

Extension Specialist Expectations

The quality of K-State Research and Extension is sustained through the dedicated, excellent and creative work of its academic professionals (Specialists). Therefore, objective, systematic and thorough appraisal of each Specialist for initial appointment, reappointment and promotion in academic rank is extremely important. Criteria are consistent with the following organizational values:

- Extension's greatest value is to serve Kansans by helping them learn to address critical issues to improve their lives.
- Extension holds itself accountable for making a difference in the lives of Kansans and their communities.
- Scholarship and research provide a premise for K-State Research and Extension educational programs. Extension upholds the land-grant mission of Kansas State University, providing people throughout the state access to K-State research and scholarship.
- Extension values personal development of our staff, and organizational learning.
- Extension honors the strength that comes from diversity of staff and audiences.

Five criteria are essential to the quality of the Extension Specialist's work as well as the overall impact and reputation of K-State Research and Extension. These five criteria are 1) engagement, 2) Extension teaching, 3) program leadership, 4) scholarship, and 5) Extension program management. While the relative importance of the criteria may differ among Specialists' positions, significant or distinguished contributions in these criteria are essential for a Specialist's success.

Definitions, Elements and Sample Indicators of Criteria

Note that there is some overlap between indicators in each criterion. The list of indicators is neither exhaustive nor is it mandatory that a candidate address every sample indicator given.

Engagement

Engagement is integral to Extension. It is the process of connecting with local unit agents and educators, communities and/or stakeholders to better understand their needs, enhance their resources and build their capacity. Engagement allows stakeholders to become aware of and share Extension's strengths and resources. Engagement can be demonstrated through Extension teaching, program leadership and scholarship as well as in Extension program management. One example of engagement for Extension Specialists is working with and/or leading a Program Focus Team. Engagement is viewed as a distinct, important criterion for promotion to highlight its value and contribution to our work.

Engagement is essential to reaching new or historically underserved audiences. Activities include:

- Growing professionally in understanding that requires specific, intentional work to engage populations historically excluded or new audiences.
- Working with agents, other specialists, volunteers, and collaborators with a purposeful goal to engage a diverse array of clients that reflect Kansas communities.
- Evaluating and adapting Extension engagement and teaching methods to better serve diverse audiences.
- Involve program participants and partners in the design, decision-making, and evaluation of programs when appropriate.

Elements of Engagement

Engagement may be characterized by the following:

- Community-oriented: education occurs for either a geographic community or with a specific community of interest (a target population) in mind.

- Interactive: the educational program derives from significant community involvement in determining program inputs, process, outputs, impact and outcomes.
- Mutually beneficial: Specialists, agents, communities and other stakeholders benefit from the synergy of working together.
- Integrated: Extension engagement includes a combination of research, teaching and outreach.

Sample Indicators for Engagement

- Actively participate in and/or lead issue-driven program planning, delivery, evaluation and impact reporting efforts that make a difference in society.
- Work with targeted communities through direct partnerships, based on mutual respect and recognition of different ways of knowing, relating and valuing diverse contributions.
- Work with local unit agents and educators, community members and /or other stakeholders to identify important issues in society. Work with others to identify or co-create resources and processes that become valued by the public.

Extension Teaching

The primary role of the Extension Specialist is to accurately and appropriately translate science into relevant public messages targeted to various audiences. Extension teaching is complex because conditions must be conducive so the learner can increase awareness and knowledge and change attitudes, skills and/or behaviors. Extension teaching also involves the interaction between Extension Specialists and learners (including Agents, other educators, volunteers and lay audiences).

Elements of Extension Teaching

Extension teaching can be characterized by the need and ability to bring relevant content and processes to a current issue. Effort is made to assess needs, plan the learning experience to meet these needs, define educational objectives, conduct educational activities to reach the planned objectives, evaluate the learning experience to identify whether objectives were met, and determine further educational needs of the audience.

Extension teaching adapts content breadth and depth to the learner and objectives. It uses a variety of materials that are well-prepared and evidence- and/or research-based. Audience members are actively involved in the learning process and are stimulated to apply the knowledge.

Sample Indicators for Extension Teaching

The following are examples of indicators that might be used by candidates to demonstrate their Extension teaching.

