

**2007 Role Statements taken from:**  
<https://extnet.usu.edu/Plan/?fs=RoleState>

## 1. Extension Educator

**Role Statement for XXXXXXXX, Extension Educator (Professional Track)**  
**XXXXXX Region, XXXXX County**

**University Extension**

**Utah State University**

**Date of Appointment: xx/xx/xxxx**

As the land-grant university for the state, Utah State University is committed to continuing a rich tradition of excellence in teaching, research, extension, and service. We are pleased that you have joined USU as an Extension Educator. As your career evolves and matures, we look forward to you becoming an important contributor to the University's land-grant mission.

**Role Statements**

A role statement is a document that broadly describes the multiple responsibilities and outlines the performance expectations that the University has. The role statement establishes general parameters and principles for continued employment at USU.

Role statements should not be confused with annual work plans. An annual work plan describes in detail the specific duties that you will perform (such as programs and emphases needed within your county) and your goals for a given year. Annual work plans should strive to be consistent with, and reflective of, the general parameters and principles outlined in the role statement.

A role statement will be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the director (where applicable) or dean. Initial role statements can be changed or modified if needed.

A role statement "shall include percentages for each area of professional service". The areas of professional service refer to the traditional domains of responsibility at land-grant universities like USU: [1] **teaching** – including classroom instruction and the advising and mentoring of both undergraduate and graduate students; [2] **research and creative endeavors**; [3] **extension** – usually funded through Utah State University Extension; and [4] **service** – including academic unit operations, campus governance, service to professional organizations, and professional involvement with community-based agencies and organizations. Performance will be evaluated on the basis by which a faculty member performs his or her role assignment "Each employee must present evidence of *effectiveness* in all of the professional services which he or she performs, and must present evidence of *excellence in the major emphasis* of his or her role statement" As an Extension, the major emphasis of your role statement is extension; therefore, it is your responsibility to perform with excellence in the area of extension.

While USU is committed to creating an environment in which all employees can succeed, The employee must demonstrate to their USU peers that they can manage multiple responsibilities. A primary function of the role statement is to provide a means by which the employee can gauge his or her expenditure of time and energy relative to the various roles they are asked to perform in the University.

Failure to reach expectations in any domain of your responsibility is cause for dismissal. Indeed, as you gain experience USU expectations will increase. That is, as you progress in your career

and become more proficient at balancing your multiple responsibilities, your productivity should increase and our expectations of you will change concomitantly.

Performance Evaluations

**Expectations for Extension (Relative weight = xx%)**

The Cooperative Extension System is a public-funded, non-formal, educational system that links education and research resources of USDA/CSREES, land-grant universities, and county administrative units. The basic mission of Extension is to enable people to improve their lives and communities through learning partnerships that put knowledge to work (Extension Committee on Organization and Policy, 1995).

The overall emphasis of Extension is to support the production of an adequate supply of food and fiber for consumption and export, provide improvement of family and economic well-being, nutrition, and health, and strengthen the family and the home by enhancing an individual's knowledge and ability to respond to today's changing society. The mission of the 4-H youth development program is to create supportive environments in which culturally diverse youth can reach their full potential, developing life skills that help young people become self-directed and productive citizens. Community development programs focus on improving the physical, economics, social, cultural, and institutional environment in which people of a community live and work (Education Through Cooperative Extension, 1997).

Extension activity represents the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. As an Extension Educator, you are expected to provide high-quality leadership to the Extension activities of the county to which you are assigned and serve as a liaison between your clients and Extension Specialists. To help you meet your goals, you will receive an annual performance evaluation from your regional director that will provide you with feedback on your progress.

To meet with success in this domain, you should:

- **Implement and direct programs that respond to local clientele needs and issues.**

You are expected to partner with county advisory groups, local agencies, University Extension administration, and other relevant groups and entities to identify local community needs. You should use relevant, research-based information to develop educational resources and programs so that positive impacts for adult and youth clientele are achieved. Within each of your programs, you will be expected to:

- **Employ innovative approaches that reach diverse audiences.** Extension Educators provide educational opportunities to local clientele in a wide variety of settings such as workshops, short courses, seminars, demonstrations, and one-on-one consultations. Other educational methods include but are not limited to fact sheets, professional journal publications, news articles, newsletters, videos, CDs, DVDs, websites, computer assisted programs, radio, and TV. It is noteworthy when information from your program is utilized across other counties in Utah, or on a regional or national basis.

- **Document impacts of the program.** Cooperative Extension is funded through federal, state and county sources which necessitates attention to the needs of each funding partner. Many Extension programs are directed towards broad national initiatives while serving the needs of local clientele. Additionally, Extension has a civil rights mandate to deliver programs to underserved audiences. In order to document the impacts of your program, obtain current "benchmarks" early in program development which can be used later to monitor progress and impact. The impact may be described as results, actions or changes that occurred because of participation of clients in your program.

