



Completing Your APR Tutorial



Extension Peer Review Guidance Committee
January 2018

Presenters: Dan McDonald, Mike Hauser, Amy Parrott, Ayman Mostafa, and Traci
Armstrong-Florian



UA Vitae Login ▶

Home ▶

About ▶

Committees ▶

System Benefits ▶

Colleges

Agriculture & Life Sciences ▶

Fine Arts ▶

Medicine - Phoenix ▶

Public Health ▶

Social & Behavioral Sciences ▶

News ▶

College of Agriculture & Life Sciences



News & Events Resources College FAQs Contact

More trainings offered in January

UA Vitae trainings for CALS admin support staff as well as faculty members will continue in early January. Please read the CALS Weekly Bulletin and Tuesday Morning Notes emails for announcements, as well as this website.

Message from Provost Andrew Comrie

A message on behalf of Provost Comrie has been released for the five UA Vitae pilot colleges. The

Peer Review Process



- Peer reviews are required as part of the performance assessment process (see University Handbook for Appointed Personnel, Section 4.08).
- "Deliberations, evaluations, and recommendations of peer review committees are confidential, as are any evaluations or recommendations received by them." (UHAP 4.07)
- All county Extension faculty review APRs annually.
- Each faculty member reviews 7 to 9 APRs.
- Faculty writing or reviewing APRs for the first time can seek assistance from their CED, mentors, or the APR Guidance Committee members.

Peer Review Process

- Reviewers should focus on the past year's performance, but APRs from the previous three years may be used to evaluate performance.
- APRs are randomly assigned, however you will not review your own packet.
- If after you receive Peer Review feedback, you disagree with a Peer Review score or comment, you may appeal to the Extension Peer Review Guidance Committee for a review of the score or comment. To do this, a formal request must be made to the Extension Director specifying the comment or score in question. The Guidance Committee will make a decision based on other scores and comments within the section.
- The peer review score is not the final evaluation. Your CED will meet with you for their evaluation and to give you an overall score.

Annual Performance Report Evaluation Criteria

- Rating Scale (based on specific criteria within each section):
 - 5 = Truly Exceptional (requires comment)
 - 4 = Exceeds Expectations
 - 3 = Meets Expectations
 - 2 = Needs Improvement (requires comment)
 - 1 = Unsatisfactory (requires comment)
- The Overall Rating will require a comment when conducting review.
- Peer reviewers consider all program areas when scoring each section. For a value of “5”, the agent would need to include, in varying degrees, the sources listed in the evaluation criteria. Therefore, the examples we will be showing in this presentation may not meet all the criteria. The examples are just one illustration from a packet.

Annual Performance Report Evaluation Criteria

Recommendation on **approximate** weight of categories.

- 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.

Peer Review Process



Timeline:

- APRs are due by the end of January 31 with approval of CED
- Beginning of February: Instructions and assignments are typically sent to reviewers.
- Mid-February: APRs reviewed, completed and submitted.
- March: Reviews sent to CEDs.
- April: Overall faculty reviews completed with CED.
- May: CED submits completed evaluations to Extension Director.

General Recommendations



- Maximum characters, not including spaces is 26,000. To determine characters, copy everything from beginning to end and paste into word, which can provide a character count.
- Take time to use grammar and spell check.
- Clarify role in programs and grants.
- Clearly state where data comes from.
- Include percentages in team efforts. Teams should agree on percent effort for publications and amount claimed on grants for each so as not to over or under report.
- Administrative responsibilities should not be included in APR unless they are specifically related to a program.

General Recommendations



Percent Responsibility for Program

- APR asks for percent responsibility for program, not percentage of time spent on program. Make sure to define program vs. project first. Is it a statewide, local, or regional program vs a personal/group project? A percentage of what? Percentages do not have to add up to any certain number.

How to claim responsibility with program staff working on program?

- If you supervise program staff working on the program you should claim responsibility for the program and make sure to give credit for the work of the program staff. It is important to acknowledge other individuals who contribute to the program. Be sure to specify your role.

Teams should talk and agree beforehand about percentages of effort and amount of credit to be reported on APR's.