- Program Content
 - Content is relevant to the issue and to audience needs.
 - Content is research and/or evidence based, correct, current and professionally credible.
 - Content is appropriate for the target audience.
- Program Methods are appropriate for targeted audience.
- Teaching Materials are appropriate for participants and for teaching methods being used, with cultural sensitivity for diverse audiences.
- Professional Competency
 - Mastery of the program content in area of specialization and of teaching methods.
 - Uses or teaches others to use existing educational materials and programs.
 - Develops high-quality materials and programs that are adopted and used by others.
- Evaluations of Extension Teaching
 - Candidate seeks evaluation by participants, collaborators and peers.
 - Evaluation data should be on file and available for review by supervisor.
 - Summaries of evaluations should be included in the candidate's annual performance review.

Program Leadership

Program leadership is the intentional creation and continuous improvement of timely, high-quality educational programs that result in positive changes in participants' knowledge, attitudes, skills and behaviors. Program leadership involves the full cycle of deliberate processes, from defining need to evaluating impact and making adjustments.

Elements of Program Leadership

As part of program leadership, Extension Specialists help to envision and organize the educational process with their Program Focus Team (PFT) to address priority interests of Kansans through educational programs. The PFT anticipates issues, creates a vision of how they might be addressed, and catalyzes the organization of human and material resources into meaningful educational experiences and programs.

Sample Indicators for Program Leadership

The following indicators might be used by Specialists to demonstrate their individual contributions to program leadership. It is expected that the indicators that are appropriate will vary widely from one Specialist to another.

A. Centrality to Mission

- a. How the program contributes to the public value of K-State Research and Extension and Kansas State University.
- b. How the program draws from or contributes to the research and teaching programs at Kansas State University.
- c. How the program contributes to the comparative economic or cultural advantages of Kansas (its private and public value).

B. Quality, Productivity and Impact

- a. How participants' learning and behavior have changed as a result of the program.
- b. How outcomes, impacts and benefits of the program have increased.
- c. How public perceptions of the program quality have changed.

C. Program leadership has resulted in the development and leveraging of resources.

- a. Grant dollars applied for and received.
- b. New collaborations and partnerships.

Scholarship

Scholarship is any creative intellectual work that contributes significantly to knowledge in the discipline and has impact, is reviewed by peers, and is communicated and valued.

Elements of Scholarship

Scholarship includes creative intellectual work, significance and impact, review by peers, and communicated and valued. Types of scholarship include:

- Scholarship of discovery: knowledge generation
- Scholarship of integration: synthesis of existing knowledge to form new knowledge
- Scholarship of application: knowledge gained from studying the application of what is known
- Scholarship of teaching: knowledge gained about teaching by itself and the development of new tools, materials and curriculum.

Boyer, Ernest L. (1990) Scholarship Reconsidered: Priorities of the Professorate. The Carnegie Foundation for the Advancement of Teaching; and Ernest L. (1996) "The Scholarship of Engagement," Journal of Public Service & Outreach

Sample Indicators for Scholarship

The following are examples of indicators for scholarship:

- A. Creative Intellectual Work in discovery, integration, application or teaching.
- B. Significance and Impact
 - a. Addresses an issue of significant concern and is worthy of significant effort.
 - b. Communicated or published in a credible way and place.
 - c. Valued by those for whom it was intended (e.g., testimonials, letters of support, adoption by peers or partners).
 - d. The extent to which it has a multiplier effect.
- C. Review
 - a. Has been credibly reviewed by internal and/or external reviewers
 - b. Has been shared in published articles, academic presentations, exhibitions of work or other public venues in which peers evaluated it.
- D. Communication and Value
 - a. Has been shared with those for whom it was intended.
 - b. Has been shared with the field or fields of study.

Extension Program Management

While program leadership focuses on doing the right programs, Extension program management focuses on doing the program right, with ongoing public value guiding the far-reaching effort. Diverse, evolving Extension programs need to be managed and delivered in an effective, efficient manner. Extension Specialists may manage one or more statewide programs affecting the lives and/or livelihoods of internal and external customers. Extension program management may be an integral role of an effective Extension Specialist.

