

COLLEGE OF AGRICULTURE AND LIFE SCIENCES
EXPANDED GUIDELINES AND CRITERIA FOR EVALUATION
PROMOTION AND CONTINUING STATUS
COOPERATIVE EXTENSION FACULTY
Revised and Approved by Faculty September 2004

NOTE: For promotion and continuing status, all faculty hired after July 1, 2004 will follow this new criteria. Previously hired faculty may choose to follow either the criteria under which they were hired or the new criteria.

Arizona Cooperative Extension faculty extends the University of Arizona to the people of Arizona through a variety of outreach, educational, and applied research programs. They perform a vital role in the triad of functions - teaching, research and extension - which forms the basis of a Land Grant University System.

County Extension faculty work collaboratively with campus faculty in the College of Agriculture and Life Sciences, University of Arizona. Other opportunities for collaboration exist with faculty in the various colleges of the UA and other universities. Extension faculty develop linkages with agencies, organizations and institutions at the county, state and national level.

In furthering the Extension mission, faculty are expected to develop innovative and progressive programs that meet clientele and community needs and relate to the University of Arizona and College of Agriculture and Life Sciences strategic plan. By educating adults and providing youth with leadership development programs, Extension faculty have a direct and often immediate impact on the quality of life of individuals, families and communities. This unique role distinguishes Extension faculty as a key local source of information and education.

The Extension faculty's primary purpose is to provide educational programs aimed at assisting clientele to solve their own problems. They develop Extension programs and conduct training that address priority needs, problem-solving research, and other educational methods throughout the assigned county(ies). In addition, the faculty plans and conducts programs with statewide thrusts in collaboration with other Extension Faculty, Specialists and University faculty as appropriate.

The work of Extension faculty focuses on the following four elements: program development and implementation, program effectiveness and quality, cooperative and collaborative efforts, and scholarly contributions and professionalism. For purposes of review, promotion, and continuing appointment, all of these performance indicators are evaluated by peers, supervisors, and Extension administration. The Extension faculty position description is used in assessing the identified standards and criteria for performance.

STANDARDS OF ACHIEVEMENT FOR COOPERATIVE EXTENSION FACULTY

1) PROGRAM IDENTIFICATION AND DEVELOPMENT

A variety of peer and clientele inputs are used to determine the content, quality, priority, and emphasis of the Extension faculty's programmatic leadership. Program planning reflects the assimilation and synthesis of information from advisory committees, clientele organizations, and key industry leaders relative to the strategic plans of Cooperative Extension and College of Agriculture and Life Sciences. Program content is based on relevant research and knowledge. The Extension faculty assesses opportunities to provide access and connect the people of the state to the resources of the university.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none"> ■ Utilizes advisory groups, needs assessments, and/or other methods to provide leadership to determine program content, priorities, and emphasis in the county or designated area of responsibility. ■ Uses the program development process to address the varied educational needs of targeted audiences. ■ Recruits, involves, and recognizes volunteers/cooperators to enhance educational outreach. ■ Collaborates with specialists, other university faculty and working groups. (Working groups focus on specific program topics/issues). 	<ul style="list-style-type: none"> ■ Integrates relevant information from a variety of sources to address critical issues and priority needs of clientele. ■ Modifies programs based on clientele needs. 	<ul style="list-style-type: none"> ■ Integrates volunteers/cooperators, peer faculty, and/or program staff as part of the Extension program.

PROGRAM IDENTIFICATION AND DEVELOPMENT: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

Objectives are supported by local needs and data with specific, client centered, quantifiable program objectives.

*This section ties to the **Identification and Planning** and **Desired Outcomes or Objectives** of the Logic Model.*

- 5 - Multiple information sources used including some issue specific data; formal needs assessment, adjusted programs based on assessments, interacted with campus/specialists/working groups and integrated identified needs; developed new programs or otherwise addressed identified needs. Short-, mid-, and long-term outcomes are clearly defined; measurable indicators are identified.
- 4 - Multiple information sources used to identify needs including some semi-formal group setting assessments involving clientele/stakeholders; adjusted programs based on assessments, interacted with campus/specialists/working groups and integrated identified needs. Short-, mid-, and long-term outcomes are clearly defined.
- 3 - Multiple information sources used to identify needs including some semi-formal group setting assessments involving clientele. Outcomes are clearly defined.
- 2 - Limited input used to determine program objectives; limited contact with clientele.
- 1 - Did not conduct needs assessment to identify current and emerging community needs. Did not involve clientele and stakeholders in program planning. Desired outcomes were not stated.