FACULTY180

- DASHBOARD
- PROFILE
- ACTIVITIES
 - Workload Distribution
 - CALS Workload Distribution
 - Teaching: Credit Bearing Courses
 - Teaching: Guest Lectures and Invited Teaching
 - Teaching: Student Mentoring, Advising and Activities
 - Teaching: Undergraduate Student Supervision
 - Teaching: Development of Instructional Resources
 - Research: Grants and Contracts
 - Research: Development of Research Support Resources
 - Inventions, Technology

- ▶ Teaching: Development of Instructional Resources [? Help](#)
- ▶ Research: Grants and Contracts [? Help](#)
- ▶ Research: Development of Research Support Resources [? Help](#)
- ▶ Inventions, Technology Transfer and Commercialization [? Help](#)
- ▼ Extension: CALS Cooperative Extension Program [? Help](#)

Program Title	Number of Program Participants	Number of Volunteers	Start Semester	End Semester	CALS CE Signature Program Areas	Actions
Sustainable Economic Development			Spring 2013	Winter 2013	Water, Plants & Natural Resources	
Land Use Planning and Sustainable Development			Spring 2013	Winter 2013	Leadership Development	
Land Use Planning and Sustainable Development 2014			Spring 2014	Winter 2014	Water, Plants & Natural Resources	
Sustainable Economic Development 2014			Spring 2014	Winter 2014	Food & Fiber Production Systems	
Sustainable Economic Development 2015			Spring 2015	Winter 2015	Water, Plants & Natural Resources	
Land Use Planning and Sustainable Development 2015			Spring 2015	Winter 2015	Water, Plants & Natural Resources	

[Add](#)



A Input Form

See <http://cals.arizona.edu/extension/profdev/logic.html> for information on the logic model basis for this form.

- DASHBOARD
- PROFILE
- ACTIVITIES
 - Workload Distribution
 - CALS Workload Distribution
 - Teaching: Credit Bearing Courses
 - Teaching: Guest Lectures and Invited Teaching
 - Teaching: Student Mentoring, Advising and Activities
 - Teaching: Undergraduate Student Supervision
 - Teaching: Development of Instructional Resources
 - Research: Grants and Contracts
 - Research: Development of Research Support Resources
 - Inventions, Technology

Powered by DATA180

Start Semester*	Select Semester ▾	Select Year ▾
End Semester*	Ongoing ▾	Ongoing ▾
Program Title*	<input type="text"/>	
Describe the Identification and Planning for this Program*	<p>B <i>I</i> <u>U</u> Font Size ▾ </p> <p>NA</p> <p>Path: p </p>	
Describe the Desired Outcomes (objectives or changes due to program)*	<p>B <i>I</i> <u>U</u> Font Size ▾ </p> <p>NA</p> <p>Path: p </p>	
Describe the Inputs (how the program was implemented	<p>B <i>I</i> <u>U</u> Font Size ▾ </p> <p>NA</p>	



IDENTIFICATION AND PLANNING

- 5 - Multiple information sources used including some issue specific data; formal needs assessment, adjusted programs based on assessments, interacts with campus/specialists/working groups and integrates 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, interacts 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. Desired outcomes are not clear.
- 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.



IDENTIFICATION AND PLANNING – 4-H Example

- The 4-H Study on Positive Youth Development (**Lerner, Tufts University**, 2003) is a longitudinal study showing that youth participating in 4-H are more likely to develop the critical five C's in youth development: Competence, Confidence, Character, Caring and Connection. The **county 4-H Animal Sciences program** is designed to provide non-formal educational, skill evaluation opportunities and experiences for youth through a diversity of youth development opportunities – club meetings, riding/showing practice, trainings, workshops, clinics, and skill-a-thons. Agents and volunteers develop the program to encompass the 4-H essential elements of Belonging, Independence, and Generosity. **Input for program planning and implementation are sought** from Horse, Small Stock, Livestock, Dog, animal industry, veterinarians, fair managers, University of Arizona Specialists, school personnel, arena managers, Farm Bureau members, and 4-H member needs surveys.



IDENTIFICATION AND PLANNING – FCS Example

- **Osteoporosis** is the #1crippler of women. **One in two women** and **one in five men** will have osteoporosis fractures in their lifetime. The November 2010 report from the **Institute of Medicine** states women between 19 and 50 need 800 milligrams of calcium per day to support bone growth. The **U.S. Surgeon General** warned in his 2004 report that by 2020, half of all American citizens older than 50 will be at risk for fractures from osteoporosis and low bone mass. The 2001 (most recent data) **Arizona Behavior Risk Surveillance Survey** found that over half (51.4%) of Arizonans consume less than two (three recommended) servings of milk or milk products per day. Since more than half of **Arizona's population resides in our county**, we have the highest total number at risk. Planning began with **in-depth interviews** with health agencies and community leaders plus an osteoporosis **phone survey**.



