

## PROFESSIONAL BEHAVIORS MATRIX FOR DEPARTMENT-BASED EXTENSION FACULTY

### Overview

**The mission of WSU Extension is to** engage people, organizations and communities to advance economic well-being and quality of life by connecting them to the knowledge base of the university and by fostering inquiry, learning, and the application of research.

Extension programs conducted by department-based extension faculty are planned educational or developmental efforts that...

- leverage the research and knowledge bases of WSU to address issues, needs and opportunities across the state and beyond;
- reach appropriate and diverse audiences;
- actively engage county/regional WSU Extension Educators and research faculty at WSU and other institutions to foster integrated approaches;
- use unbiased, science-based methods that are appropriate for the target audience;
- and achieve social, economic and environmental outcomes beginning with acquisition of knowledge and followed by change in practices and improvement in status among target audiences.

Additionally, department-based extension faculty use a broad array of techniques to transfer knowledge and elicit positive impacts on target audiences including presentations, publishing technical materials and educational curricula, and conducting appropriate applied research. Department-based extension faculty are expected to provide regional or statewide leadership in a specific area of expertise and to work closely with county/regional extension faculty and other educators to address local and regional needs and issues. Additionally, department-based faculty are expected to work directly with the individuals, organizations, and agencies to develop and deliver effective crosscutting (multi-disciplinary) programs that synthesize and demonstrate research-based solutions to problems on farms, in homes and communities.

All extension faculty are expected to conduct scholarly work that augments assigned outreach responsibilities. Scholarly work is defined as creative products that are communicated and peer validated. Each tenure unit (department or extension district) has developed guidelines describing appropriate scholarly activities for the faculty member. In addition to scholarly activities, all faculty are expected to generate appropriate funding to support their programming focus. This includes development of successful grant proposals and beneficial contractual relationships with complementary organizations.

The following matrix is designed to clarify expectations for department-based extension faculty. Additionally, this document should serve to support the evaluation processes used by department chairs with assistance from program directors and research and extension center directors.

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Performance Dimensions	Performance Exceeds Expectations (In Addition to Requirements for “Performance Meets Expectations”)	Performance Meets Expectations	Performance Needs Improvement
<b>Program Planning*</b> ( I )	<ul style="list-style-type: none"> <li>Effectively leads team program planning processes utilizing the Logic Model resulting in measurable outcomes.</li> <li>Effectively reaches diverse audiences including use of culturally appropriate educational materials and/or program delivery.</li> </ul>	<ul style="list-style-type: none"> <li>1 )Logic Model used in planning processes resulting in measurable outcomes for individual programs.</li> <li>2 )Significant effort is expended to assure that program delivery and materials are appropriate for and sensitive to the needs of diverse audience.</li> <li>3 )Programs are planned to address appropriate issues, needs and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Logic Model not used in planning processes.</li> <li>Appropriate and diverse audiences are not identified or reached.</li> <li>Programs not planned to address appropriate issues, needs, and/or opportunities.</li> </ul>
<b>Team Building and Collaboration</b> ( II )	<ul style="list-style-type: none"> <li>Effectively creates and leads teams of multi-disciplinary faculty and staff including county-based educators, research faculty, and other extension specialists that deliver high-quality programming resulting in desired outcomes.</li> <li>Provides leadership for appropriate multi-state programs and teams in area of specialization.</li> </ul>	<ul style="list-style-type: none"> <li>1 )Works closely with county-based extension educators and research faculty to identify issues and needs and to develop and deliver appropriate programming that result in desired outcomes.</li> <li>2 )Provides leadership for regional and/or statewide programs in area of specialization. Teams include county-based educators and research faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks effective interaction with research faculty and/or county-based extension educators.</li> <li>Lack of effective leadership for statewide or regional programs in area of specialization</li> </ul>
<b>Program Delivery*</b> ( III )	<ul style="list-style-type: none"> <li>Programs are highly innovative and nationally recognized for outcomes and impacts.</li> <li>Programs receive regional or national recognition for quality, professionalism and outcomes.</li> <li>Conducts innovative applied research that has national or international significance.</li> </ul>	<ul style="list-style-type: none"> <li>1 )Information and educational programming are based on the latest research/knowledge bases and designed appropriately for target audience(s).</li> <li>2 )Program delivery is conducted in a fiscally responsible and highly professional manner.</li> <li>3 )Conducts appropriate and unbiased research that strengthens extension programming.</li> <li>4 )Provides comprehensive subject matter training for county-based educators.</li> </ul>	<ul style="list-style-type: none"> <li>Information and educational programming not based on latest appropriate research and knowledge bases.</li> <li>Program delivery not conducted in a professional manner.</li> <li>Little applied research conducted and/or applied research poorly designed and potentially biased.</li> <li>Provides little or no professional development for county-based educators.</li> </ul>
<b>Programming Outcomes</b> ( IV )	<ul style="list-style-type: none"> <li>Programming results in documented improvement of economic status, environmental condition, or quality of life of target audience.</li> <li>Programs are recognized regionally (multi-state), nationally, and or internationally.</li> <li>Methodologies are highly innovative and lead to national recognition for contributions to extension scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>1 )Programs are evaluated to document learning</li> <li>2 )Follow-up evaluations are done to document application of learned techniques by participants (change in behavior).</li> <li>3 )Programs are well-known by clientele statewide and by legislators, decision-makers, and peers.</li> <li>4 )Outreach programs use multiple appropriate delivery media and methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>No documented learning, behavior change, or condition change by target audiences.</li> <li>Programs not generally recognized by clientele, legislators, decision-makers, or peers.</li> <li>Outreach programs are small in number and are delivered with traditional media and methodologies.</li> <li>Program evaluation is lacking or is poorly conducted.</li> </ul>

