unbiased research that strengthens extension programming. ● Provides comprehensive subject matter training for county-based educators. 	<ul style="list-style-type: none"> ● Information and educational programming not based on latest appropriate research and knowledge bases. ● Program delivery not conducted in a professional manner. ● Little applied research conducted and/or applied research poorly designed and potentially biased. ● Provides little or no professional development for county-based educators.
Programming Outcomes	<ul style="list-style-type: none"> ● Programming results in documented improvement of economic status, environmental condition, or quality of life of target audience. ● Programs are recognized regionally (multi-state), nationally, and or internationally. ● Methodologies are highly innovative and lead to national recognition for contributions to extension scholarship. 	<ul style="list-style-type: none"> ● Programs are evaluated to document learning ● Follow-up evaluations are done to document application of learned techniques by participants (change in behavior). ● Programs are well-known by clientele statewide and by legislators, decision-makers, and peers. ● Outreach programs use multiple appropriate delivery media and methodologies. 	<ul style="list-style-type: none"> ● No documented learning, behavior change, or condition change by target audiences. ● Programs not generally recognized by clientele, legislators, decision-makers, or peers. ● Outreach programs are small in number and are delivered with traditional media and methodologies. ● Program evaluation is lacking or is poorly conducted.

Performance Dimensions	Performance Exceeds Expectations (In Addition to Requirements for “Performance Meets Expectations”)	Performance Meets Expectations	Performance Needs Improvement
Applied Research*	<ul style="list-style-type: none"> • Conducts innovative applied research that has national or international significance. • Regularly publishes in appropriate national and international blind peer-reviewed venues. • Serves as major advisor for graduate students. 	<ul style="list-style-type: none"> • Conducts appropriate and unbiased applied research that strengthens extension programming. • Publishes materials in appropriate state-wide, regional and national peer-reviewed venues. • Actively advises graduate students as agreed on with Department Chair. 	<ul style="list-style-type: none"> • Little applied research conducted and/or applied research poorly designed and potentially biases. • Scholarly products are lacking. • Does not engage in advising graduate students.
Professional Service	<ul style="list-style-type: none"> • Provides leadership for multi-state, national and international scholarly activities. • Serves on major editorial boards. 	<ul style="list-style-type: none"> • Actively participates in statewide, national or international review panels, manuscript review processes, committees or other professional assignments. 	<ul style="list-style-type: none"> • Does not actively participate in statewide, national or international review panels, manuscript reviews, committees or other professional assignments.
Acquisition of Extramural Support*	<ul style="list-style-type: none"> • Seeks/receives funding to support program expansion, hiring of competent support personnel and attainment of significant condition change among target audiences. 	<ul style="list-style-type: none"> • Seeks/obtains adequate extramural funding to support a significant extension program. Extramural funding expands the scope and effectiveness of program delivery. 	<ul style="list-style-type: none"> • Does not seek/acquire significant extramural funding to support program or seeks/receives extramural funding that is inappropriate or detracts from effectiveness of the position.
Professional Development	<ul style="list-style-type: none"> • Actively pursues and acquires new skills that dramatically transform extension programs. 	<ul style="list-style-type: none"> • Actively participates in professional development activities that increase capacity to address critical issues, enhance professional and personal growth, and improve effectiveness of extension programming. 	<ul style="list-style-type: none"> • Participates in professional development activities that do not significantly expand knowledge, skills and capacity to deliver effective extension programs.

*Faculty member will not meet expectations unless all items included under the “Meets Expectations” column are adequately executed for this performance dimension.

Updated May 2010

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