IDENTIFICATION AND PLANNING – ANR Example

- **National trends** in production agriculture (<http://www.nass.usda.gov/>) are a key part of assessment programming and planning. Commercial agricultural **production within our county** represents over 1/3 of Arizona's output with revenues from **96,000 producing acres exceeding \$3.1 billion in 2010** (Arizona Department of Agriculture, 2011). Since 2005, the specific needs of agricultural producers in the region have been assessed on an annual basis. **In 2011, this countywide appraisal was further updated**, keeping the program current and on task.

DESIRED OUTCOMES OR OBJECTIVES ARE:



- Specific, Measureable, Attainable, Realistic, Timely
- An objective is a statement which specifies, in **measurable** terms, the changes we expect in our target audiences as a result of our programs. Objectives are NOT goals. Goals are broad, objectives are specific.
- GENERAL FORMAT: To (**increase/decrease**) (**what**) by (**% number**) among (**whom**) by (**when**) as measured by (**how do you know**).

References: Webb's Depth of Knowledge Guide; Writing Measurable Goals & Objectives by Diane Kelley.



DESIRED OUTCOME OR OBJECTIVES – Examples

- 75% of those enrolled in the Garden and Landscape Shortcourse **will apply at least one practice** learned from their interaction with Extension faculty, staff, or volunteers as determined by an annual survey (short-term).
- **To increase the knowledge** of EFNEP participants following each workshop from pre-post test showing improvements in one or more food/nutrition practices (short-term).
- Overall **improved knowledge** on Brain Builders post tests scores will be at least 50% (short-term).
- One hundred **youth will adopt and practice** one or more proper production techniques as reported annually through project records and year end evaluations (medium-term).
- **Area residents will personally grow 10% of their annual vegetable and fruit consumption** in their own gardens and orchards (long-term).

INPUTS and OUTPUTS



- **Inputs** are the things we do or put into our work to accomplish our goal: time, money, technology, etc.
- **Outputs** are the activities, products, methods, and services that reach people and users. Outputs refer to the activities planned that will eventually lead to the desired learning, action, and condition outcomes. Outputs are given in terms of delivery - what we do, and who we reach

Monetary value of volunteers

- The monetary value of volunteers should be consistent among all faculty unless they are highly specialized volunteers. A common value used in the US is from the **Independent Sector**. The most current figure, from 2015, is **\$23.56/hour**
http://www.independentsector.org/programs/research/volunteer_time.html



PROGRAM IMPLEMENTATION INPUTS AND OUTPUTS

- 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.



INPUTS – Examples

- **Staff:** 1.0 FTE Program Director and .5 FTE Administrative Assistant.
- **Volunteers:** 105 certified volunteers and 61 4-H resource volunteers donated 4815 hours (x \$22.14/hour) for \$106,604 in-kind service value.
- **Funding:** Sustainable Living Education Externship Pilot Program Signature Program grant (\$3500); Secured continued funding from First Things First - \$552,600; Grant monies totaling \$6,471 (not including indirect costs) from the Arizona Department of Agriculture awarded in 2010 was applied to weed research and the development of educational materials.
- **Curricula:** Adaptation and development of "Placemaking" curriculum
- **Technology:** Video and audio editing for online course presentations (iMovie, Wondershare and Audacity)
- **Collaborations:** Subcontracts with Mariposa Community Health Center (Nogales & Patagonia FRCs) and Santa Cruz Valley Unified School District #35 (Rio Rico FRC);



Outputs – Examples

- Provided **two Food Safety and Livestock Quality Assurance workshops** for 50 youth/adults
- A **satellite family resource center** up and running in Patagonia in this APR year.
- Laminated weed management **posters were created in Spanish and English** for nursery workers and distributed to 20 nurseries throughout Maricopa County.
- **Conducted two** Living on the Land **workshops** - Willcox (2/2) and Safford (3/18) - 16 participants total.
- Throughout 2011, **three science based workshops** were planned, implemented and evaluated by the Agent for Pinal County Schools and alliance groups in non-formal settings. Workshop topics were Insects in the Classroom (**58 students**), Gardening (**64 students**) and Aerospace Education (**26 students**) for a total of **148 people**.