- **Recruit, train, organize, assist and recognize volunteers.** You should provide useful educational materials and teach needed concepts to volunteers who have been enlisted to help you in your assigned areas of emphasis.

- **Communicate with and obtain input from Extension Specialists and other Extension Agents** about emerging needs, issues and trends related to your area of expertise. Stay current in your discipline through the professional literature and participation in professional societies. Ensure that information you provide to the public is based on the latest research-based information in your area of expertise. Disseminate this information on emerging issues through newsletters, educational packets, presentations, and media packet articles.

- **Respond to client requests for assistance or information.** As an Extension Educator with a specific area of expertise, you will be contacted by other Extension personnel, agencies, producers, home owners, and other clientele for information, assistance with specific problems and for presentations at meetings. It is critically important to respond to these requests, and when necessary find new methods of delivery or multiply your knowledge and information through others. However, it is vital to balance the time you spend meeting this demand for information with the time necessary to effectively develop, implement, and evaluate major programs in order to have measurable impacts.

- **Develop a professional reputation in your area of expertise.** There should be a focused and coherent theme in the body of your extension work that establishes your professional reputation and expertise. Take advantage of training organized by Extension personnel and other partners to keep current in your assignments.

- **Demonstrate scholarship in Extension.** This is broadly defined as creative activity in the development and/or application of extension materials. Scholarship will primarily be demonstrated through peer reviewed professional and Extension publications and curriculum materials of many forms. Extension scholarship goes beyond the simple delivery of prepared extension materials, and involves a measure of needs assessment, either the development of new instructional material or the *significant* adaptation of existing instructional material, appropriate delivery, thorough evaluation, and continued revision as warranted.

It is important that your extension information is disseminated and that its originality and quality is validated by your peers. This external validation can be accomplished in many ways, including (but not limited to):

- Adoption by other extension personnel;
- Publication of application programs or curricula in peer reviewed journals or in other peer reviewed outlets;
- Presentation of programs or curricula to peers at professional meetings;
- Receipt of awards from extension professional associations at the state, regional, or national level;
- Outside funding that supports your major programs.
- Review by external evaluators as part of the promotion/tenure processes.

- **Manage budgets and personnel.** For most educators, Utah State University Extension provides some or all of the salary whereas each county provides the major funding for support of the Extension county office including space, supplies, equipment and staff assistant support. The county also provides funding for Extension Educators travel and in some cases, salary for the educator. . Available resources for Extension activities vary widely from county to county.

- **Provide regular reports of Extension activities** to the Vice President for Extension through

your Regional Director. These reports are provided annually or quarterly and are filed through the myFOCIS3 system.

- **Support the civil rights mandate of University Extension.** It is a federal requirement that all public programs which are planned, designed, developed, and offered through University Extension will serve individuals regardless of race, color, religion, sex, national origin, age, disability, veteran's status, and sexual orientation. When individuals with disabilities request accommodation, Extension employees will make every reasonable accommodation that allows program participation. Extension programs will be designed to include minority and under-served groups. Annual performance reviews for Extension employees will measure efforts undertaken to ensure implementation of the Civil Rights Laws, USDA Civil Rights requirements, and USU Affirmative Action/Equal Opportunity Policy (USU Policy 303).

**Expectations for Service (Relative weight = xx%)**

Service activities are vital to the mission of the University; therefore, tenure-eligible faculty must participate in service. These activities include effective participation in operation and governance of the University, and in the outreach mission of the University. Service activities also include effective participation in organizations relating to your academic profession. Service represents a minor, but important, component of your role. Service is not expected in all of these areas but, rather, some combination that represents an expenditure of time that is equivalent to the percent that you have been assigned in this domain. However, meeting the demand for service should not consume so much of your time that it detracts from your other responsibilities.

In judging your efforts in the service domain, your Utah State University colleagues will look for evidence of your contributions to a variety of significant and meaningful service. Examples of service activities include:

- Service as a member or leader of University Extension and other university committees and organizations.
- Service in local communities that enhance the image of Utah State University.
- Service to regional or national professional societies and organizations in your field of expertise as evidenced by committee membership and/or holding elected or appointed office.
- Service on behalf of the outreach mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
- Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.

**Concluding Statement**

We expect you to demonstrate the high level of productivity and performance necessary to carry out your assignment. We expect you to be a highly productive and effective member of the University community throughout your professional career.

The undersigned have reviewed and accepted the conditions that are stated or implied in this role statement.

