

VITA Presentation
For Consideration For Promotion In Rank

Name

Present Title or Rank

Date Attained Present Rank

Date

**(Use this format as an outline. Do not list information
under more than one category.)**

**1890 Cooperative Extension Program
University of Arkansas at Pine Bluff
Pine Bluff, Arkansas**

I. Personal Information

A. Academic Record

1. Degree College or University Date Field of Specialization

2. Courses completed beyond last degree

Date Course Title Hours Granted Institution

B. Professional Activity Record

1. Employment record

**Institution, Company,
Organization, Etc. Location Date Title/Job, Rank**

C. Performance Evaluation

1. Performance evaluation ratings (0-4 scale) while in present rank

<u>Year</u>	<u>Rating</u>	<u>Year</u>	<u>Rating</u>	<u>Year</u>	<u>Rating</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

GUIDELINES FOR APPOINTMENT, EVALUATION AND PROMOTION
1890 Cooperative Extension Program
University of Arkansas at Pine Bluff

The single most important factor ensuring the successful future of the 1890 Cooperative Extension Program involves employing and developing personnel of the highest quality. Extension must appoint outstanding qualified specialists, facilitate their professional development, and provide critical annual performance evaluations. A promotion system is provided to reward those specialists whose annual evaluations indicate that promotion to the next higher rank is warranted.

This document is intended to provide guidelines for appointment, evaluation and promotion of program specialists consistent with the policies of the 1890 Cooperative Extension Program, the University of Arkansas at Pine Bluff and the University of Arkansas System. The first section outlines the general requirements for initial appointment. Subsequent sections deal with annual performance evaluation and promotion procedures. A sample vita is included, complete with examples of the kinds of information called for under each category.

Affirmative Action Statement

The 1890 Cooperative Extension Program's Affirmative Action Plan states: The 1890 Cooperative Extension Program is an equal opportunity employer. All candidates will be considered without regard to race, color, religion, national origin, sex, age or disability.

All areas of the Arkansas Cooperative Extension Program are to follow this Affirmative Action Plan in recruitment and employment of specialists and in their subsequent evaluation and promotion procedures. Additional details concerning the Affirmative Action Program may be obtained from the aforementioned plan.

Appointments

Basic criteria have been established for appointments at the rank of Specialist I, II, III and IV in order to maintain a degree of continuity in the appointment process.

Extension Specialist I. The minimum educational requirement for appointment at the rank of Specialist I is a baccalaureate degree. The position of Extension Specialist I is defined as follows:

The Extension Specialist I is analogous to the academic rank of an instructor. Persons occupying this rank must hold a B.S. degree in an appropriate field. While these are specialist positions, persons serving in this classification may not have the educational requirements and/or other qualifications required to advance to higher specialist classifications. While persons at this rank may achieve high levels of performance and serve the organization well for long periods of time, the only means for advancement may be to retool to meet the higher qualifications for the next rank.

Extension Specialist II. The minimum requirement for appointment to Extension Specialist II is the master's degree. The position of Extension Specialist II is defined as follows:

The Extension Specialist II is analogous to the rank of an assistant professor. Persons serving in this rank have met the qualifications for appointment, have been determined to have the potential for advancement, but have no proven professional record. This rank is considered a probationary period to allow persons to develop their skills and prove worthy of advancement within the system.

Extension Specialist III (Doctorate). The basic criteria outlined under the section for appointment to Extension Specialist II also apply to appointment at the rank of Extension Specialist III. The position of Extension Specialist III is defined as follows:

The Extension Specialist III is analogous to the rank of an associate professor. Persons serving at this level have demonstrated outstanding overall performance and have contributed significantly to the improvement and reputation of the Cooperative Extension Program. An excellent record of forward planning, developing, implementing and evaluating educational programs must have been demonstrated.

Extension Specialist IV (Doctorate). In addition to fulfilling the criteria established for appointment to the rank of Extension Specialist III, candidates for appointment at the rank of Extension Specialist IV must have distinguished themselves through outstanding performance at the lower ranks or their equivalent. The position of Extension Specialist IV is defined as follows:

The Extension Specialist IV is analogous to the rank of professor and is awarded only to those specialists holding doctoral degrees in their fields of specialization. Persons serving at this level have matured within their areas of responsibility, have demonstrated excellence over a prolonged period and have contributed to the overall development, prestige and effectiveness of the University of Arkansas at Pine Bluff and the University System. In addition, they must have been clearly recognized for their leadership at both regional and national levels.