OUTCOMES AND IMPACTS

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

OUTCOMES AND IMPACTS



- **Outcomes**
 - **The changes** in knowledge, attitude, skills, awareness, behavior, practice, etc., for individuals, groups, agencies, communities and/or systems. Long-term outcomes are identified as Impacts.
 - Outcomes answer, “so what”?
 - Outcomes are the results of inputs and outputs
- **Impacts**

Impact is the social, economic and/or environmental **effects or consequences of the activity**. Impacts tend to be **long-term achievements**. They may be positive, negative, or neutral.
- Criteria does **not require you to report short, mid, or long-term outcomes**.



Extension Programs (Programs)

OUTCOMES AND IMPACTS – Examples



- **Knowledge/skill increases:**

Bisbee's Greenway Elementary, 65 participants. On an IRB approved, Likert Scale instrument with 1=low and 4=high on the pre-post questions, students reported a 42% increase overall as shown in the chart below. 100% of participants reported gains from pre to post program.

Indicator	Pre score	Post score
Decision Making	2.37	2.53
Wise use of Resources	2.43	2.54
Healthy Lifestyle Choices	2.41	2.57
Self-Responsibility	2.38	2.55
I know how clouds are formed (condensation).	2.37	2.68
All Indicators	2.4	3.4 (+42%)

OUTCOMES AND IMPACTS – Examples continued



- **Behavior Change:**

20% of those taking the 2011 Garden and Landscape classes in Maricopa, SaddleBrooke, Apache Junction, and Casa Grande were contacted through a telephone survey. 80% of those responding indicated that they had adopted at least one low water use landscape best management practice in their own yards since taking the series.

- **Impacts**

Project WET - Pinal County reports a projected 3,610,200 cumulative gallons of water will be saved annually through the installation of water conserving devices countywide.

COOPERATIVE AND COLLABORATIVE TEAM EFFORTS – Examples

This is where  credit is given for collaborative, team efforts. Teamwork may be reported in various areas of the APR.

- *Agent* coordinates with other agents, specialists, and agency personnel to provide workshops, works with *Area Agent* or *Specialists* to integrate livestock production, works with several CRM efforts, and is a Member of the Range Livestock Nutrition Work Group.
- 4-H Science, Engineering & Technology Working Group, Chair
- Arizona Osteoporosis Coalition, President
- This Agent collaborated with other members of the National Network of Sustainable Living Educators to create an online course called *Living Sustainably: It's Your Choice* that is hosted on the eXtension site.
- Southwest Vegetation Management Association, Chair
- 4-H Healthy Living Work Group, Member

COOPERATIVE AND COLLABORATIVE TEAM EFFORTS



Goal: Actively involved, variety of leadership roles, higher levels of leadership expected with increasing rank. 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.

SERVICE



Goal:

Actively involved variety of leadership roles, higher levels of leadership expected with increasing rank.

- 5 - Serves on local, and state Extension committees/working groups **and college or university level committees**; assumes variety of leadership roles **including serving as chair**. Actively participates and contributes to the strengthening of state and national professional associations and community organizations.
- 4 - Serves on local, and state Extension committees and working groups; **assumes variety of leadership roles**. Actively participates **and contributes to the strengthening of state and national** professional associations and community organizations.
- 3 - Serves on local, and state Extension committees and working groups; **actively participates in professional associations and community organizations**.
- 2 - Amount of service is insufficient for position held.
- 1 - Does not participate in intramural and extramural service.

SERVICE



- Categories
 - **Intramural** (University/College/Departmental/School or County Committee)
 - *Example: Chair, CALS Annual Conference Committee, Youth Animal Science Working Group, Healthy Lifestyles Working Group*
 - **Extramural** (Government, Communities and the public)
 - *Example: Member, Apache County Farm Bureau, Junior Livestock Committee, First Things First, Arizona Firewise*
 - **Other** (Society offices held, editorships, professional committee service, etc.)
 - *Example: Co-Chair, AEAFCs, Activate Tucson, Society for Range Management, AAEA, NAE4-HA, JCEP,*

- Recommended that you report service in an hourly format, rather than days. (Do not report travel time as part of hours of service)

SERVICE – Examples



Intramural

- Food Safety Work Group, Chair (8 hours).
- APR Guidance Committee, Co-Chair (8 hours).
- County Agent Search & Screen Committee, Member (24 hours).
- Master Gardener Working Group, Member (8 hours).
- Livestock Nutrition Working Group, Member (24 hours).
- Backyards & Beyond, Editorial Board Member (24 hours).
- Mentoring Committee, Member (8 hours).
- First Things First Task Force, Chair (32 hours).
- 4-H Science, Engineering & Technology Working Group, Chair (24 hours).
- Reviewer for Peer Reviewed Publications, (15 hours).
- Small Acreage Landowner Education Working Group, Chair (16 hours).