\_\_\_\_\_  
Signature of Regional Director Date

\_\_\_\_\_  
Signature of Vice President for Extension Date

\_\_\_\_\_  
Signature of Candidate Date

**Annual Renewal of Role Statement:**

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Initialed by Department Head Initialed by Candidate Year

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Initialed by Department Head Initialed by Candidate Year

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Initialed by Department Head Initialed by Candidate Year

[https://extnet.usu.edu/docs/role\\_ExtEd.pdf](https://extnet.usu.edu/docs/role_ExtEd.pdf)

## **2. Extension Assistant Professor**

### **Role Statement for XXXXXXXX, Extension Assistant Professor**

**(Revised 9/19/2006)**

**XXXXXX Region, XXXXX County**

**University Extension**

**Utah State University**

**Appointment: 1.0 FTE FY base**

**Date of Appointment: xx/xx/xxxx**

**Third year review: 20xx**

**Final tenure consideration: April 15, 20xx**

**Relative weights assigned to domains of responsibility:**

**Administration: XX%**

**Extension: XX%**

**Service: XX%**

As the land-grant university for the state, Utah State University is committed to continuing a rich tradition of excellence in teaching, research, extension, and service. We are pleased that you have joined USU as an Extension Agent. As your career evolves and matures, we look forward to you becoming an important contributor to the University's land-grant mission.

#### **Role Statements**

A role statement is a document that broadly describes the multiple responsibilities of a member of the USU faculty community and outlines the performance expectations that the University has. The role statement establishes general parameters and principles for continued employment at USU.

Role statements should not be confused with annual work plans. An annual work plan describes in detail the specific duties that you will perform (such as programs and emphases needed within your county) and your goals for a given year. Annual work plans should strive to be consistent with, and reflective of, the general parameters and principles outlined in the role statement.

The USU Faculty Code requires that a role statement "be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the director (where applicable) or

dean” (Section 405.6.1). Initial role statements can be changed or modified using the procedures described in the Faculty Code (see Section 405.6.1).

The Faculty Code indicates that a role statement “shall include percentages for each area of professional service” (Section 405.6.1). The areas of professional service refer to the traditional domains of responsibility at land-grant universities like USU: [1] *teaching* – including classroom instruction and the advising and mentoring of both undergraduate and graduate students; [2] *research and creative endeavors*; [3] *extension* – usually funded through Utah State University Extension; and [4] *service* – including academic unit operations, campus governance, service to professional organizations, and professional involvement with community-based agencies and organizations. The USU Faculty Code indicates that promotion to the rank of associate professor with tenure is awarded “on the basis by which a faculty member performs his or her role assignment” (Section 405.2.2). Specifically, the Code states that “Each candidate must present evidence of *effectiveness* in all of the professional services which he or she performs, and must present evidence of *excellence in the major emphasis* of his or her role statement” (Section 405.2.2; italics added for emphasis). As an Extension Agent, the major emphasis of your role statement is extension; therefore, it is your responsibility to perform with excellence in the area of extension.

While USU is committed to creating an environment in which all employees can succeed, those in a probationary status (specifically, assistant professors with tenure eligible appointments) must demonstrate to their USU peers that they can manage multiple responsibilities. Indeed, the Faculty Code states that a primary function of the role statement is to provide a means by which “the faculty member can gauge his or her expenditure of time and energy relative to the various roles the faculty member is asked to perform in the University” (Section 405.6.1).

Failure to reach expectations during your probationary period in any domain of your responsibility is cause for dismissal. Indeed, as your probationary period continues, USU expectations will increase. That is, as you progress in your career and become more proficient at balancing your multiple responsibilities, your productivity should increase and our expectations of you will change concomitantly.

#### Performance Evaluations

To help you meet your goals, you will receive annual performance evaluations from several difference sources (e.g., your Tenure Advisory Committee and your regional director) that will provide you with feedback on your progress during the probationary period. In the third year of your appointment, the University will undertake a more extensive review of your performance that will help guide you through the final years of the probationary period. Finally, at an appropriate time (but no later than the sixth year), the University will make a final decision regarding your promotion and tenure at Utah State University. The details of this final review are specified in the Faculty Code (see Section 405.7).

#### **Expectations for Extension (Relative weight = xx%)**

The Cooperative Extension System is a public-funded, non-formal, educational system that links education and research resources of USDA/CSREES, land-grant universities, and county administrative units. The basic mission of Extension is to enable people to improve their lives and communities through learning partnerships that put knowledge to work (Extension Committee on Organization and Policy, 1995).

The overall emphasis of Extension is to support the production of an adequate supply of food and fiber for consumption and export, provide improvement of family and economic well-being, nutrition, and health, and strengthen the family and the home by enhancing an individual’s

knowledge and ability to respond to today's changing society. The mission of the 4-H youth development program is to create supportive environments in which culturally diverse youth can reach their full potential, developing life skills that help young people become self-directed and productive citizens. Community development programs focus on improving the physical, economics, social, cultural, and institutional environment in which people of a community live and work (Education Through Cooperative Extension, 1997).

