



Positive Examples from Extended Term & Promotion (ET&P) Packets Handout #1

reviewed by
UW CES's 2009 ET&P Committee

for use during the
UW CES ET&P Webinar on September 3, 2009

*Handout revised 9/3/09 to include additional guidance on
effective evaluation and impact reporting in annual summaries*

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* Note: "Effective Evaluation and Impact Reporting" information on pp. 5-7 of this revision is from the records of Susan James, not from the six educators listed above.

Positive examples from UW CES Extended Term & Promotion (ET&P) Packets

Value of optional narrative: Example #1 – From the start, the letter below (reformatted here for space reasons) focuses reviewers on what the educator wants them to pay close attention to in the packet. This educator developed an effective roadmap for reviewers to follow when studying the packet. Certainly, reviewers can, should, and do look farther than what educators outline for them, but these narratives or opening letters are very appropriate avenues for educators to share what they see as their strengths and key accomplishments.

UNIVERSITY OF WYOMING

[Educator's work address/office contact information]

October 22, 2008

Dear Peer Reviewers,

I am requesting your consideration for promotion to rank of Senior Extension Educator. I have taken seriously the task of compiling these materials with brevity and thoroughness in mind. In packet two, I have done as instructed, and provided only a few examples of my work articulated in packet one.

I have been serving at the rank of Associate for four years and I feel that the depth and effectiveness of my programming has grown substantially over this time. Extension education efforts that I'm most proud of include the High Plains Ranch Practicum, and the work of the Small Acreage Issue Team. I have been a leader in both of these efforts and I hope you'll agree that these, combined with my other efforts, represent a level of work commensurate with the rank of Senior Extension Educator. I'd like to specifically address the criteria outlined in the UniReg for the rank of Senior Educator:

1. Professional recognition, such as regional or national awards, letters of recognition, commendation from colleagues and peers. Details are in the Awards and Honors Matrix. Recently efforts of the Small Acreage Issue Team received two national awards. I was responsible for assembling the award application. I have received the Newer Employee Recognition Award, the state Achievement Award and several others.
2. Publications in refereed or professional journals or other widely disseminated venues. I have produced two publications in refereed journals including most recently the Journal of Extension. A number of my works have been widely distributed from writings in the Barnyards and Backyards magazine to writings in the Wyoming Livestock Roundup.
3. Leadership in the resolution of complex problems, such as the development of interdisciplinary programs and projects requiring long-range educational planning. Again, I feel the High Plains Ranch Practicum and the Small Acreage Education and Outreach Project meet these criteria; however, other extension projects I'm involved in also would qualify.
4. Experience in planning, conducting, interpreting, and disseminating applied research, demonstration trials, field and home demonstrations, or community studies. I'm currently co-PI on two large, interdisciplinary research projects looking at farm and ranch system-wide impacts on various production practices. Although still in early stages, these projects will begin incorporating extension components disseminating the results in the near future. Also, I've served on several committees during planning and initial functioning of the Sustainable Agriculture Research and Extension Center, and been involved in other smaller research projects as detailed in the matrix.
5. Acknowledged administrative and leadership experience. This has been substantial – especially during the last year with the opportunity to serve an interim role as assistant to the associate director, and county coordinator in two counties. I am currently serving on the Civil Rights Review Team, have served on the Academic Planning Team, and the Evaluation Review Committee.
6. Leadership in training Extension Educators and other professionals. I have taught multiple sessions at EPIC, delivered programs at regional and national professional meetings, conducted multi-day trainings for colleagues, designed and conducted multiple ranch tours designed for colleagues and worked individually with several colleagues on specific issues.
7. Securing funding as a principal investigator of grant proposals designed to meet unique community needs. I have had many successes in receiving grants that I have been the principal author on as well as grants that I have been a contributing partner on. For 2007-8 I had a role in recruiting \$607,238. Details are in the Grants and Fundraising matrix.

I hope you'll agree that I am currently functioning at the level of Senior Extension Educator. I look forward to visiting with you during the peer review opportunities and welcome any questions you may have.