SERVICE – Examples continued



Extramural

- Bisbee Planning & Zoning Commission, Chair (80 hours).
- Arizona Firewise, Member (40 Hours).
- STEM Workforce Committee, Chair (32 hours).
- Advisory Committee, Member (16 hours).
- First Things First Marketing Committee, Member (15 Hours).
- Cochise County Health Board, Member (20 Hours).
- Commission on Border Health, Member (96 hours).
- Activate Tucson Coalition, Co-Chair (16 hours).
- Arizona Osteoporosis Coalition, President (24 hours).
- Arizona Nutrition Network, Member (8 hours).
- Navajo County Fair, Ex-officio Member (20 Hours).

SERVICE – Examples continued



Other

- National Association of County Agricultural Agents/Arizona Agricultural Extension Association, Member (24 hours).
- Association of Natural Resource Extension Professionals, Membership Committee, Member (24 hours).
- Joint Council for Extension Professionals, Member (40 hours).
- Society for Range Management, AZ Section, Chair (80 hours).
- Public Issues Leadership Development, Member (60 hours).
- eXtension Community of Practice – Member (30 hours)
- 4-H Healthy Living Work Group, Member (16 hours).
- Southwest Vegetation Management Association, Chair (24 hours).
- Western Extension Leadership Development, Member (48 hours).
- Physical Activity Measures, Reviewer (8 hours).
- Binational Health Council, Member (10 hours).



- DASHBOARD
- PROFILE
- ACTIVITIES
 - Workload Distribution
 - CALS Workload Distribution
 - Teaching: Credit Bearing Courses
 - Teaching: Guest Lectures and Invited Teaching
 - Teaching: Student Mentoring, Advising and Activities
 - Teaching: Undergraduate Student Supervision
 - Teaching: Development of Instructional Resources
 - Research: Grants and Contracts**
 - Research: Development of Research Support Resources
 - Inventions, Technology

Land Use Planning and Sustainable Development 2016 Spring 2016 Winter 2016 Water, Plants & Natural Resources

Add

- ▶ Extension: Meeting and Event Affirmative Action Report (AAP-5) Help
- ▶ Service: Institutional Committees Help
- ▶ Service: Other Institutional Service (Intramural) Help
- ▶ Service: Professional Service and Outreach (Extramural) Help
- ▶ Service: Faculty Mentoring Help
- ▼ Research: Scholarly Contributions and Creative Productions Help

Show 20 entries

Type	Title	Outlet	Year Pub	Status	Term	Actions
Other	Communicating Climate and Sustainability Issues through Extension Programming	Proceedings of the JCEP Galaxy IV Conference	2013	Completed/Published	Fall 2013	
Journal/Publication	What is Agenda 21?	The Western Planner	2013	Completed/Published	Winter 2013	

CREATIVE AND SCHOLARLY WORKS



Scholarship is creative intellectual work that is validated by peers and is communicated. Higher levels of scholarship (ie. senior author) is expected more at associate and full rank than assistant rank.

- 5 - Develops numerous creative and scholarly works which include a variety of media; demonstrates a comprehensive knowledge of areas of program responsibility.
- 4 - Completes creative and scholarly works of various types in assigned subject area; communicates results to diverse audiences; communicates innovative program strategies to colleagues.
- 3 - Documents scholarly contributions; completes creative and scholarly works of various types in assigned subject area.
- 2 - Amount of creative and scholarly work is insufficient for position held.
- 1 - No documentation of scholarly contributions.



CREATIVE AND SCHOLARLY WORKS

Part A. Publications

Common Categories

- Professional Journal Publications
- Abstracts
- Pamphlets/Newsletters
- Extension Reports
- Curriculum

CREATIVE AND SCHOLARLY WORKS – Examples Part A



- Give a **full bibliographic citation** or **other descriptive details** as applicable.
 - Include: title, author(s), year or date, publisher, pages (length), % effort.
 - Format for Multiple Authors: Smith, J., K. Jones, and C. Green.