Extension activity represents the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. As an Extension Agent, you are expected to provide high-quality leadership to the Extension activities of the county to which you are assigned and serve as a liaison between your clients and Extension Specialists.

To meet with success in this domain, you should:

- **Implement and direct programs that respond to local clientele needs and issues.**

You are expected to partner with county advisory groups, local agencies, University Extension administration, and other relevant groups and entities to identify local community needs. You should use relevant, research-based information to develop educational resources and programs so that positive impacts for adult and youth clientele are achieved. Within each of your programs, you will be expected to:

- **Employ innovative approaches that reach diverse audiences.** Extension Agents provide educational opportunities to local clientele in a wide variety of settings such as workshops, short courses, seminars, demonstrations, and one-on-one consultations.

Other educational methods include but are not limited to fact sheets, professional journal publications, news articles, newsletters, videos, CDs, DVDs, websites, computer assisted programs, radio, and TV. It is noteworthy when information from your program is utilized across other counties in Utah, or on a regional or national basis.

- **Document impacts of the program.** Cooperative Extension is funded through federal, state and county sources which necessitates attention to the needs of each funding partner. Many Extension programs are directed towards broad national initiatives while serving the needs of local clientele. Additionally, Extension has a civil rights mandate to deliver programs to under-served audiences. In order to document the impacts of your program, obtain current "benchmarks" early in program development which can be used later to monitor progress and impact. The impact may be described as results, actions or changes that occurred because of participation of clients in your program.

- **Recruit, train, organize, assist and recognize volunteers.** You should provide useful educational materials and teach needed concepts to volunteers who have been enlisted to help you in your assigned areas of emphasis.

- **Communicate with and obtain input from Extension Specialists and other Extension Agents** about emerging needs, issues and trends related to your area of expertise. Stay current in your discipline through the professional literature and participation in professional societies. Ensure that information you provide to the public is based on the latest research-based information in your area of expertise. Disseminate this information on emerging issues through newsletters, educational packets, presentations, and media packet articles.

- **Respond to client requests for assistance or information.** As an Extension Agent with a specific area of expertise, you will be contacted by other Extension personnel, agencies, producers, home owners, and other clientele for information, assistance with specific problems and for presentations at meetings. It is critically important to respond to these requests, and when necessary find new methods of delivery or multiply your knowledge and information through

others. However, it is vital to balance the time you spend meeting this demand for information with the time necessary to effectively develop, implement, and evaluate major programs in order to have measurable impacts.

- **Develop a professional reputation in your area of expertise.** There should be a focused and coherent theme in the body of your extension work that establishes your professional reputation and expertise. Take advantage of training organized by Extension personnel and other partners to keep current in your assignments.

- **Demonstrate scholarship in Extension.** This is broadly defined as creative activity in the development and/or application of extension materials. Scholarship will primarily be demonstrated through peer reviewed professional and Extension publications and curriculum materials of many forms. Extension scholarship goes beyond the simple delivery of prepared extension materials, and involves a measure of needs assessment, either the development of new instructional material or the *significant* adaptation of existing instructional material, appropriate delivery, thorough evaluation, and continue revision as warranted.

It is important that your extension information is disseminated and that its originality and quality is validated by your peers. This external validation can be accomplished in many ways, including (but not limited to):

- Adoption by other extension personnel;
- Publication of application programs or curricula in peer reviewed journals or in other peer reviewed outlets;
- Presentation of programs or curricula to peers at professional meetings;
- Receipt of awards from extension professional associations at the state, regional, or national level;
- Outside funding that supports your major programs.
- Review by external evaluators as part of the promotion/tenure processes.
- **Manage budgets and personnel.** For most agents, Utah State University Extension provides salary whereas each county provides the major funding for support of the Extension county office including space, supplies, equipment and staff assistant support.

The county also provides funding for Extension Agent travel and in some cases, salary for the Agent. Available resources for Extension activities vary widely from county to county.

- **Provide regular reports of Extension activities** to the Vice President for Extension through your Regional Director. These reports are provided annually or quarterly and are filed through the myFOCIS3 system.

- **Support the civil rights mandate of University Extension.** It is a federal requirement that all public programs which are planned, designed, developed, and offered through University Extension will serve individuals regardless of race, color, religion, sex, national origin, age, disability, veteran's status, and sexual orientation. When individuals with disabilities request accommodation, Extension employees will make every reasonable accommodation that allows program participation. Extension programs will be designed to include minority and under-served groups.

Annual performance reviews for Extension employees will measure efforts undertaken to ensure implementation of the Civil Rights Laws, USDA Civil Rights requirements, and USU Affirmative Action/Equal Opportunity Policy (USU Policy 303).