Value of optional narrative: Example #2 – Pairing the content and format of your goal statement from the beginning of year with a narrative statement at the end of the year is another effective way to structure an opening letter or narrative. In the example below (shortened here for space reasons to show only the first section from the goal statement with the corresponding section from the narrative), the educator is making it easy for reviewers to compare what he set out to achieve as the year started with what he ended up achieving.

Statement of Goals

University of Wyoming, Department of Agricultural
and Applied Economics
17 October 2008

Listed below are the goals I wish to accomplish in 2009 regarding my three clientele groups.

Clientele Segment 1: UW Extension Educators

Outputs

Newsletter articles – continue monthly efforts for use in area educators' programming on topics of personal finance and small business management, with consideration given to expanding the distribution.

In-Service Trainings – develop and provide training on personal finance and small business management topics for UW Extension educators.

Outcomes

1. Improved awareness of teaching materials available in personal finance and agricultural business startup and management.
2. Capability to provide programs in personal finance and agricultural business startup and management.

Narrative to Accompany ET&P Packet University of Wyoming, Department of Agricultural and Applied Economics 17 October 2008

As a state specialist with responsibilities in personal finance (60% of my time) and agricultural enterprise diversification and family business management (40% of my time), this year has been one of full activity. In my third full year here at UW I have deepened my initial programs in each of my two significant appointment areas.

In this document I outline how my efforts have addressed the three principal constituencies which I serve, namely UW Extension Educators, the public's needs in personal finance, and agriculture's need of diversification. Many, though not all, of my efforts directly support the Community Development Education (CDE) Initiative Team (and their work addressing family resource management, leadership and entrepreneurship) with which I am primarily affiliated.

Clientele Segment 1: UW Extension Educators

I supply information both formally and informally to our state's extension educators in a number of ways, including the following:

- Numerous informal resources (for instance, my newsletter on personal finance and small business management) are distributed directly to county personnel via email. Other resources I distribute in hard copy, such as brochures handed out or mailed.
- Several formal Extension publications have been or are about to be published (see the publications section of either my vita or T&P listing), and more are planned.
- Outputs such as *Barnyards and Backyards*, a product of the Small Acreage Issue Team I chair, continue to be useful to for educators in carrying out their work. With our full-time project coordinator on board we are continuing and refining its award-winning efforts.

Positive examples from UW CES Extended Term & Promotion (ET&P) Packets

Strong impact documentation in annual summary: Example #3 – Different job activities lead to different outcomes. Be sure to reflect those differences in the “Impact” column with as many specifics as possible. It’s clear this educator...

... anticipated and documented *varying* impacts for audiences based on their involvement in different programs, and

				implementation of the leadership program.
Feb. 2004	New leader Training	- Taught 2 hour workshop	16 - Carbon County 4-H Leaders	Leaders in Carbon County learned the history, function, purpose, and structure of the 4-H program as well as managing risk while working with youth.
Oct. 2003	Impact Statements and Reports	Team taught 3 hour workshop - Developed handouts and presentation materials	15 - Extension 4-H/Youth Educators	77% of participants said they will use to develop county programs. Participants rated workshop a 4.46 (out of 5) based on usefulness of information.
Non-traditional 4-H Programs				
March 14-16, 2008	Balanced Leadership Leadership styles Personality assessment	Taught 4 hour session	22 Youth, Pinedale, WY	See Teaching/program evaluation section titled Balanced Leadership March 2008
March 1, 2008	Facilitation Skills	Taught 2 hour session	7 Youth, Cheyenne, WY	Participants learned effective facilitation techniques and led discussion/decision making sessions
Nov. 2-4, 2007	Working with Differing Personality Styles	Taught 2 hour session	7 Youth State 4-H Leadership Team / Thermopolis, WY	See Teaching/program evaluation section titled Leadership Development Nov. 2007
	Team and Individual Goal Setting	Taught 1 ½ hour session		
	Facilitated decision making	Lead 2 hour session		

... was able to administer some type of assessment tool with some of his programs.

Information provided on pp. 5-7 of this revised document has been shared by Susan James.