Fact Sheet Example

Do Deeper Wells Mean Better Water?. Peer-reviewed. Farrell-Poe, Kitt and Susan Pater. 2011. Arizona Cooperative Extension #AZ1486c. 6 pp. Adapted with permission from *Do Deeper Wells Mean Better Water*, Wisconsin Cooperative Extension, 1996. Published. (10%).

Popular Press Example

Weekly Newspaper Garden Column. Casa Grande Dispatch, Tri Valley Insert. 52 articles printed in 2011. This invited garden column was begun in January of 2001 and reaches readers throughout central and western Pinal County. I regularly receive positive comments from readers about the column. Published.

Newsletter Example

4-Today's 4-Her. Bi-Monthly newsletter of all 4-H activities and events sent to over 250 recipients including 4-H families as well as local elementary, middle and high schools, local elected officials and other youth serving agencies. Other Status. (100%).

CREATIVE AND SCHOLARLY WORKS – Examples Part B



Website Example

eXtension: Forests, Woodlands and Climate Community of Practice. Peer-reviewed. DeGomez, T., P. Kolb, M. Crimmins, C. Jones, S. Kleinman and M. Twer. 2011. [http://www.extension.org/climate forests woodlands](http://www.extension.org/climate_forests_woodlands). 250+pp. Other Status. (10%).

Invited Speaker Example

Climate Change and Managing Forests: New Models and Tools Webinar. Jones, C., M. Crimmins, and M. Twery. 2011. Southern Regional Extension Forestry Webinar Series. <http://www.forestrywebinars.net/climate-change-and-managing-forests-new-models-and-tools/> Presented at Southern Regional Extension Forestry Webinars on 3/1/2011. (67%).

Poster Session Example

Identifying common evaluation measures for multi-site use. Peer-reviewed. McDonald, D. & Payne, P. Poster presented at the National Extension Association for Family and Consumer Sciences Conference. Presented at Albuquerque, NM on 10/28/2011. (50%).

Definition of Peer Review



In order to be considered "peer-reviewed", a **publication** or **other scholarly work** must be evaluated by a university, college, 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 accommodated in a 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 analysis 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 paper 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. Often, the best peer review is obtained when the identity of the reviewer remains anonymous.

Journals usually have subjects and standards which the author must meet. A well-written paper on the wrong subject or in the wrong format may be rejected by the peer reviewers of one journal and accepted by the peer reviewers of another. Journal editors use the peer reviewers to maintain the quality of papers that are published.

There are very few writers who are capable of preparing a scholarly work that does not require some modification and editing. The peer review process gives the author the guidance to present the information in a forum that can be used by others.



CREATIVE AND SCHOLARLY WORKS

Creating Citations

- The recommended citation style is the **Chicago author-date system**. The *Author-Date System* is widely used by the social sciences and sciences disciplines. However, consistency is more important in bibliographic style than the style itself. As with the Cooperative Extension guidelines for printed materials, (http://cals.arizona.edu/extension/employee/pandp/checklist_authors.pdf) you may use the Chicago, APA, or MLA style of citations. Just be consistent and use only one style.



GIFTS, GRANTS, CONTRACTS

- Grants need to be linked to a program. Look at grants, gifts and contracts as appropriate to programming efforts.
- Need to be sure that you speak with team members so that there is not under or over reporting of amounts and efforts of funds. An example would be three project co-leaders each reporting 50% responsibility for a grant. Negotiate and clearly define percentages within the team.
- Cost recovery and livestock auction dollars should not be reported under grants/gifts/contracts.
- Funds may be reported if you were lead in the contract and you get an increase in the future, but not if it is automatic each year.



GIFTS, GRANTS, CONTRACTS

- Status of Grant/Contract
 - In preparation—not submitted
 - Submitted for review
 - Funded—in progress
 - Completed
 - Submitted—not funded
 - Work discontinued
- Funds are designated as competitive, non-competitive, gifts or contracts.

PROFESSIONAL IMPROVEMENT



- 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 - Participates in **less than 30 hours** of appropriate development training per year.
- 1 - **Does not participate in professional improvement.**



Watch balance of Professional Improvement vs. other areas.

- What is the maximum of professional development expected?
- How much is too much?