#### **Expectations for Service (Relative weight = xx%)**

Service activities are vital to the mission of the University; therefore, tenure-eligible faculty must participate in service. These activities include effective participation in operation and governance

of the University, and in the outreach mission of the University. Service activities also include effective participation in organizations relating to your academic profession. Service represents a minor, but important, component of your role. Service is not expected in all of these areas but, rather, some combination that represents an expenditure of time that is equivalent to the percent that you have been assigned in this domain. However, meeting the demand for service should not consume so much of your time that it detracts from your other responsibilities.

In judging your efforts in the service domain, your Utah State University colleagues will look for evidence of your contributions to a variety of significant and meaningful service. Examples of service activities include:

- Service as a member or leader of University Extension and other university committees and organizations.
- Service in local communities that enhance the image of Utah State University.
- Service to regional or national professional societies and organizations in your field of expertise as evidenced by committee membership and/or holding elected or appointed office.
- Service on behalf of the outreach mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
- Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.

Concluding Statement

Once you achieve tenure and promotion to Extension Associate Professor, we expect you to continue to be a highly productive and effective member of the University community throughout the remainder of your professional career.

The undersigned have reviewed and accepted the conditions that are stated or implied in this role statement.

\_\_\_\_\_  
Signature of Regional Director Date

\_\_\_\_\_  
Signature of Vice President for Extension Date

\_\_\_\_\_  
Signature of Candidate Date

**Annual Renewal of Role Statement:**

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Initialed by Department Head Initialed by Candidate Year

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Initialed by Department Head Initialed by Candidate Year

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Initialed by Department Head Initialed by Candidate Year

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Initialed by Department Head Initialed by Candidate Year

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Initialed by Department Head Initialed by Candidate Year

### 3. Extension Associate Professor

#### Role Statement for XXX, Extension Associate Professor

XXXXX Region, XXXXX County

University Extension

Utah State University

Appointment: 1.0 FTE FY base

Date of Appointment: XXX

Date of Tenure: XXX

Date of Promotion to Extension Associate Professor: XXX

Relative weights assigned to domains of responsibility:

Administration: XX%

Extension: XX%

Service: XX%

Utah State University (USU) is proud to have you as a faculty member. As a land-grant university, USU is committed to continuing a rich tradition of excellence in teaching, research, extension, and service. We look forward to your continuing role in this intellectual environment.

#### Role Statements

A role statement is a document that broadly describes the multiple responsibilities of a faculty member at USU and outlines the performance expectations that the University has of faculty members. The role statement establishes general parameters and principles for the employment of faculty at USU.

Role statements should not be confused with annual work plans. An annual work plan describes in detail the specific duties that a faculty member will perform (such as specific courses to be taught or precise research to be undertaken). An annual work plan also may outline the goals for a faculty member for a given academic year in each of their domains of responsibility and should strive to be consistent with, and reflective of, the general parameters and principles outlined in the role statement.

The USU Faculty Code requires that a role statement “be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the director (where applicable) or dean” (Section 405.6.1). Role statements can be changed or modified using the procedures described in the Faculty Code (see Section 405.6.1).

The Faculty Code indicates that a role statement “shall include percentages for each area of professional service” (Section 405.6.1). The areas of professional service refer to the traditional domains of faculty responsibility at land-grant universities like USU (i.e., [1] *teaching* – including classroom instruction and the advising and mentoring of both undergraduate and graduate students; [2] *research and creative endeavors*; [3] *extension* – sponsored by Utah State University Cooperative Extension; and [4] *service* – including academic unit operations, campus governance, service to professional organizations, and professional involvement with community-based agencies and organizations). The percentages reflect the relative weight or value that will be allocated to each professional service area when you are evaluated for promotion. You should carefully consider the amount of time and energy you allocate to each area, as it is your responsibility to ensure that your efforts produce outcomes that are

commensurate with the relative weights reflected in the role statement for each professional area (Section 405.6.1). If you do not have an assigned effort in a domain, you will still be expected to participate in a collegial manner that helps the University achieve its missions. Your participation in such a fashion may be considered as service to the university.

The USU Faculty Code indicates that “Each candidate must present evidence of *effectiveness* in all of the professional services which he or she performs, and must present evidence of *excellence in the major emphasis* of his or her role statement” (Section 405.2.2; italics added for emphasis). Furthermore, the Code states “in addition to the criteria for promotion to associate professor, promotion to the rank of professor shall require an established outstanding reputation for excellence in teaching, research/creative endeavors and/or extension, according to the role statement. Excellence is measured by national standards for professors within the professional peer group” (Section 405.2.4).

As indicated previously, faculty members are expected to contribute to the service mission of the University. However, service activities should not constitute a major emphasis in the role statement.

