

**2015-16 Extension Portfolio Template
UF College of Veterinary Medicine**

(Adapted from: IFAS Extension Program Section Tenure & Permanent Status and/or Promotion Documentation Details by William R. Summerhill, Professor Emeritus, Millie Ferrer, Professor and Associate Dean for Extension, County Operations February, 2007)

Extension Component

The purpose of this component of the Teaching Portfolio is to provide documentation of extension excellence for faculty who have a major extension assignment. Information provided here should not duplicate what is already contained in other sections of the Promotion and Tenure packet. Rather, it should expand and comment on the scholarly programmatic work and accomplishments for the time period for which tenure/permanent status and/or promotion is being considered.

DESCRIPTION OF JOB DUTIES

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 in extension are:

Faculty With (Equine) Extension Appointment (Example)

The faculty member provides leadership and coordination for statewide extension educational efforts to educate each of the target groups of the equine industry, and consist of equine preventative health care, recognition and management of infectious diseases, and understanding the equine industry and welfare issues such as the Unwanted Horse.

EXTENSION PROGRAM SECTION

The objectives for this section are to describe the components of the Extension Program and demonstrate 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. It is helpful to briefly reiterate the job duties in an introductory paragraph before starting the program section. Following are examples of introductory paragraphs taken from the job description for equine extension written above.

"During the period covered by this application, the faculty member's extension assignment was in equine health, with major focal areas to improve horse production and performance in the state of Florida through the transfer of knowledge and technology".

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

Following the written introductory paragraph of the faculty member's extension focus a description of the applicants Programmatic Educational Program section should include these five components (program title, situation, program objectives, educational methods, and outcomes/impacts) found below.

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: "Improving Health in Florida Equine Industry", "Reducing the Incidence of Infectious Diseases", "Title of Workshops or Conferences" Catchy logos and/or titles used in promotional

efforts, or straight subject matter listings (Health, Infectious Diseases, Beef/Production Medicine , 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 - veterinarians, producers, animal owners, 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.