

APPENDIX D

Guidelines For Preparation of Promotional Materials - Vita DEPARTMENT OF AGRICULTURE/AGRIBUSINESS

I. PERSONAL INFORMATION

A. Name: First name first, middle initial, last names(s) last.

B. Rank: State the rank for which you are seeking. List all ranks held in UW-Extension beginning with your present rank. State the year of rank change.

C. Percent of Time Employed By UW-Extension: _____ %

D. Formal Education: Do not list credit courses used to obtain B.S., M.A., or Ph.D. degrees. List most recent degree obtained first. Next list additional credit courses and indicate type of credit received (i.e., graduate or undergraduate). Next list Inservice Programs attended; indicate number of CEU's if appropriate. It is not necessary to indicate "District" or "Statewide" before Inservice Program titles. Listing the number or days and/or dates of Inservice involving support for your programming/teaching lends strength to the promotional materials. Candidates for professor should point out concentrations of continued education in their major program being submitted.

E. Employment: Do not include any unrelated non-professional employment. Assistantships can be included if related to the profession. Place your current updated job description here. List most recent employment first.

F. Special Honors Awards: These are not limited to just the profession. They may come from peers, community groups, state, national, and/or international organizations. Include fellowships and/or scholarships used toward attaining advance degree(s). If none, state none.

II. PROFESSIONAL CONTRIBUTIONS: List most recent dates first.

A. The University: Include all University Committees, Faculty Senate assignments. Include assignments made by District Director and/or State Program Leader(s). Include Department Committees, CES Committees, and Program Unit assignments.

B. The Profession: Title of professional organizations should be written out the first time used and may be abbreviated thereafter. These organizations should relate directly to your professional training and/or professional position. Indicate positions held, assignments made, committees you worked with, and years of service with each.

C. Public Service Relating To Your Educational Role: Many long lists are usually generated under this heading. List ONLY those public service activities that you feel had an educational role in the capacity of your position with UW-Extension.

III. PROGRAM DEVELOPMENT AND IMPLEMENTATION: List only those MAJOR programs as identified in your plan(s)-of-work involving a minimum of 40 days. Indicate with an asterisk (*) ones you will describe in detail. Programs that extend over 2 or more years and total at least 40 days may also be considered MAJOR programs. However, it is strongly recommended that selected programs reflect a substantial portion of the candidate's workload and position responsibilities.

Agents who plan only one or two MAJOR programs annually may have to identify several MAJOR programs from the MAJOR program topic listed in the plan-of-work. Since the statistical plan-of-work does not allow for a "breakdown" of MAJOR programs, it is recommended that MAJOR programming thrusts are clearly identified in the narrative plan-of-work. As an example, an individual programming in dairy could write a MAJOR program on quality milk, forages, nutrition, or others. Describe three of the programs as listed using the following outline.

Emphasize relationships to urgent problems of society, innovational aspects, program relevance,

relationships to other disciplines and impact on clientele.

TITLE: The title should reflect the scope of the program. Is the program “Forage Management” really “Alfalfa Production Economics” or is “Dairy Feeding Management” really “Dairy Feeding Using NIRS Testing and Ration Balancing?”

A. Statement of the Problem: Use statistics representative to county/area as appropriate. Write the statement so the reader can clearly identify what the problem is. Emphasize local situation(s). Try to identify a time frame. Make sure the problem is reflected in the objectives, clientele, subject matter, etc. Findings of an advisory committee can justify problem identification.

B. Objectives: Try to state objectives as both learner objectives and objectives that represent change. Objectives used in the promotional materials should relate to objectives in the candidate’s plan-of-work. Objectives should be measurable in some way such as knowledge, attitudes or skills/leadership to be acquired, action to be taken, action taken, etc. Objectives should relate directly to results and evaluation. It is good to reference your clientele in the objectives. For example, 500 farmers will increase their level of understanding about current alfalfa management practices; 150 non-farm persons will become aware of soil erosion and will develop a conservation plan; or the somatic cell count in 30 herds will be lowered 200,000 SCC by adapting milking management information.