#### Performance Evaluations

A promotion advisory committee will be established [Section 405.6.2(2)] to advise and assist you as you pursue promotion to Extension Professor. You will also receive annual performance evaluations from your Regional Director. In addition to the annual evaluation, you will be reviewed every five years as described in Section 405.12.2 of the USU Faculty Code. Once you attain the rank of Extension Professor, we expect you to continue to be a highly productive and effective member of the University community throughout the remainder of your professional career.

#### **Expectations for Extension (Relative weight = xx%)**

The Cooperative Extension System is a public-funded, non-formal, educational system that links education and research resources of USDA/CSREES, land-grant universities, and county administrative units. The basic mission of Extension is to enable people to improve their lives and communities through learning partnerships that put knowledge to work (Extension Committee on Organization and Policy, 1995).

The overall emphasis of Extension is to support the production of an adequate supply of food and fiber for consumption and export, provide improvement of family and economic well-being, nutrition, and health, and strengthen the family and the home by enhancing an individual’s knowledge and ability to respond to today’s changing society. The mission of the 4-H youth development program is to create supportive environments in which culturally diverse youth can reach their full potential, developing life skills that help young people become self-directed and productive citizens. Community development programs focus on improving the physical, economics, social, cultural, and institutional environment in which people of a community live and work (Education Through Cooperative Extension, 1997).

Extension activity represents the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. You are expected to provide high-quality leadership to the Extension activities to which you are assigned and serve as a liaison between your clients and Extension Specialists.

To meet with success in this domain, you should:

- **Implement and direct programs that respond to local clientele needs and issues.**

You are expected to partner with county advisory groups, local agencies, University

Extension administration, and other relevant groups and entities to identify local community needs. You should use relevant, research-based information to develop educational resources and programs so that positive impacts for adult and youth clientele are achieved. Within each of your programs, you will be expected to:

- **Employ innovative approaches that reach diverse audiences.** Extension Agents provide educational opportunities to local clientele in a wide variety of settings such as workshops, short courses, seminars, demonstrations, and one-on-one consultations.

Other educational methods include but are not limited to fact sheets, professional journal publications, news articles, newsletters, videos, CDs, DVDs, websites, computer assisted programs, radio, and TV. It is noteworthy when information from your program is utilized across other counties in Utah, or on a regional or national basis.

- **Document impacts of the program.** Cooperative Extension is funded through federal, state and county sources which necessitates attention to the needs of each funding partner. Many Extension programs are directed towards broad national initiatives while serving the needs of local clientele. Additionally, Extension has a civil rights mandate to deliver programs to under-served audiences. In order to document the impacts of your program, obtain current "benchmarks" early in program development which can be used later to monitor progress and impact. The impact may be described as results, actions or changes that occurred because of participation of clients in your program.

- **Recruit, train, organize, assist and recognize volunteers.** You should provide useful educational materials and teach needed concepts to volunteers who have been enlisted to help you in your assigned areas of emphasis.

- **Communicate with and obtain input from Extension Specialists and other Extension Agents** about emerging needs, issues and trends related to your area of expertise. Stay current in your discipline through the professional literature and participation in professional societies. Ensure that information you provide to the public is based on the latest research-based information in your area of expertise. Disseminate this information on emerging issues through newsletters, educational packets, presentations, and media packet articles.

- **Respond to client requests for assistance or information.** As an Extension Agent with a specific area of expertise, you will be contacted by other Extension personnel, agencies, producers, home owners, and other clientele for information, assistance with specific problems and for presentations at meetings. It is critically important to respond to these requests, and when necessary find new methods of delivery or multiply your knowledge and information through others. However, it is vital to balance the time you spend meeting this demand for information with the time necessary to effectively develop, implement, and evaluate major programs in order to have measurable impacts.

- **Develop a professional reputation in your area of expertise.** There should be a focused and coherent theme in the body of your extension work that establishes your professional reputation and expertise appropriate to your rank in Extension. You are expected to play an increasing leadership role on extension projects, reflecting your senior status.

- **Demonstrate scholarship in Extension.** This is broadly defined as creative activity in the development and/or application of extension materials. Scholarship will primarily be demonstrated through peer reviewed professional and Extension publications and curriculum materials of many forms. Extension scholarship goes beyond the simple delivery of prepared extension materials, and involves a measure of needs assessment, either the development of new

instructional material or the *significant* adaptation of existing instructional material, appropriate delivery, thorough evaluation, and continued revision as warranted.