Distinguished Specialist. Sustained meritorious service rendered over a number of years, coupled with broadly recognized excellence in the development and implementation of Extension programs, is a significant accomplishment worthy of special designation. The rank of Distinguished Specialist recognizes this level of accomplishment.

The Distinguished Extension Specialist is the highest rank a specialist can attain. This rank is reserved for those individuals whose accomplishments set them clearly above other Specialist IVs. Through their service to the people of Arkansas, the University of Arkansas at Pine Bluff and their profession, specialists who attain the distinguished rank must occupy positions of preeminence both within the state and at the national level.

Appointment Procedures

Extension specialist appointments are made by the 1890 Extension Administrator after consultation with the appropriate department head and the associate administrator-programs. The Administrator will seek the recommendation of the 1890 Assistant Research Director if the appointment carries assigned research duties. An appointment is valid only when the appointment form has been approved and signed by the chancellor of the University of Arkansas at Pine Bluff or his/her designee in accordance with authority delegated by the Board of Trustees.

To ensure appointment of outstanding faculty, the 1890 Cooperative Extension Program conducts searches on a national level to fill specialist positions. Selection of Extension specialists at ranks III and IV should be based on demonstrated technical expertise and potential for excellence in Extension programming.

Evaluation

Annual evaluations are an integral part of the professional development of an Extension specialist. The evaluation procedure is intended as a means of assessing the specialist's performance in rank and providing such constructive criticism as may be necessary to ensure that the specialist fulfills his/her potential and performs at a level commensurate with his/her rank.

Promotion

Promotion in rank is an important goal of Extension faculty. The academic community recognizes the achievement of this goal as a significant accomplishment. Of greater importance, however, is the satisfaction gained by the faculty member who achieves promotion. Promotion confirms recognition of a sustained high level of performance. Promotion in rank is based primarily on the accomplishments of the individual while in the most recent rank. All specialists appointed to specialist ranks II or III are eligible to apply for promotion when a call for promotions is issued.

Procedures

1. Each year the university will issue a call for promotion applications. The associate administrator-programs will advise specialists of the due dates affecting the promotion procedure.
2. Upon receipt of the call for promotion applications, each specialist must respond in writing to the Extension Administrator to
 - a. Declare intent to be an applicant for promotion, or
 - b. Decline the opportunity to be an applicant for the current year
3. Specialists seeking promotion must complete the standard promotion document and may submit supporting materials to demonstrate their readiness for promotion.
 - Extension publications – Attach up to 5 different examples.

- Educational materials – Attach up to 3 examples.
 - Print media – Attach up to 2 examples of printed articles.
 - Program evaluation – Attach up to 5 examples of commendation letters for effectiveness in programming.
4. After the deadline for receipt of applications, the associate administrator-program will forward all applications with a letter of evaluation.
 5. The associate administrator-programs will refer all applications to the Cooperative Extension Service evaluation committee for review. The committee will evaluate each application and make comments on the consistency of promotion materials to other ACES faculty seeking comparable ranks. The dossier and comments will be returned to the associate administrator-programs.
 6. The associate administrator-programs and the associate dean for Outreach and Technology Transfer will present a joint recommendation to the administrator, as appropriate.
 7. After receiving the committee's recommendations, the administrator will review all applications and select those that he/she feels are appropriate for promotion during the current year.
 8. Applications of those selected by the administrator will be forwarded to the chancellor for his/her consideration.
 9. Those applications approved by the chancellor will be referred to the president of the University of Arkansas System and the Board of Trustees for approval.
 10. Promotions approved by the Board of Trustees will be effective on the following July 1.

Purpose

Performance appraisal is an integral part of Extension planning, teaching, supervision, and salary administration. The primary purpose of evaluation is to aid in providing the highest possible level of educational service to the people of Arkansas through improved performance. The appraisal process should encourage employees in areas that indicate strength and aid them in those which need improvement.

Performance appraisal is a measurement process for determining the level of effectiveness of each employee in the assigned job. Performance appraisal increases the effectiveness of Extension faculty by:

1. Increasing the understanding of their jobs and the expected level of performance.
2. Increasing their satisfaction and educational experiences on the job.
3. Providing information that will help assign personnel to the program area(s) where they can make the greatest contribution.
4. Furnishing a basis for in-service training and guidance.
5. Helping them evaluate annually their own work.
6. Helping them maintain appropriate documentation of the performance for use when seeking promotion.