Elements of Extension Program Management

- **Planning:** choosing the appropriate course of action among dynamic, ever-changing alternatives. Extension program management is the complex process that bridges the gap between where we are now and where we want to go. Extension Specialists develop long-range and short-term plans within the framework of program development. It also involves planning the development and leveraging of human, financial and material resources to maximize efforts.
- **Organizing:** determining what job will be done and how it will be done. Three essential ingredients are collaboration, delegation, and coordination.
- **Staffing:** recruiting, selecting, training and recognizing the people cooperating in the program. Rapport (the ability to relate to diverse people and to understand their interests) must be established and maintained with learners, partners, stakeholders and the wider community.
- **Implementing:** leading and directing people so behavior change takes place. All plans must be implemented in a timely, professional manner and in a way that motivates. This includes effective communications.
- **Evaluating:** Continuous evaluation is essential to ensure that plans are carried out and objectives are accomplished. Formal and informal evaluations and formative, process and summative evaluations are essential to effective Extension program management.

Sample Indicators for Extension Program Management

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| <ol style="list-style-type: none">A. <u>Planning</u><ol style="list-style-type: none">a. Needs assessment development and useb. Development of an action planB. <u>Organizing</u><ol style="list-style-type: none">a. Promotion of programb. Selection of program sitesc. Registration logisticsd. Securing financial resources for program | <ol style="list-style-type: none">C. <u>Staffing</u><ol style="list-style-type: none">a. Recruitingb. TrainingD. <u>Implementing</u><ol style="list-style-type: none">a. Instructional logisticsb. Other implementation tasksE. <u>Evaluating program and sharing results</u> |
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Minimum Extension Specialist Expectations

To meet **minimum expectations**, an Extension Specialist should demonstrate, and include in annual performance review, several of the following: (Performance review materials is to be copied to the Program Leader Coordinator annually.)

1. Program Planning

- a) Actively lead or participate in an appropriate Program Focus Team
- b) Participate in formal planning process
- c) Coordinate with agents, regional specialists, and/or other state specialists to identify and document needs for education programs
- d) Develop action plans in collaboration with appropriate Program Focus Team and put them in PEARS
- e) Seek resources, such as grant funding, to support the program
- f) Collaborate with individuals in other organizations, or in other states
- g) Actively participate in trans-disciplinary issue-based team(s) to tackle the grand challenges of Kansas
- h) Communicate to the Department/College/University any research needs identified by clientele, and in turn, help communicate research results back to the clientele
- i) Intentionally plan to engage underrepresented audiences

2. Education/Program Materials

- a) Prepare new educational materials and/or adapt or adopt research and evidence-based materials from other states to meet client needs in Kansas
- b) Contribute to materials developed by a Program Focus Team and/or an interdisciplinary team
Examples of materials include:
 1. Curriculum and/or teaching guides, fact sheets & bulletins
 2. Multi-media presentations
 3. Computer programs, simulations or data bases
 4. Web-based instructional information
 5. Publications in professional journals
 6. Social media, radio, newspaper, and newsletter articles

3. Program Teaching/Delivery and Support

- a) Deliver in-service training to local unit agents and/or other professionals who in turn train volunteers and/or teach intended audiences
- b) Deliver programs to clientele groups, including historically underrepresented groups, as needed
- c) Respond to questions and needs of local unit agents and clientele groups through consultation, phone calls and forwarding of requested support materials
- d) Prepare newsletters and/or web-based information to support local unit program work and to strengthen capabilities of agents
- e) Give presentations at state and national levels

4. Program Evaluation/Accountability

- a) Develop questionnaires, surveys and solicit feedback to assess programs and put them in the PEARS on-line data collection system
- b) Conduct in-depth, formal impact assessment studies
- c) Prepare impact reports for K-State Research and Extension (including quarterly time and effort reports and Making a Difference Reports) and other reports, as needed
- d) Publish relevant information or findings pertaining to extension activities in referred journals and/or other professional journals

5. Service to the Extension Mission

- a) Serve on Extension committees, as needed
- b) Serve on task forces identified by leadership, as needed
- c) Collaborate with faculty from other program areas or departments to address issues of Kansas
- d) Otherwise, be a good citizen and colleague to help achieve the Extension mission of Kansas State University