2) PROGRAM IMPLEMENTATION

Extension faculty participate in single, multi-, and inter-disciplinary programming efforts to address priority issues of the clientele. Financial, material, and human support is sought to extend program effectiveness. Faculty utilize the resources of the people, the university and government agencies to carry out the planned program.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none"> ■ Demonstrates ability to utilize research findings in an educational program. ■ Uses educational methods to address identified needs; program is appropriate for specific audiences. ■ Serves as facilitator in involving specialists and support personnel in county educational activities. ■ Communicates the benefits and values of Extension educational programs. ■ Develops evaluation procedures and methods that document achievement of program objectives. 	<ul style="list-style-type: none"> ■ Develops instructional materials to meet the needs of the program audience. ■ Demonstrates ability to be creative in seeking solutions to problems and issues. 	<ul style="list-style-type: none"> ■ Consistently implements programs that are innovative, comprehensive and timely to meet the needs of targeted clientele. ■ Produces programs with significant and measurable outcomes. ■ Provides comprehensive technical assistance and expert guidance to Extension faculty, clientele, and others as needed.

PROGRAM IMPLEMENTATION: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

*This section ties to the **Inputs** and **Outputs** section of the Logic Model.*

- 5 - The activities, products, and educational methods addressed identified needs and were timely; involved appropriate support personnel. Developed evaluation procedures and methods that documented achievement of program objectives. Employed a variety of educational methods and was creative in seeking solutions to complex educational problems and issues. Evidence of support, resources, contributions, or investments.
- 4 - The activities, products, and educational methods addressed identified needs; involved appropriate support personnel. Developed evaluation procedures and methods that documented achievement of program objectives. Evidence of support, resources, contributions, or investments.
- 3 - The activities, products, and educational methods addressed identified needs; involved appropriate support personnel. Evidence of support, resources, contributions, or investments.
- 2 - The activities, products, and educational methods were insufficient. Limited evidence of support, resources, contributions, or investments.
- 1- The activities, products, and educational methods did not address identified needs. No evidence of support, resources, contributions, or investments.

3) PROGRAM EFFECTIVENESS AND QUALITY

The core of effective Extension efforts lies in the design and delivery of outstanding educational programs. Extension programs include *non-formal* teaching. Program design and delivery include a comprehensive educational plan, presentation and evaluation that involves stakeholders, clientele, and key community leadership in all phases. Extension faculty use a variety of available resources, creative and innovative methods and technologies to create a quality learning environment and effective presentation techniques. Faculty must use appropriate evaluation tools and techniques to review and enhance educational design and delivery and to assess outcomes and impacts.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none"> ■ Uses feedback to improve teaching and instructional methods and program delivery. ■ Develops methods with appropriate indicators to measure desired outcomes. 	<ul style="list-style-type: none"> ■ Uses evaluations to measure changes in awareness, knowledge, and skills of clientele. ■ Uses evaluations to improve teaching effectiveness and program quality. 	<ul style="list-style-type: none"> ■ Develops and utilizes evaluation procedures and methods that document achievement of desired outcomes, including information about resulting behavioral changes.

PROGRAM EFFECTIVENESS AND QUALITY: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

*This section ties to the **Outcomes and Impacts** section of the Logic Model.*

- 5 - Achieved and documented measurable programmatic outcomes and impacts in multi-disciplinary, multi-cultural or multi-county program efforts. Significant and sustained outcomes and impacts.
- 4 - Consistently implemented programs that produced significant outcomes within individuals and communities.
- 3 - Outcomes achieved were documented in specific and measurable terms.
- 2 - Indicators were insufficient to measure outcomes.
- 1 - No evidence of outcomes achieved.

