

## SECTION 5: CANDIDATE STATEMENT

**Candidate Statement of Accomplishments and Objectives on Research, Teaching and Service/Outreach (3-5 pages)**

For advice on the Candidate Statement, see the *Guide to the Promotion Process*:

<http://facultyaffairs.arizona.edu/guide-promotion-process>. Candidates may also wish to consult the *Guide to the Promotion Process* for the revision of the University's promotion criteria that implements an "inclusive view of scholarship" <http://facultyaffairs.arizona.edu/promoting-inclusive-view-scholarship>.

**Signed Statement by Candidate on the Tenure Track or Non-tenure Track**

The candidate's signature should appear on the last page of Section 5 with the following statement: ***Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion and tenure may lead to dismissal or suspension under ABOR Policy 6-201 J.***

**Signed Statement by Candidate on the Continuing Status Track**

The candidate's signature should appear on the last page of Section 5 with the following statement: ***Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing continuing status and promotion may lead to dismissal or suspension under ABOR Policy 6-302 G.***



## **CANDIDATE STATEMENT OF OBJECTIVES ON TEACHING, RESEARCH, AND SERVICE**

### **INTRODUCTION**

The AZ Cooperative Extension website says, "Cooperative Extension, an outreach arm of The University of Arizona, is 'Improving Lives and Communities' by serving as a statewide network of knowledgeable faculty and staff that provides lifelong educational programs for all Arizonans. We are part of a nationwide educational network of scientists and educators who help people solve problems and put knowledge to use. Arizona Cooperative Extension provides a link between the university and the citizens of this state."

These are powerful and motivating words that speak to the importance of Cooperative Extension as an organization that connects the University with people across the entire state of Arizona. My work is not performed in a vacuum, but by working in concert with people who live and work in communities across Pinal County. When talking about Cooperative Extension in public presentations, I use the visual of a length of chain with one link missing and I tell my audience that they are that missing link and without them our chain (meaning our programs, outreach, and applied research) is not complete. I am relied upon by people in my county as a resource for research-based programs to help them make informed decisions to improve their quality of life, as a partner in the development of outreach and education programs grounded in best practice and current research, and as a colleague representing our land-grant institution.

I come to my role with Arizona Cooperative Extension with more than 10 years prior experience in 4-H Youth Development and nearly 20 years' experience in volunteer management, organizational development, program leadership, and consulting – plus graduate degrees in Human and Community Resource Development with minor areas of study that include research & evaluation and training & development.

In my Family, Consumer, and Health Science Agent role I have focused on two program areas: 1) child and family development and care giving and 2) human nutrition, health, and food safety. Through this work I have employed the two-way engagement that is, perhaps, unique to Cooperative Extension. Not only do I conduct programs based on local needs thereby addressing issues facing families, but I also take knowledge gained from my work with the families of Pinal County back to the university via our extension specialists to help shape and inform their work. My primary audiences have been children and families (with an emphasis in many programs on low-income populations); health, child care, and school professionals, and a wide range of human service providers.

### **TEACHING AND OUTREACH**

Through Cooperative Extension I have many opportunities for teaching. Some opportunities are organized, such as when I'm conducting a Strong Women, Healthy Hearts 12-week nutrition education program, conducting an in-service training for program staff, or coaching families as part of our Strengthening Families Program. Some opportunities are informal such as when a staff member comes to me with a client's question they can't answer, when clientele call or stop by the office with questions, or when attending a collaboration meeting in the community. I find

there are many similarities between the principles of teaching and learning in formal settings and those useful in informal settings:

- Learning is fundamentally a social process. There are a number of learning theories around, and I have found the teaching environment to be multifaceted. I do find Maslow's Hierarchy of Needs to be at play when engaging with clientele – when they aren't getting their basic needs met (which is often true with our EFNEP clientele) it can be extremely challenging for them to focus on a lesson.
- Learning communities share values, beliefs, language, and ways of doing things. Most groups who stay together for a length of time (such as for our 16 week parent education program) develop into a learning community through the sharing that takes place each week. I also view training or in-services, newsletters, coalition meetings, and social media as tools we can use to create those shared values, beliefs, language, and ways of doing things.
- Adult learning theory is very important for many of our programs, as the target audiences are adults. However I also believe we have much to gain from studying Malcom Knowles' work on andragogy and attempts to discern the differences between the ways adults and children learn. We cannot take a program designed for adults and deliver it to children, necessarily, or vice versa. However there are similarities – for example, both adults and youth learn best when actively engaged.
- From my years of working with service-learning I have found that, for adults and youth, active engagement coupled with intentional reflection is a powerful combination to promote learning. Without reflection, oftentimes learning can be unrealized.
- Scope and sequence are important to promote effective learning. All learners, youth and adult, need a solid foundation of basic principles and concepts before advancing to more difficult and complex knowledge.
- As a teacher, there is a balance I attempt to find between the ability of the learners – what they already know and can do – and challenge – the new content and experiences. If something is too simple and they can already do it well, the learner is easily bored and doesn't engage in learning something new. If the experience is too challenging and the learner can't comprehend or do what is asked, they also become bored and fail to learn.
- When 'mastery' of content or skills is desired, intensity of experience or dosage – how much exposure a learner receives – plays a key role. To achieve mastery the intensity level generally needs to be more than a one-time exposure. Nearly all of our Cooperative Extension programs forge groups that meet over several weeks or months, and this intensive experience is in part responsible for many of the powerful outcomes clientele derive from participation. It's one of the reasons, I believe, that from the federal level we have received guidance that nutrition educators should be engaged in series of 6 to 8 lessons vs only teaching in classrooms for 2 or 3 times a year. It's also part of the reason we engage in train-the-trainer models and provide resources such as "Taking It Further" guides and newsletters with nutrition lesson ideas teachers can use to build upon the nutrition lessons.

I approach opportunities for teaching with passion, humor, and caring – and I believe learners respond best when these elements are present. I strive to be the 'guide on the side' and not to lecture learners. And I ask a lot of questions so problem-solving and critical thinking skills, among the higher order skills in Bloom's taxonomy of the cognitive domain, can be developed.

## **CHALLENGES**

There are three key challenges present in my work. The first is that Pinal County is among the fastest growing counties in the nation, even during the recent economic downturn. Pinal has historically been a rural county, but the growth of some communities has been staggering; for example, the Town of Maricopa grew over 340% between 2000 and 2006; it is projected that Pinal County, with a current estimated population of just over 400,000, will reach 1 million residents by 2035. There are parts of the county, though, that will continue to be remote and sparsely populated. Balancing increased demand for programming from urbanizing communities with a largely ex-urban audience against the needs of rural communities will continually challenge us.

That relates to the second challenge – distance. Pinal County covers nearly 5,400 square miles and not a lot of roads. Reaching some communities in the county can take 4+ hours. To meet this challenge I hire staff, often part time due to the small populations they serve, who reside in the remote communities/areas of the county. The challenge then becomes providing adequate training and supervision, plus helping them to feel they are a part of the larger Extension team. Some of this is addressed through regular in-service opportunities where we move the location around a bit; sometimes they come to the main office and sometimes we meet in the different communities where staff reside.

Third is budget. We are all challenged with doing our best with very limited programmatic resources, including assisting in neighboring counties when we can to help meet community identified needs. One strategy employed to address lack of funding and the need to be able to serve our expanding clientele base is use of grants and contracts, a strategy that I've been able to employ to increase our staff capacity from 8 to 39 individuals (both full- and part-time) some of whom reside in remote areas of the county. It can be alluring to apply for any grant or contract that comes along, and many people fall into that trap. However, I have used input from needs assessments, advisory groups, and county statistics to identify opportunities to target select areas where cooperative extension can make a difference, contribute based on our unique capacity, and collaborate with others.

## **RESEARCH**

“Knowledge is acquired through research, through synthesis, through practice, and through teaching. They are tied inseparable to each other” (Bushaw, 1996). Boyer (1990) argued that discovery, integration, application, and teaching are all legitimate forms of scholarship. McGrath (2006) described the scholarship of application as involving the use of knowledge to solve problems. McGrath goes on to say that research, teaching, and Extension activities are not scholarship in themselves, but become scholarship when communicated to and validated by peers and when they are communicated to publics beyond the university. In my mind, being an Extension professional is a scholarly endeavor which incorporates all of these aspects – discovery, integration, application, and teaching – and communicates them to peers for validation and to publics beyond the university.