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Performance Dimensions	Performance Exceeds Expectations (In Addition to Requirements for “Performance Meets Expectations”)	Performance Meets Expectations	Performance Needs Improvement
<b>Applied Research*</b> ( V )	<ul style="list-style-type: none"> <li>• Conducts innovative applied research that has national or international significance.</li> <li>• Regularly publishes in appropriate national and international blind peer-reviewed venues.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 )Conducts appropriate and unbiased applied research that strengthens extension programming.</li> <li>• 2 )Publishes materials in appropriate state-wide, regional and national peer-reviewed venues.</li> </ul>	<ul style="list-style-type: none"> <li>• Little applied research conducted and/or applied research poorly designed and potentially biases.</li> <li>• Scholarly products are lacking.</li> <li>• Scholarly output limited to non-peer reviewed publications.</li> </ul>
<b>Professional Service</b> ( VI )	<ul style="list-style-type: none"> <li>• Provides leadership for multi-state, national and international scholarly activities.</li> <li>• Serves on major editorial boards.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 )Actively participates in statewide, national or international review panels, manuscript review processes, committees or other professional assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not actively participate in statewide, national or international review panels, manuscript reviews, committees or other professional assignments.</li> </ul>
<b>Acquisition of Extramural Support*</b> ( VII )	<ul style="list-style-type: none"> <li>• Seeks/receives funding to support program expansion, hiring of competent support personnel and attainment of significant condition change among target audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 )Seeks/obtains adequate extramural funding to support a significant extension program. Extramural funding expands the scope and effectiveness of program delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not seek/acquire significant extramural funding to support program or seeks/receives extramural funding that is inappropriate or detracts from effectiveness of the position.</li> </ul>
<b>Professional Development</b> ( VIII )	<ul style="list-style-type: none"> <li>• Actively pursues and acquires new skills that dramatically transform extension programs.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 )Actively participates in professional development activities that increase capacity to address critical issues, enhance professional and personal growth, and improve effectiveness of extension programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in professional development activities that do not significantly expand knowledge, skills and capacity to deliver effective extension programs.</li> </ul>

\*Faculty member will not meet expectations unless all items included under the “Meets Expectations” column are adequately executed for this performance dimension.

Updated 6/6/07

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