C. Clientele: Each objective should have at least one clientele identified and those clientele should be listed here. If there are suggested clientele identified in the program title or program objectives that are not listed, explain.

D. Subject Matter Taught: Check to see if each subject can be matched to one or more of your objectives. Is the subject matter logical with the title of the program?

E. Teaching Methods Used: List or describe methods used for the subject matter listed above. The methods should be appropriate for the subject and the clientele. Describe any innovative methods used. Explain why they may be considered innovative (innovative to you, the University, the profession, and/or the clientele).

F. Results and Evaluation: These should be listed for each objective. For better organization, list results and evaluations in the same order and restate each objective prior to the evaluation process. Any additional results not anticipated can be included after all objectives results have been dealt with. Describe as “additional results.”

It is prudent to use a variety of evaluation examples showing what kinds/type of knowledge, attitudes, or skills/leadership, were mastered by the clientele. Identify what action followed as a result of the program and, if appropriate, in what time frame. Show any evidence of understanding or changes in behavior as a result of the program. State it in that manner. Results have to refer in some way to what you intended to measure; try to be precise.

G. Implications: Show need for future programming in this area, in a related area, and/or with a different clientele. Indicate how this program has impacted the Extension image locally, statewide, with other agencies.

MAKE SURE THE READER CAN FOLLOW THE PROGRAM THROUGH THE OBJECTIVES, CLIENTELE, SUBJECT MATTER, TEACHING AND RESULTS WITHOUT GETTING LOST! USE SOME TYPE OF COMMON THREAD TO TIE ALL AREAS TOGETHER.

IV. **TEACHING**

List MAJOR Extension meetings, workshops, seminars, field days, or other events in which the candidate had an instructional role. Include starting and ending dates, if appropriate. List most recent teachings first, preferably these from major programs referenced in the promotion

materials. Indicate with an asterisk (*) teachings you will describe in detail. Describe three instructional events, preferably more recent events. Include a lesson plan or outline of your ideas and concepts taught for each major teaching described in detail. Place the lesson plan/outline at the beginning of each major teaching described. If the teaching even involved other teachers/faculty, remember to clearly identify YOUR contributions. Often faculties have a hard time separating a teaching event from a major program. A program may involve several teaching topics and teaching is usually a part of a program. One way to approach this problem would be to describe in detail a teaching event that is a part of a major program and show in the evaluation that teaching was accomplished. For example, a major program might be Dairy Production; teaching in that program could include dairy calf housing, controlling somatic cell count, dairy cow nutrition, and dairy cow feeding economics.

TITLE: The title should reflect the subject matter taught. The title should reflect the research base of the University and/or the Agriculture/Agribusiness Department.

A. Identify Program and Clientele: Make it clear to the reader who the clientele are. Be specific about how the program was taught. It should be clear when and where the program was taught. Be clear as to how the need for the program (subject) was identified to qualify as a major teaching event.

B. Objectives: Describe learner objectives in terms of knowledge, attitude, or skills to be mastered by the clientele. The objectives must be measurable and stated in a way that relates and matches to your results and evaluation. If you have many objectives for a one-hour program, can you accomplish the objectives (all of them) in that teaching time period? Think logically how many objectives can be accomplished in the time frame of the teaching. Examples, 75% of evaluation respondents will indicate they are able to identify and control common corn pest. 60% of the farmers attending the meeting will be able to identify what the results of a NIRS sample mean. 50% of the agribusiness personnel will be able to identify key points to check for proper milking machine operation.

C. Methods of Instruction: List all methods used. Describe how methods are appropriate for the objectives and content of the program. Describe how the methods are suitable for the clientele. If different methods are used with different clientele, indicate this and explain why different methods were used with different clientele.