As an Extension Agent, I use research and evidence-based information in my program development process. I engage with many different coalitions and clientele to assess community

needs and work with other Agents and Specialists to identify research-based programs and strategies to meet those needs. Many of the programs I have developed utilize evidence and research based curricula and focus on transferring knowledge of best practice that is informed by research. I seek opportunities to engage in research that incorporates the practical application of research-based knowledge or to translate and disseminate that knowledge. The last several years it seems that the practical application of research to achieve behavior change has become the "holy grail" for many funders, and this positions Cooperative Extension very well since that has been the aim since our inception.

In my scholarly work I have been fortunate to collaborate with colleagues from other counties and extension specialists. These efforts have not only met the need to be engaged in scholarly activity, but have informed and enriched our local programs. For example, the Extension Early Childhood Specialist has led the evaluation of our Strengthening Families Program. This relationship enabled us to use data collection tools and methods beyond what would normally be used for simple program evaluation, and we receive detailed reports annually on the progress of the program which enables us to learn about the program's strengths and weaknesses and make improvements along the way. This interaction has led to a much more successful program than we might otherwise have had.

## **SERVICE**

### **Internal Service**

The role of internal service is to contribute to collaborative efforts within the college and Extension to meet our strategic goals. Such efforts provide support for my own programming efforts locally as well as throughout the state. They also provide opportunity to develop working relationships with my peers that result in creative collaboration and input on program design and evaluation. My internal service has included several groups and committees within Extension including the Oral Health work group, the Brain Builders Evaluation Group, which I co-chaired, and the Early Childhood In-Service Planning Committee, among others.

### **External Service**

Collaboration and cooperation is a hallmark of Extension in counties across the state. We could not deliver programs with the reach we are today if it were not for strong relationships with other individuals and organizations. External service includes involvement within Pinal County in organizations that address issues related to my programming such as the United Way, the Pinal Council of Human Service Providers, and the Pinal Region of First Things First. In addition, external service refers to the connections I have formed to professionals from AZ, other states, and professional organizations that support my work, including the National Association of Community Development Extension Professionals (NACDEP), the National Extension Association of Family and Consumer Sciences (NEAFCS), and the Association of International Agriculture and Extension Educators (AIAEE). This expanding network provides opportunity for scholarship, for identification of best practices, and for personal professional development. I have served a variety of roles at the state and national levels for these professional associations. In addition, two years ago I was approached to serve on the national technical team for a SAMSHA funded project through Extension's North Central Region Rural Development Center. This has been a learning opportunity for me as well as an opportunity to engage other entities and organizations from AZ in work that has national level importance.

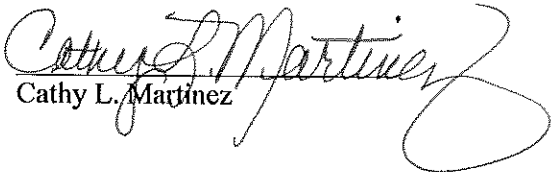
## VISION FOR THE FUTURE

My vision includes adhering to the principles of good extension work, building strong relationships, and continually re-assessing the needs of our expanding population in Pinal County. I want to fulfill the Extension mission “to develop, integrate, extend, and apply knowledge” to address the needs of the citizens of my county and Arizona. I know, too, that I will be actively engaged in work at state and national levels as it relates to outreach and engagement. I will seek opportunity for others on campus to learn about Extension and our capacity for outreach in communities (there are many different programs on campus that have developed or are developing an outreach component and extension has much to offer them based on our 100+ years of experience).

A Chinese proverb says, “A book tightly shut is but a block of paper.” My vision for the future also includes lifelong learning – the pursuit of knowledge both for personal and professional improvement. I see a need for Extension to be in the lead translating science-based knowledge for our citizens. Key to this will be continuing and expanding partnerships with other agents and faculty to develop better, more consistent means for evaluating the impact of our programs going forward (i.e. working with our Early Childhood Specialist to analyze data and assess impact of early childhood programming).

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Cathy L. Martinez