Effective Evaluation and Impact Reporting

Learning Outcomes

- Awareness Created
- Knowledge Gained
- Attitudes Changed
- Skills Developed
- Aspirations Sparked

Action Impacts

- Behavior Changed
- Practices Adopted
- Decisions Made
- Policies Changed or Adopted
- Social Action Initiated

Less Effective Evaluation Rating Criteria

Date	Topic	Rating Criteria	Rating
2/27/08	Seed Planting Workshop	Various	Various- very good ratings received
6/22/08	4-H Camp	Overall reaction 1-5 (1 being poor)	Average 4.1

Stronger Report of Evaluation Data

Stronger Report of Evaluation Data

Date	Topic	Rating Criteria	Rating
2/27/08	Seed Planting Workshop	Likert Scale – 1 – 5 (with 5 = Excellent) a) Learned at least on new concept b) Plan to implement one practice this year. c) Gained knowledge on planting seeds for maximum crop yield	a) 4.5 b) 3.2 c) 2.5 Participant Comment participant: I now understand the importance of rotation planting of seed.

Stronger Report of Evaluation Data

Date	Topic	Rating Criteria	Rating
6/22-24, 2008	4-H Camp	a) Learned at least one new thing b) I made at least one new friend (social skills) c) I feel more confident as a leader (Jr. Leader evaluation)	a) 100 percent of campers (60 youth, 6 adults) b) 75 percent of campers c) 90 percent (12 Jr. Leader age youth)

EDUCATIONAL PROGRAMS PRESENTED (annual summary)

DATE	SUBJECT	ROLE	AUDIENCE/ NUMBER	IMPACT
Feb – April 2005	Master Gardener Training – 6 hours/week for 10 sessions	Coordinated all classes, taught 3 sessions; other sessions taught by UW and local specialists	New Volunteer Master Gardeners – 12 enrolled, 10 completed course	10 participants passed certification exam – pre-test/post-test showed 92% increase in knowledge. Participants demonstrated increased skills and abilities in teaching and speaking before public. All reported confidence gained in analyzing and solving horticulture problems. Ten Master Gardeners volunteered 480 hours total contributing \$6,221 to CES.
May 2005	Veteran Master Gardener Volunteer Update	Developed and taught 4 hour update class.	Veteran Master Gardeners from 2003 – 2004 classes (22 total)	100 percent gained knowledge and skills reported in end of session evaluation.

Value of Volunteer Time adds powerful impact

http://www.independentsector.org/programs/research/volunteer_time.html

2008 – Estimated value/hour of
volunteer time

Wyoming: \$17.73

This concludes the guidance shared by Susan James from her records; examples on remaining pages and from Handout #2 are from packets of educators' listed on the cover page of this handout.

Indication of complete & comprehensive programming: [Example #4](#)—See **Handout #2** (separate document) for this example.

Packet organizational tips/ideas: [Example #5](#)—As shown below (edited here to show the educator’s 2-page table of contents on one page), a table of contents can help reviewers easily locate and retrieve information. Having each notebook section tabbed with the corresponding section number and/or title further enhances this organizing scheme and makes reviewers’ jobs easier.

Table of Contents

Section 1.....	Assessment of Clientele Needs
Section 2.....	Educational Programs Taught
Section 3.....	Educational Programs Facilitated
Section 4.....	Educational Materials Developed
Section 5.....	Media and Marketing
Section 6.....	Collaboration or Interagency Cooperation
Section 7.....	Program Evaluation
Section 8.....	Publications/Articles
Section 9.....	Applied Research
Section 10.....	Competitive Grants
Section 11.....	Fundraising, Donations, Resource Allocations
Section 12.....	Administration/Leadership
Section 13.....	Professional Improvement/Training
Section 14.....	Professional Associations
Section 15.....	Awards and Honors
Section 16.....	Work-related/Public Service
Section 17.....	Appointment Letters
Section 18.....	Job Descriptions
Section 19.....	Documentation of Recommendations

Section 20	Curriculum Vitae
Section 21	Statement of Goals
Section 22	Impact Statements
Section 23	Program Evaluations
Section 24	Letters of Reference

Positive examples from UW CES Extended Term & Promotion (ET&P) Packets

Packet organizational tips/ideas: Example #6 - Here's another educator's table of contents, which uses color coding to help reviewers.