4) COOPERATIVE AND COLLABORATIVE TEAM EFFORTS (Integrated throughout)

Extension faculty establish teamwork and enhance mutual support among colleagues but are evaluated as individuals.
 Extension faculty demonstrate effective working relationships with all levels of elected and appointed officials, external funders, and representatives of local groups and organizations.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none"> ■ Fosters joint education and program delivery activities with Extension faculty, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multi-county activities. ■ Establishes and maintains relationships with faculty in other counties, university faculty, all levels of elected and appointed officials, and representatives of local groups, organizations and other agencies. ■ Cooperates effectively as a team member with co-workers; performs in a collegial manner. 	<ul style="list-style-type: none"> ■ Demonstrates extended efforts in multi-disciplinary, multi-cultural and/or multi-county program efforts. 	<ul style="list-style-type: none"> ■ Initiates, sustains and/or expands highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele.

COOPERATIVE AND COLLABORATIVE TEAM EFFORTS: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

This section is assessed from total packet.

- 5 - Actively involved on program teams at county **and** multi-county **and** state levels, both intramural and extramural, in a variety of roles,.
- 4 - Actively involved on program teams at county **or** multi-county **and** state levels, both intramural and extramural,
- 3 - Cooperated and contributed to program team efforts.
- 2 - Contributions to program team efforts were minimal.
- 1 - Did not contribute to program team efforts.

5) GIFTS, GRANTS, CONTRACTS

Extension faculty actively seek new and innovative funding and other resources (including in-kind support) to expand and sustain programming areas.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none">■ Develops working relationships with sponsors, donors, and coworkers in securing support and managing resources for Extension educational programs.	<ul style="list-style-type: none">■ Maintains effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs.	<ul style="list-style-type: none">■ Sustains and manages internal and external support and resources for Extension programming.

GIFTS, GRANTS, CONTRACTS: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

Yes – Actively sought internal and outside funding and in-kind contributions to supplement and complement state and local funding. Based on value of individual contribution.

No – Did not actively seek internal or outside funding and in-kind contributions to supplement and complement state and local funding. Based on value of individual contribution.

6) SERVICE

Extension faculty participate on and give leadership to committees, task forces, work groups, community organizations, and professional associations at various levels; internal and external to Extension. Higher levels of leadership are expected with increasing rank.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none">■ Serves on county and state Extension committees and working groups.■ Participates in community organizations and state and national professional associations.	<ul style="list-style-type: none">■ Serves in higher levels of leadership in county and state Extension committees, work groups, community organizations and professional associations.	<ul style="list-style-type: none">■ Serves in leadership roles at county, multi-county, state, regional and national levels.■ Serves on college or university level committees.

SERVICE: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

- 5 - Served on county and state Extension committees/working groups and college or university level committees; assumed variety of leadership roles including serving as chair. Actively participated and contributed to the strengthening of state and national professional associations and community organizations.
- 4 - Served on county and state Extension committees and working groups; assumed variety of leadership roles. Actively participated and contributed to the strengthening of state and national professional associations and community organizations.
- 3 - Served on county and state Extension committees and working groups; actively participated in professional associations and community organizations.
- 2 - Amount of service was insufficient for position held.
- 1 - Did not participate in intramural and extramural service.

7) CREATIVE AND SCHOLARLY WORKS

Extension faculty provide evidence of professional communication with their peers; shares creative and scholarly work. Such communications include the traditional avenues of publication in reviewed journals, book chapters, and College of Agriculture and Life Sciences publications. Equally valid avenues of publication may be: dissemination of information through computer programs, training manuals, curriculum, web-based information, videotapes, technical monographs, newspaper articles, television programming, and other forms of communication appropriate to the individual's situation.

Definition of Scholarship

Scholarship is creative intellectual work that is validated by peers, communicated and is that which can take the forms of discovery, teaching, integration and application of knowledge.

Definition of Peer Review

In order to be considered "peer-reviewed", a publication or other scholarly work must be evaluated by a university, college, association, or other organizational peer review process. The review should be facilitated by an independent party who selects the reviewers, communicates reviewers' suggestions to the scholar, and insures that comments are incorporated in the revised version of a scholarly work. Care should be taken to select reviewers that have no conflict of interest and can therefore provide an objective review.