D. Instructional Innovation: Describe why you feel any of your methods were innovative. Explain how the instruction was innovative to you or to the University or to your clientele. Explain if the methods were used in a different situation or a unique situation. If there was nothing innovative in your methods, indicate that. There should be something innovative in some of your major teaching.

E. Adaptation of Research: Your material must be research-based in some manner. You can list data found in professional journals, magazines related to a particular profession, USDA or Wisconsin CES bulletins and/or materials from UWEX specialists. Make sure the research pieces are relevant to the topic. Follow a standard format for listing research pieces, i.e., title of book, author(s), publisher, location and date....title of article, author(s), name of publication, volume number, date.

F. Counseling Offered: Make sure the reader can pick out clearly how and where and why you offered counseling. Indicate if any counseling actually took place.

G. Materials Developed: Indicate the types of materials you developed and used as teaching aids, for distribution, etc. Were the materials strictly of your own effort or did you compile the efforts of others? Make reference to the research pieces, if appropriate.

H. Evaluation: Show results for each objective listed. Restate each object prior to the evaluation process. Any unanticipated results not identified in the objectives may be listed as "additional results" after all objective results. Try to show a variety of evaluation tools used. If the same teaching was used often, show how your initial evaluations improved later teaching.

5. **RESEARCH AND PUBLICATIONS**

Research can take different forms depending on the interest and involvement of the faculty member. Research can be a survey of educational needs, wants, or interests; it can be pre- and post-test evaluations of significant topics, programs, policy; it can be applied research involving demonstration sites; it can be historical research or research that can be applied to present or future. Publications can include fact sheets, UWEX bulletins, journal articles, computer programs, slide sets, new releases, newsletter, including editing of written material. Books, magazine articles, etc. authored/edited by the faculty member can be included.

A. Cooperation With University Research Programs: Cooperation with Specialists, Program Leaders, Research Assistants on testing, sampling, developing survey instruments, evaluation, analysis, etc. may be included.

B. Result Demonstrations: Indicate type, procedure, number of participants and results. If not applicable, explain why it is not applicable.

C. Thesis or Research Project: Give title, date, institution and major advisor. Place abstract(s) in Supportive Materials section. Include research projects initiated by yourself and in cooperation with other researchers. If the results are published, include in and make reference to the following section.

D. Publications: Identify by title, name of journal, magazine, book, paper, research-based training guides, or other publications. Give date of issue, pages of article(s), names of co-authors.

E. Authorship and Editing of Educational Texts, Manuals, Newsletters, Slide Tapes, Video Tapes, Etc: Include your own efforts and co-efforts with other faculty. Provide quality examples in Supportive Material section, or indicate where examples may be viewed.

VI. **ADMINISTRATION OF EDUCATIONAL AND/OR RESEARCH PROGRAMS**

SUGGESTIONS: The following are suggestions to keep in mind when preparing your material for this section. They should indicate maturity, professionalism, and promise.

1. Appreciates the importance of human relations in performing administrative tasks; exhibits good human relations skills.
2. Establishes conditions which encourage excellence in program direction, teaching, and results.
3. Is able to clarify objectives, establish policy, provide program direction and/or leadership in these areas.
4. Is able to organize and coordinate activities that carry out educational programs and/or provides leadership in these areas.
5. Is able to acquire necessary budget/personnel to meet program requirements.
6. Reports program activities and accomplishments in a timely, concise, and accurate manner.

A. Administrative Leadership: i.e., subprogram representative, office chair, unit chair. Indicate accomplishments in your leadership role.

B. New Program Directions: Considers future program directions, which need to be planned and carried through. Might have been used in some other area of the state/nation but never tried in your area or the state or might have been tried unsuccessfully by previous Extension faculty. Indicate if

new directions taken were fruitful or had to be modified/dropped and reasons for.

C. Program and Agency Cooperation: Include all cooperative work with county, district, state, federal agencies/departments that affect your county/area of work. Cooperation with private business/industries may be included. Include programming with other UWEX and/or Campus Departments.