Table of Contents – Packet I

- Tabs
 1. Job Description
 2. Educational Materials Developed
 3. Applied Research
 4. Professional Associations
 5. Impact Statements
- Tabs
 1. Needs Assessment
 2. Media and Marketing
 3. Competitive Grants
 4. Awards & Honors
 5. Goal Statements
- Tabs
 1. Educational Programs Taught
 2. Collaboration Interagency Cooperation
 3. Fund Raising, Donations, and Resource Allocation
 4. Work Related Service
 5. Training Plans
- Tabs
 1. Individual Educational Contacts
 2. Teaching/Program Evaluations
 3. Administration/Leadership
 4. Public Service
- Tabs
 1. Educational Programs Facilitated
 2. Publications/Articles
 3. Professional Improvement Inservice Training
 4. Curriculum Vitae

Packet organizational tips/ideas: Example #7 - This same educator employed color coding within some sections of her annual summary to help reviewers easily identify/locate information from different years included in the packet:

2008 – blue paper
 2007 – green paper
 2006 – white paper

COLLABORATION OR INTERAGENCY COOPERATION				
Date	Agencies/Groups	Educator Role	Topic	Purpose/Impact
2008	Northeast Resource Conservation & Development, Wyoming Business Council, UW Ag Experiment Stations	Coordinating efforts to create an oilseed production chain in Wyoming	Sustainable biodiesel production from	Producer interest is growing, several producer test plots are
2008	Small Acreage Issue Team (SAIT): UWCES, NRCS, Conservation Districts (CD), Wyoming Audubon, Game & Fish, State Forestry and Wyoming Weed & Pest	Member of a committee for <i>Backyards</i> m contributing of the worksl committee, m marketing co		
2008	Wyoming Stock Growers Association (WSGA), Wyoming Wool Growers Association (WWGA)	Recorded mi Animal Heal summer WSGA WWSGA/WWA meetings		
2008	NRCS, CD, Farm Service Agency	Committee m		
2008	Wyoming Audubon, northeast Wyoming natural resource districts	Collaborated and education the northeast		

COLLABORATION OR INTERAGENCY COOPERATION				
Date	Agencies/Groups	Educator Role	Topic	Purpose/Impact
2007	Northeast Resource Conservation and Development	Coordinated efforts to provide farmers with the information on camelina, biodiesel and marketing options.	Camelina research and development	Producers in the Northeast area of Wyoming began testing feasibility of an alternative crop.
2006-2007	Small Acreage Issue Team (SAIT): UWCES, NRCS, Conservation Districts, Audubon Wyoming, State Forestry, and others	Coordinating effort to measure impact and audience of the SAIT magazine; general membership	Small Acreage Education	Increase the knowledge of best land management practices in small acreage landowners.
2006-2007	Wyoming Stock Growers Association (WSGA), Wyoming Woolgrowers Association (WWGA)	Recorded minutes for Animal Health committee at WSGA summer meeting and joint	Livestock Health	Provide service to agricultural producers by maintaining a record of membership input and
2006-2007	Natural Resource Conservation Service, Conservation District, Farm Service Agency			

COLLABORATION OR INTERAGENCY COOPERATION				
Date	Agencies/Groups	Educator Role	Topic	Purpose/Impact
2006	Small Acreage Issue Team (SAIT): UWCES, NRCS, Conservation Districts, Audubon Wyoming, State Forestry, and others	Coordinating effort to measure impact and audience of the SAIT magazine; general membership	Small Acreage Education	Increase the knowledge of best land management practices in small acreage landowners.
Quarterly	Natural Resource Conservation Service	Committee member	Local Workgroup	Development of local guidelines for federally funded conservation programs

Packet organizational tips/ideas: Example #8 - This educator grouped/lumped individual contacts with a similar focus/topic area into one row, making this section more compact and easier for reviewers to grasp. However, his totals for individual contacts on the same or similar topics also convey strong impacts for the educator and underscores that cumulatively, this educator's individual contacts were substantial in some single subjects or topic areas.