Peer review is the assessment of a publication or other scholarly work by someone with sufficient knowledge of the subject to be able to make a judgment as to the merit of the publication or other scholarly work. The word peer means "a person of equal standing". In this context it means faculty members and subject matter experts of the same or higher ranks.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none"> ■ Documents scholarly contributions using a variety of methods. ■ Shares creative and scholarly work with diverse audiences. ■ Completes publications for county and state distribution in assigned subject area. 	<ul style="list-style-type: none"> ■ Communicates innovative program strategies to colleagues. ■ Demonstrates applications and disseminated knowledge of current advances and developments within the profession. ■ Completes peer-reviewed works, average one per year, of various types in assigned subject area, distributed to state-wide audiences. (Adopted September 2004) 	<ul style="list-style-type: none"> ■ Develops numerous peer-reviewed works, average 1-2 per year, that include a variety of media, for state, regional, and national audiences. (Adopted September 2004)

CREATIVE AND SCHOLARLY: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

Scholarship is creative intellectual work that is validated by peers and is communicated. Higher level of scholarship (i.e., senior author) is expected more at associate and full rank than assistant rank. An average minimum of one peer reviewed work per year is strongly suggested for all levels.

- 5 - Developed numerous creative and scholarly works of various types; demonstrated a comprehensive knowledge of areas of program responsibility.
- 4 - Completed creative and scholarly works of various types in assigned subject area; communicated results to diverse audiences; communicated innovative program strategies to colleagues.
- 3 - Documented scholarly contributions; completed creative and scholarly works of various types in assigned subject area.
- 2 - Amount of creative and scholarly work was insufficient for position held.
- 1 - No documentation of scholarly contributions.

8) PROFESSIONAL DEVELOPMENT

Extension faculty show evidence of professional development by continued learning and interaction. Each faculty is expected to advance professionally through formal and *non-formal* educational opportunities.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none">■ Maintains competency in areas of program responsibility.■ Active member of relevant professional associations and community organizations.	<ul style="list-style-type: none">■ Expands competencies in area of program responsibility through informal and/or formal educational opportunities.	<ul style="list-style-type: none">■ Demonstrates a comprehensive knowledge in areas of program responsibility.

PROFESSIONAL DEVELOPMENT: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

- 5 - Submitted a professional development plan. Participated in 50 "seat" hours of appropriate development training per year, which may include annual faculty conference, subject matter updates, regional meetings, professional association conferences, industry-sponsored training, seminars provided by private providers, and personal reading on position related topics.
- 4 - Submitted a professional development plan. Participated in 40 "seat" hours of appropriate development training per year, which may include annual faculty. conference, subject matter updates, regional meetings, professional association conferences, industry-sponsored training, seminars provided by private providers, and personal reading on position related topics.
- 3 - Submitted a professional development plan. Participated in 30 "seat" hours of appropriate development training per year, which may include annual faculty conference, subject matter updates, regional meetings, professional association conferences, industry sponsored training, seminars provided by private providers, and personal reading on position related topics.
- 2 - Participated in less than 30"seat" hours of appropriate development training per year.
- 1 - Did not participate in professional improvement.

9) HONORS AND AWARDS

Extension faculty receive appropriate recognition from clientele, organizations, professional associations, and colleagues for their expertise and professional contributions. Additional evidence of recognition may be reflected throughout packet.

ASSISTANT	ASSOCIATE (assistant + associate standards)	FULL (assistant + associate + full standards)
<ul style="list-style-type: none">Earns recognition for expertise and professionalism.	<ul style="list-style-type: none">Recognized at the state level for expertise and ability to develop and plan highly effective programs.	<ul style="list-style-type: none">Recognized at the regional and national level for expertise and effective programs.

HONORS AND AWARDS: RELATED ANNUAL PERFORMANCE REVIEW CRITERIA

No criteria. Only comments provided.

APR Rating Scale:

- 5 = Truly Exceptional
- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Needs Improvement
- 1 = Unsatisfactory

Recommendation on approximate weight of categories for APR

- 60% Extension Programs
- 10% Service
- 20% Creative/Scholarly Works
- 10% Professional Improvement
- Awards/Recognition (Comments Only)

The final score is an evaluative rating based upon the total package and is not necessarily a summative rating based upon the above weights.