Indicate involvement with number of hours for each professional improvement activity with a goal of participating in 50 hours of appropriate development training.

UAVitae is formatted to record start and end dates for professional improvement activities, not taking into account travel time, partial day meetings, etc. It would be a good idea to estimate hours of actual training and report it in the description section provided

If a professional improvement opportunity listed is new, innovative or the focus of the training is not clear by the title – use the description box.

Seat hours does not include travel time, committee/business meeting time at conference, etc.

The #1 Key to scoring higher than a 3 is to turn in a professional development plan of action.



Goals for 3 - 5 years	Professional Development Competency to be addressed	Professional Development Plan of Action	How Does This Foster Your Career?
Goal: Improve evaluation	Professional and Career Development	Participate as a WECT intern * Funds for evaluation	Networking with Extension Professionals from across the Western Regional as well as fine tuning the evaluation process.
Goal: Work with out-of-state Agents	Professional and Career Development	Serve as one of Arizona's Chairs for Four Corners Conference	Working with Colleagues from other Western States allows for professional development planning and networking.
Goal: Publish	Professional and Career Development, Subject Matter	Author and submit a journal article for a peer reviewed publication.	It is expected of Faculty and would allow the sharing of program issues
Goal: Be a better facilitator	Professional and Career Development, Subject Matter	Take part in a Project Adventure training *Funds for registration	Enhance teamwork skills to utilize with teen groups from across the state.
Goal: Run for a national office	Professional and Career Development	Run for Western Regional RD through NAE4-HA. *Funds for travel	Work with the national board to ensure the western region is represented in the national 4-H landscape.

AWARDS AND RECOGNITION



No rating, comments only.

Even if you don't submit for an Association Award, think about the awards that you may receive from your local community so as to not leave the section blank.



AWARDS AND RECOGNITION – Examples

- *Outstanding Team Award.* Given by College of Agriculture and Life Sciences, 10/26/2011. (5%). With Dr. Scottie Misner and the SNAP-Ed Program Team.
- *Extension Award.* Given by Arizona Association of Family and Consumer Sciences , 3/2/2002. (100%).
- CALS Outstanding Team Award-Supplemental Nutrition Assistance-Education . Given by College of Agriculture and Life Sciences, 10/26/2011. (10%).
- Educational Curriculum Package-Western Region. Given by National Extension Association of Family and Consumer Sciences, 9/28/2011. (17%). With Waits, Merk, Stuart, Borden, Dixon.
- *Distinguished Service Award.* Given by National Association of County Agricultural Agents, 8/11/2011. (100%).
- *Twenty Five Year Service Award.* Given by National Association of Extension 4-H Agents, 10/28/2009. (100%).
- *National 4-H Council Video Challenge: Investigating Wind Power Using the Scientific Method, \$500 gift certificate.* Given by National 4-H Council, 7/10/2009. (25%). With A. Cullen, K. McReynolds, Rancho Sacatal 4-H Club.

MAJOR COMMITMENTS AND PLANS



This section is not rated by the peer review committee and does not receive a score. It is to be reviewed by the individual faculty member and their County Extension Director and factored into their final rating.

In UAVitae, commitments and plans are divided into two sections

- The first is your previous year's commitments and plans – the year being evaluated – 2013 (This should be the same as you submitted.)
- The next section is developed from your plan of work for the coming year.

MAJOR COMMITMENTS AND PLANS



Include: (Check with your CED who may want other items.)

- A summary of your annual plan of work, or key points from the plan for the year. What are the key items you will be focusing on.
- What you hope to see changed as a result of the program.
- An evaluation component. How will you be evaluating the success of your program this year? How will you measure your outcomes?
- This is a good place to include some information on upcoming opportunities or challenges this coming year.

MAJOR COMMITMENTS AND PLANS – FCHS/4-H/Ag example



- Publish two fact sheets and one professional presentation focusing on child nutrition.
- A sabbatical has been approved for July through December and a plan is in place to cover duties.
- Create a state-wide 4-H camp counselor curriculum and weekend training program.
- Create one new afterschool 4-H club.
- Offer two workshops/field trips where people learn about the impacts of noxious weeds and identification of key species of concern.
- Conduct an evaluation of the Master Gardener program to assess the rate of adoption of gardening practices in their own gardens.
- Publish a bulletin on hybrid and non-hybrid garden seeds.

Thank you all for
participating.