D. Personnel Management: Indicate your activities supervising other employees. These can be

in a role as county department head, project personnel, secretaries, staff, research assistants, leaders, etc.

E. Budget Management: Include cooperation of all fee programs and budgets.

F. Reporting: Include activities such as **county department head**, county, state, and district reports, reports to professional societies, faculty senate reports, special assignment reports, etc.

G. Public Relations and Developing Understanding Of Extension and Related Institutions: News releases, radio programs, and presentations to civic and community groups regarding the role of Extension, etc.

H. Grant Writings - see UWEX Vita Outline in Appendix II A.

VII. SUPPLEMENTAL INFORMATION

Include a copy of a four-year plan-of-work, an annual plan-of-work and a quarterly report. Plans-of-work should represent the same time period as MAJOR programs reported in Section III. Include in this section Major programs/activities not listed elsewhere. This should be relatively brief. Include activities involving minority/disabled groups if not described as a major activity elsewhere. Current job descriptions are in the employment section. If you held another Extension position before your current one, include job description here and so note in index.

VIII. LETTER OF RECOMMENDATION

1. Candidates for Associate Professor shall have three to five letters of recommendation.
2. Candidate checks with persons from whom letters are desired to see if they will write a positive recommendation.
3. Candidate sends names and addresses to Department Chair.
4. Candidate lists names and addresses in this section.
5. Letters may be requested from fellow faculty, office chairs, county department heads, office colleagues, department colleagues, program leaders, and subject matter specialists who parallel major programs. The department chair will request letters from district directors for each candidate.

IX. SUPPORTIVE MATERIAL

This is an important part of the promotional materials and should provide support and evidence of the strength of the candidate. No more than 30 supportive exhibits are permitted (per Appendix II A). An outline should be included in the text. Additional suggestions are:

1. Quality is more important than quantity; well-chosen, high-quality materials make a promotional materials support stronger.
2. Supportive material demonstrates a candidate's ability to teach, organize, coordinate, write, administer, and communicate.
3. Supportive material should show a good cross-section of work. Include material from each program and teaching area in addition to other important areas that will enhance the quality of the promotional materials.
4. Promotional materials should include indexed references to supportive material.
5. The materials should include indexed references to evaluation instruments, results, instruments used to collect data, all of which would be included in this section.
6. Include teaching packets that show originality, creativity, innovative teaching techniques or adaptation of research.
7. Show original work and/or give credit where credit is due; materials duplicated from other sources are not original. Don't include a large stack of printed bulletins; simply list, if several were used. Appropriate wording may be: "Not developed by the candidate but included in a

- teaching packet for background information.”
8. All pre- and post-test supportive material included in a teaching section should not have appropriate answers included.
 8. Do not include entire thesis or research paper; use a well-written, concise abstract/summary.
 10. Evaluation forms should be included in this section. Results of the evaluation should be reported in the body of paper but it is suggested to include computations of the results on evaluation form.
 11. Use newsletter and publicity brochures only if they support a program teaching effort.
 12. Newspaper clippings should be written by the candidate or should be a feature article about the candidate’s program/teaching. Show actual article as printed, not a news release sent out on office letterhead. Keep in mind that this is not a scrapbook but a professional computation of your activities.
 13. Underline your name and date, or highlight with color, to identify your work.
 14. Organize supportive materials logically so they may be found easily. Index, reference, and organizing with tabs is helpful.

MISCELLANEOUS SUGGESTIONS:

1. Writing style and typing format are left up to the candidate, but should be consistent throughout.
2. When referring to yourself, say “this faculty member,” “the candidate,” “the ag or agriculture agent,” or “author.” DO NOT USE “I,” “me,” or “myself.”
3. Use professional terminology. “Literature for distribution,” “pamphlets,” or “publications” are a better choice than “handouts.”
4. Organize sections with permanent tabs. Separate the three major programs and major teaching described with a sheet of colored paper. Start each section on a separate piece of paper.

Approved by department on April 4, 2002.