INDIVIDUAL EDUCATIONAL CONTACTS (Oct. 2007 – Sept. 2008)

Date(s)	Topic	Educator role	Audience/Number Location	Impact
Year-round	Insect identification	Educator	~50 individuals, Uinta County	Insects identified and control strategies provided when appropriate
Spring - Fall	Lawn and Tree Calls	Educator	~30 individuals, Uinta County	Increase knowledge in integrated pest management, proper watering practices and general lawn care
Year-round	4-H Livestock	Information source	Dozens of questions from parents and 4-H'rs, Uinta County	Increase knowledge of 4-H beef and swine projects
Year-round	Hay Testing	Information source	2 individuals, Uinta County	Increase knowledge in how and where to send hay samples
Spring/Summer	Commercial Applicator Testing	Proctor	~20 individuals, Uinta County	Individuals were able to obtain a license by demonstrating knowledge
Spring/summer	Weed control/identification	Educator/consultant	~10 individuals, Evanston	Weeds were identified and proper control technique discussed
Spring/summer	Cattle inventory and movement tracking spreadsheet	Educator	2 individuals, Evanston	Spreadsheet was developed to track receipt, movement and sale of yearlings

Packet organizational tips/ideas: Example #9 - Indicate in packet #1 which items are illustrated or further expanded on in packet #2. This educator used stars to indicate which items reviewers can find examples of in packet #2, again making the reviewers' task easier.

EDUCATIONAL MATERIALS DEVELOPED						
Newsletters:						
Example	Year	Title	Educator Role	Distribution	Frequency	
★	2008	Nutrition Nibbles	Develop concept for each volume Research information using peer-reviewed journals and textbooks Compose all articles with the exception of Kidz Korner (assistant does this) Design and format layout	Mailing: Carbon 364 households; 250 distribution to local agencies Albany ~ 120 households; 50 distribution to local agencies Recreation Centers: Rawlins, Hanna, Laramie MD offices in Albany and Carbon Carbon and Albany County Libraries, Carbon County Public Health	Bimonthly with special editions	
Educational Displays:						
Example	Year	Title	Educator Role	Location	Number Reached	
★	2008	What's in YOUR Lunchbox <i>Bulletin Board</i>	Co-developed concept and design Researched and designed accompanying education material (<i>Nutrition Nibbles</i>)	Carbon Building 3 rd Floor Hallway	Approximately 100 people viewed display	
	2008	Healthy Aging—Mind and Body <i>Tri-fold board</i>	Developed Concept and Design Compiled accompanying education materials	Health Fairs (Older Adult Day, Rawlins; City of Laramie Health Fair)	N=67 (21M, 36F)	
	2008	Got a Bone to Pick— Tips for Healthy Bones <i>Bulletin Board</i>	Co-developed concept and design Researched and designed accompanying education material (<i>Nutrition Nibbles</i>)	Carbon Building 3 rd Floor Hallway	Approximately 100 people viewed display	
★	2008	Eye Must Have— National Macular Degeneration Month <i>Bulletin Board</i>	Co-developed concept and design Researched and designed accompanying education material (<i>Nutrition Nibbles</i>)	Carbon Building 3 rd Floor Hallway	Approximately 100 people viewed display	

Positive examples from UW CES Extended Term & Promotion (ET&P) Packets

Packet organizational tips/ideas: Example #10 - Most sections within the annual summary need to be organized chronologically (preferably starting with most recent first and then working backward in time). However, there may be other sub-groups that can be made within the chronology. In this example, the educator's main program areas/audiences are "Traditional 4-H," "Non-traditional 4-H" and "4-H Volunteer Management." He organized his multi-page "Educational Programs Taught" section by listing items chronologically within those 3 subgroups. Similar subgroups can be helpful when documenting county-, area-, and state-level work.