It is important that your extension information is disseminated and that its originality and quality is validated by your peers. This external validation can be accomplished in many ways, including (but not limited to):

- Adoption by other extension personnel;
- Publication of application programs or curricula in peer reviewed journals or in other peer reviewed outlets;
- Presentation of programs or curricula to peers at professional meetings;
- Receipt of awards from extension professional associations at the state, regional, or national level;
- Outside funding that supports your major programs.
- Review by external evaluators as part of the promotion/tenure processes.
- **Manage budgets and personnel.** For most agents, Utah State University Extension provides salary whereas each county provides the major funding for support of the Extension county office including space, supplies, equipment and staff assistant support. The county also provides funding for Extension Agent travel. Available resources for Extension activities vary widely from county to county.

- **Provide regular reports of Extension activities** to the Vice President for Extension through your Regional Director. These reports are provided annually or quarterly and are filed through the myFOCIS3 system.

- **Support the civil rights mandate of University Extension.** It is a federal requirement that all public programs which are planned, designed, developed, and offered through University Extension will serve individuals regardless of race, color, religion, sex, national origin, age, disability, veteran's status, and sexual orientation. When individuals with disabilities request accommodation, Extension employees will make every reasonable accommodation that allows program participation. Extension programs will be designed to include minority and under-served groups.

Annual performance reviews for Extension employees will measure efforts undertaken to ensure implementation of the Civil Rights Laws, USDA Civil Rights requirements, and USU Affirmative Action/Equal Opportunity Policy (USU Policy 303).

### **Expectations for Service (Relative weight = xx%)**

Service activities are vital to the mission of the University; therefore, faculty must participate in service. These activities include effective participation in the operation and governance of the University, and in the outreach mission of the University. Service activities also include effective participation in organizations relating to your academic profession. Service represents a minor, but important, component of your role. Service is not expected in all of these areas but, rather, some combination that represents the relative weight that is equivalent to the percent that you have been assigned in this domain. However, meeting the demand for service should not consume so much of your time that it detracts from your other responsibilities.

In judging your efforts in the service domain, your Utah State University colleagues will look for evidence of your contributions to a variety of significant and meaningful service. Examples of service activities are described in Faculty Code 405.2.2(4) and may include:

- Service as a member or leader of substantive departmental, college and university committees and organizations.
- Service as a mentor to junior faculty.

- Service to regional or national professional societies and organizations in your field of expertise as evidenced by committee membership and/or holding elected or appointed office, particularly important as you advance to Professorial rank.
- Service as a reviewer of manuscripts or editor to a scientific or professional publication.
- Service as a reviewer of grant proposals for an agency or professional organization.
- Service as a consultant to local, regional, national or international organizations and agencies.
- Service on behalf of the outreach mission of Utah State University through public speaking and/or information dissemination involving your professional expertise.
- Service on local, regional, national or international advisory or governing boards that reflect your professional expertise.

The undersigned have reviewed and accepted the conditions that are stated or implied in this role statement.

\_\_\_\_\_  
Signature of Department Head Date

\_\_\_\_\_  
Signature of Dean Date

\_\_\_\_\_  
Signature of Candidate Date

**Annual Renewal of Role Statement:**

\_\_\_\_\_  
Initialed by Department Head Initialed by Candidate Year

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[https://extnet.usu.edu/docs/role\\_ExtAP2.pdf](https://extnet.usu.edu/docs/role_ExtAP2.pdf)

**Expectations for Administration (Relative weight = xx%)**

A comprehensive County Extension program requires coordination and oversight by a County Director. The County Director provides leadership to the local management of the office, budgets, procedures, and coordination of agent and staff communications. A team approach should be used for budget formulation and each agent should be allowed to manage his/her specific budget areas. The County Director is administratively responsible to the Extension Regional Director and the Vice President for Extension.

To meet with success in this assignment, you should work with the Extension Agents and support staff in the County Office to:

- Provide a positive work environment.
- Establish a climate for teamwork, professionalism and programming efficiency.
- Coordinate and facilitate the operations of extension staff.
- Establish and coordinate dialogue for meetings with commissioners, other stakeholders and agents regarding the county budget and county priorities.
- Provide leadership and support in the organization and management of advisory councils.
- Prepare an agenda and hold a regular staff meeting.
- Work with office personnel to establish County Affirmative Action and Civil Rights plans.
- Conduct annual performance appraisals on County staff, with input from Extension Agents within the office, unless the staff member is supervised by a specific agent.

[https://extnet.usu.edu/docs/role\\_ExtAdm.pdf](https://extnet.usu.edu/docs/role_ExtAdm.pdf)

### **Expectations for Teaching (Relative weight = xx%)**

Teaching is a major university function, and USU takes very seriously its commitment to teaching. Teaching is the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. Specifically, you will be expected to establish superior credentials as an instructor, advisor, and mentor. Your specific teaching assignment will be determined each year by the department head and will reflect the academic needs of the department combined with your areas of expertise.

