

**University of Arizona Cooperative Extension**  
**Guidelines and Criteria for Promotion and Continuing Status**  
**for Cooperative Extension Agents**  
Revised and Approved by Faculty May 23, 2012

NOTE: For promotion and continuing status, all county agents hired with a beginning clock date of July 1, 2011 or after, will follow these new criteria. Previously hired agents may choose to follow either the criteria under which they were hired or the new criteria.

The University of Arizona, as a land-grant institution, is dedicated to serving the people of Arizona and responding to their critical needs. The University of Arizona Cooperative Extension extends the university to the people of the state through a variety of outreach, educational, and applied research programs. Extension integrates teaching, issue-driven research, and creative activity for engaged outreach that ultimately leads to a change in behaviors or conditions.

Extension Agents, who live and work in counties throughout the state, are expected to work collaboratively with faculty in the College of Agriculture and Life Sciences, other colleges at the University of Arizona, and professionals at other universities, agencies, organizations, and institutions at the county, state, regional, and national levels. Extension Agents are also expected to develop innovative and progressive programs that meet client and community needs and relate to the strategic plans of the college and university. They develop Extension programs and conduct trainings that address priority needs, problem-solving research, and other educational methods throughout their assigned county(ies).

The work of Extension Agents focuses on the following four elements: program development and implementation, measures and accomplishments, 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 Agent position description provides the context for evaluating a candidate's success in meeting performance expectations for promotion and/or continuing status.

Extension Agents are expected to apply science based research to programming efforts and in some cases (when part of an organized Extension program) engage in discovery through applied research. Thus, forms of creative and scholarly works for Extension Agents include discovery as well as integration and application. Scholarship in Extension may also include the design or modification of methods to identify key issues, solve priority problems, and disseminate information to bring about client and/or community change. These methods include, but are not limited to, program development or improvement, curriculum design, and effective teaching strategies. Scholarship in Extension may result in published manuscripts describing the process of designing and implementing programs or curricula, or presentations of educational methods and practices to public and professional groups. (See Appendix A of the CALS Criteria for examples of activities to be used in conjunction with the position description in evaluating College of Agriculture and Life Sciences Faculty for Promotion and Tenure/Continuing Status.)

## STANDARDS OF ACHIEVEMENT FOR COOPERATIVE EXTENSION AGENT

### 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.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Uses the program development process to address the varied educational needs of targeted audiences.</li> <li>• Recruits, involves, and recognizes volunteers/ cooperators to enhance educational outreach.</li> <li>• Collaborates with specialists, other university faculty and working groups. (Working groups focus on specific program topics/issues).</li> </ul>	<ul style="list-style-type: none"> <li>• Measureable goals and objectives are developed based on identified needs.</li> <li>• Integrates relevant information from a variety of sources to address critical issues and priority needs of clientele.</li> <li>• Modifies programs based on clientele needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate and provide leadership in Extension programs while including other agents, specialists, volunteers/cooperators and appropriate county and state agencies.</li> <li>• Mentor continuing eligible faculty.</li> </ul>

### 2) PROGRAM IMPLEMENTATION (Inputs/Outputs)

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

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

**3) MEASURES AND ACCOMPLISHMENTS (Outcomes & Impacts)**

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, innovative and effective methods and technologies to create a quality learning environment. Faculty must use appropriate evaluation tools and techniques to review and enhance educational design and delivery and to assess outcomes and impacts.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>• Uses feedback to improve teaching and instructional methods and program delivery.</li> <li>• Develops methods with appropriate indicators to measure desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses evaluations to measure and document changes in awareness, knowledge, skills, and attitudes of clientele.</li> </ul>	<ul style="list-style-type: none"> <li>• Document behavior outcomes and impacts of Extension programs.</li> </ul>

**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 public officials, external funders, and representatives of local groups and organizations.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Relates effectively and appropriately to establish and maintain relationships with faculty in other counties, university faculty, public officials, clientele and representatives of local groups, organizations and other agencies.</li> <li>• Cooperates and contributes effectively as a team member with co-workers; performs in a collegial manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in multi-county and -state program teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates, sustains and/or expands highly effective networks, coalitions and partnerships, which further the work of Extension in serving clientele.</li> <li>• Provides leadership in collaborative efforts.</li> <li>• Demonstrates extended efforts in multi-disciplinary, multi-cultural and/or multi-county/-state program efforts.</li> </ul>

**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.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>Develop effective working relationships with sponsors, donors, and coworkers in securing and managing support and resources for Extension programs.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains effective working relationships in securing, maintaining, and managing support and resources for Extension programs.</li> </ul>	<ul style="list-style-type: none"> <li>Secure and sustain internal and external support and resources for Extension programming.</li> <li>Provides leadership in multi-county and –state funding.</li> </ul>

**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.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>Serves on county and state Extension committees and working groups.</li> <li>Participates in community organizations and state and national professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>Provides leadership and service in county and state Extension committees, work groups, community organizations and professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>Serves in leadership roles at county, multi- county, state, regional and national levels.</li> <li>Serves on college or university level committees.</li> </ul>

**7) HONORS, AWARDS AND RECOGNITION**

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.

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>Earns recognition for expertise and professionalism.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized at the state level for expertise and ability to develop and plan highly effective programs.</li> </ul>	<ul style="list-style-type: none"> <li>Recognized at the regional and national level for expertise and effective programs.</li> </ul>

## 8) CREATIVE AND SCHOLARLY WORKS

Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work in its diverse forms must be based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or widespread adoption; and must be communicated to have impact on or significance for publics. In addition, a critical element is demonstrating a linkage between the scholarly output or creative activity and the faculty's Extension program. Behavioral and significant beneficial changes to clientele, and the adoption by peers are the ultimate goals of Extension scholarship. Scholarship could be shared with peers in journals, in formal peer-reviewed presentations at professional meetings, eXtension content pages and FAQ authoring, or in comparable peer-evaluated forums.

Creative activity is development of new technologies, materials, methods, or educational approaches to address an identified problem or need. Examples might include: integration of knowledge or technology leading to new interpretations or applications, invitation to present a paper by professional committees, original newsletters created by the candidate, newsletter or magazine articles, webinars, television presentations, patents, trade journal articles, computer programs, training manuals, websites, social media and newspaper columns. Creative works are demonstrated by designing and executing curriculum or programming, attracting external financial support or competitive grants, use of materials by peers or other professionals and peer recognition for contributions.

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. While not formally peer-reviewed, some scholarly and creative activity of our Extension faculty may be validated directly by peers or stakeholder groups. Examples of this would include outputs that are adopted as standards by other states, organizations, or other user groups over a wide area.

See Appendix A for examples of activities to be used in conjunction with the position description in evaluating College of Agriculture and Life Sciences Faculty for Promotion and Tenure/Continuing Status.)

<b>ASSISTANT</b> (important for 3-year review)	<b>ASSOCIATE</b> (assistant + associate standards)	<b>FULL</b> (associate + full standards)
<ul style="list-style-type: none"> <li>• Prepares publications, scholarly works, and creative activities as appropriate for the information, educational objectives, and audiences.</li> <li>• Disseminates scholarly contributions using a variety of methods to appropriate audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and shares creative and scholarly work related to program responsibilities for diverse local and state audiences.</li> <li>• Documents and disseminates scholarly contributions and impacts using a variety of methods to stakeholders, clientele and decision-makers.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to develop scholarly and creative works for state, regional, and national audiences.</li> <li>• Demonstrate leadership and continued high level of scholarship and creative work.</li> <li>• Recognized and respected by peers for scholarship and creative activities.</li> </ul>