EDUCATIONAL PROGRAMS TAUGHT				
Date(s)	Subject	Educator Role	Audience/Number Location	Impact
Traditional 4-H Programs				
Sept. 11-13, 2008	Opportunities in 4-H Sportfishing and natural resource programs	Taught participants to make lures for fishing and opportunities in 4-H	600 youth, 300 adults Casper, WY	Participants learn about opportunities in the 4-H natural resource programs and demonstrate how to make fishing lures.
July 16-18, 2008	Aquatic Ecology, angling skills, tackle crafting, fisheries management	Planned, organized, purchased supplies,	Alpine, WY	Canceled due to insufficient number of registrations
June 28, 2008	Aquatic Ecology, angling skills, tackle crafting, fisheries management	Set up 4 hour fishing trip and taught angling skills and tackle crafting.	25 youth, Riverton, WY	100% of youth participants increased their knowledge about warm water fish species and demonstrated skill in making lures
April 14, 2008	Livestock Frenzy	Taught wholesale and retail meat identification	52 youth members/Uinta County	Participants demonstrated ability to identify retail and wholesale meat cuts and location of each
Nov. 2-4, 2007	Leadership Development	Taught and co-taught 12 hours of leadership training	7 youth, Thermopolis, WY	See Teaching/program evaluation section titled Leadership Development Nov. 2007
June 19, 2007	Sportfishing in Wyoming - tackle crafting - canoeing skills - Angling skills	Taught youth participants sportfishing techniques and opportunities in 4-H	24 Youth, Saratoga, WY	Participants learned the various aspects of sportfishing and practiced making lures and casting techniques.
March 9, 2007	Introduction to sportfishing	Taught youth participants sportfishing techniques	60 Youth, Casper, WY	
Oct. 2003	Impact Statements and Reports	Team taught 3 hour workshop. Developed handouts and presentation materials	15 - Extension 4-H/Youth Educators	77% of participants said they will use to develop county programs. Participants rated workshop a 4.46 (out of 5) based on usefulness of information.
Non-traditional 4-H Programs				
March 14-16, 2008	Balanced Leadership Leadership styles Personality assessment	Taught 4 hour session	22 Youth, Pinedale, WY	See Teaching/program evaluation section titled Balanced Leadership March 2008
March 1, 2008	Facilitation Skills	Taught 2 hour session	7 Youth, Cheyenne, WY	Participants learned effective facilitation techniques and led discussion/decision making sessions
Nov. 2-4, 2007	Working with Differing Personality Styles Team and Individual Goal Setting Facilitated decision making	Taught 2 hour session Taught 1 1/2 hour session Lead 2 hour session	7 Youth State 4-H Leadership Team / Thermopolis, WY	See Teaching/program evaluation section titled Leadership Development Nov. 2007
February 2003	Record book portfolio's	Taught 1 hour workshop	23 - Youth ages 8-18	80% of participants learned about opportunities available to them in 4-H. Participants also learned how to keep accurate records.
4-H Volunteer Management				
June 28, 2008	Aquatic Ecology, angling skills, tackle crafting, fisheries management	Set up 4 hour fishing trip and presented topics	11 adults Riverton, WY	Participants learned about the various aspects of Sportfishing including angling skills, tackle crafting, aquatic ecology, and fisheries management. Participants also learned about implementing a sportfishing program in their county.
June 21, 2008	Sportfishing leader training	Teach aquatic ecology, angling skills, tackle crafting, fisheries management	Douglas, WY	Canceled do to insufficient number of registrations
April 22, 2008	4-H Core concepts	Taught and co-taught 8	6 Extension Educators,	See Teaching/program

Other tips/ideas for ET&P packets

1. **Acronyms!** Be sure to spell them out at least once in a single place and put that list where reviewers can easily find and refer back to it.
2. **Be honest when you describe your responsibilities with various effort and activities.**
3. **If you include photos, include key details in captions:**
 - **Who** is in the picture (include titles/organizations for those beyond CES)?
 - **What** is being illustrated and/or **Why** is it important?
 - **When** did it take place?
 - **Where** was the photo taken?
4. **Write for reviewers who are not part of your initiative/issue teams, including reviewers beyond your area or department.** Our organization is diverse and your packet will be reviewed by individuals who may know few if any aspects of your programs and other activities. Be organized and as concise as you can, but don't sacrifice important details. The clarity of your descriptions of your work can make a huge difference in how reviewers evaluate your efforts and the recommendations they make – which can be important for your future!