[Alternative statement: Teaching is a major university function, and USU takes very seriously its commitment to teaching. Teaching is included as part of your role at USU; therefore, you are expected to perform with effectiveness in this domain. Your specific teaching assignment will be determined each year by the department head and will reflect the academic needs of the department combined with your areas of expertise.]

The following elements are commonly associated with success in teaching:

- Steady and consistent record of teaching activity. Documentation supporting teaching activity is described in USU Faculty Code 405.2.2(1), and is generally outlined within the template for presenting promotion and tenure documentation.
- A current trend in academe is to develop and maintain a teaching portfolio containing materials that illustrate your teaching philosophy, use of pedagogy, and overall effectiveness. You should develop a teaching portfolio and include information such as student outcomes, portfolios of student work, course projects, written course materials, contributions to the USU honors program, and examples of out-of-class interactions with students.
- Assessment of teaching activity. Systematic and repeated evaluation of your classroom effectiveness is required from students and peers. Documentation is expected of your response to these evaluations, and of changes to your instruction that you made as a result of such feedback.
- Student evaluations are required of each course and section every semester.

Positive student evaluations of your classroom performance attest to your ability to create an environment that invites student learning. Improvement in your student evaluations is expected as you gain experience, and university colleagues will look for patterns of consistency in your

student evaluations. A successful profile will reflect either ongoing improvement in teaching or consistently high levels of performance. Significant fluctuations in student evaluations from semester-to-semester will require an explanation.

- Continued development of teaching skills. Efforts to develop teaching skills, and to keep current on content in the field, bear out a dedication to high-quality teaching. Such efforts include attending training workshops on pedagogy and seminars that provide updates to current knowledge and trends in your discipline.
- Engagement with student learning outside the classroom. This may take many different forms such as involving students in your scholarly activities, supervising independent study, advising student organizations, or consulting with students regarding their evolving careers.
- Advancement of pedagogy for teaching within your field. Contributions might include such things as authorship of refereed articles on teaching, and development of peer-reviewed media packages or computer programs. These items represent creative scholarship, and are critically important to developing a positive professional reputation in teaching.
- Participation in development of curricula. A department's academic program is ever changing, and you are expected to participate in curriculum development in a substantive and collegial manner. This includes development of your assigned courses in a fashion consistent with program learning objectives.
- A positive professional reputation based on your teaching activity. You should be able to articulate a philosophy of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor and mentor. This philosophy should be recognized from the body of work arising from your teaching activity, and it should be echoed by your peers when describing your teaching.
- Ability to attract graduate students and to mentor them to the successful completion of their degree and publication of their research. This is generally expected for those having a research appointment, and is preferred in units offering a graduate degree in your area of expertise.

[https://extnet.usu.edu/docs/role\\_ExtTea.pdf](https://extnet.usu.edu/docs/role_ExtTea.pdf)

### **Expectations for Research and Creative Endeavors (Relative weight = xx%)**

Research and creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Research and creative activities represent the major emphasis of your role statement; therefore, you are expected to perform with excellence in this domain. Specifically, you are expected to develop a high-quality program of research and scholarship that is consistently productive, self-sustaining, and nationally recognized for excellence.

[Alternate statement: Research and creative activities encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Research and creative activities are part of your role at USU; therefore, you are expected to perform with effectiveness in this domain.]

The following elements are commonly associated with success in research/creative endeavors:

- Steady and consistent record of research and creative endeavors supporting your scholarly activity. Any periods of time without significant record of scholarly activity will require explanation. Documentation supporting scholarly activity is described in USU Faculty Code 405.2.2(2), and is generally outlined within the template for presenting promotion and tenure documentation. Commonly recognized documentation includes authorship of peer-reviewed

materials (books, book chapters, journal articles), invited authorship of review articles, participation in symposia, intellectual contributions represented by patents, inventions and other intellectual property, and success in competition for extra-mural funding.

- Continued development of your scholarly activity. Development includes such things as obtaining funding to support your research and creative endeavors, systematic accumulation of a body of research and creative works such that later work builds upon earlier work, and leadership for your research and creative endeavors independent of earlier mentors.
- Advancement within your field of inquiry owing to your scholarly activity. Peers will judge your research and creative works for innovation, scientific rigor, and contribution of new knowledge. One indicator is the reputation and stature of the academic and scientific venues chosen as outlets for your works.
- Positive professional reputation based on your scholarly activity. There should be a focused and coherent theme in the body of your research and creative works that establishes your professional reputation and expertise. You should be able to clearly articulate this theme, and it should be echoed by yours peers when describing your works and expertise.
- Regular reports of research activities to the Department Head, the Director of the Utah Agricultural Experiment Station (UAES) if you have an UAES project(s), and contract granting agencies as appropriate. Reporting takes the form of annual or quarterly reports as required by your Department Head or contract granting agency and annual CRIS reports in the case of the UAES.