The performance appraisal process in the Arkansas 1890 Cooperative Extension Program is based on the following principles:

1. Job performance in each assigned area of work is evaluated.
2. Performance appraisal is an educational process used to identify the strong and weak points of employee performance.
3. Honest and consistent self-analysis, supplemented with an objective performance appraisal by the supervisor, is the most productive type of evaluation.
4. Any person making a performance appraisal must be acquainted with the work of the person being reviewed. Therefore, the person primarily responsible should be the immediate supervisor.
5. Performance appraisal is a recognized and accepted part of supervision.

6. The self-respect and confidence of the individual faculty member must be protected.

I. Responsibility

Primary responsibility for performance appraisal rests with the immediate supervisor.

II. Frequency

Performance evaluations are conducted annually at the end of the program year.

Performance appraisal schedule of due dates:

October 1, Annual Goals reviewed with supervisor.

October 31, Annual Performance Narrative should be submitted to supervisor.

November 30, Supervisors complete EEVAL 152 and results reviewed with Administration.

January 15, Review with specialist and submission to Administration complete.

III. Performance Against Standards

Specialists and supervisors are evaluated on a scale of substantially exceeds requirements (4) to below requirements (0) against established standards in ten areas. Supervisors are evaluated in an eleventh area, management responsibility. Performance areas to be evaluated are:

A. Extension Activities

1. Program Planning
2. Faculty and Staff Training/Assistance
3. Implementation and Evaluation of Educational Programs
 - (a) Individual Activities
 - (b) Demonstration, assessment, or validation of technology
4. Professionalism and Service
5. Financial Support of Extension Activities
6. Collaboration and Cooperation

B. Behavioral Dimensions

1. Teamwork
2. Leadership
3. Adaptability
4. Program implementation/Marketing as an 1890 Extension Program
5. Work habits
6. Marketing 1890 Extension Program

C. Management Responsibilities (Supervisors only)

- D. Teaching**
- E. Research Activities**
- F. Publications and Educational Support Materials Developed**

IV. Performance Goals

Specialists/supervisors select measurable and attainable goals that should contribute to their performance in the job assigned. Results attained are reported at the end of the fiscal year and are considered in the overall evaluation.

Procedures

I. Annual Performance Narrative

A summary of specialist activities following the format in these guidelines will be submitted to supervisors. The report is due to supervisors by October 31.

II. Annual Performance Evaluation

Each supervisor will submit an Annual Performance Evaluation, Form EEVAL 152, for each faculty member. This report, covering the period October 1 through September 30 of the past fiscal year, should be submitted by November 30 for review by Administration.

III. Performance Evaluation and Review

1. Form EEVAL 152 Annual Performance Evaluation Summary
Using the individual specialist/supervisor's Performance Evaluation Report and other appropriate input, the supervisor will complete Form EEVAL 152 Annual Performance Evaluation Summary. Each performance area will be rated as follows:

Substantially Exceeds Requirements	4
Exceeds Requirements	3
Meets Requirements	2
Improvement Needed to Meet Requirements	1
Unacceptable	0
2. Review
Review Ratings determined by supervisors will be submitted to Administration for review and concurrence before being discussed with the employee. The evaluation will be discussed with the faculty member by the appropriate supervisor. The faculty member will be given a copy of the completed evaluation. All evaluation conferences will be completed by January 15.

IV. Performance Goals

Goals will be submitted to the supervisor by October 1 each year. Goals should reflect the current strategic plan of the 1890 Cooperative Extension Program and individual program unit. Take into consideration the needs and responsibilities for each specialist's program when developing goals. Each goal should address program objectives, strategies, components and issues involved.

V. Career Counseling

During the performance appraisal conference, the supervisor and employee will complete the Career Counseling section of EEVAL 152 that will be filed with the performance appraisal documents in the official personnel file.

Appeal Procedures

An employee who disagrees with the overall performance rating has a right to appeal. Both informal and formal procedures are available. The employee may follow the informal or formal procedure or both.

Informal Procedure

Within five working days following the performance evaluation conference, the employee should submit to the supervisor a written request for an informal review conference.

Within ten working days after receipt of the request, the supervisor will establish a date and time for the conference. Within five working days following the informal conference with the supervisor, the employee may submit to the next level of supervision a written request for an informal review conference. Within ten days after receipt of the request, a date and time for the conference will be established.

The employee will be notified in writing of the outcome of the conferences.

Formal Procedure

If the disagreement is not resolved through the informal appeal procedure, or if the informal procedure is not chosen, the employee may make a formal written appeal to the Extension Administrator. Written notice of the employee's intention to appeal must be received in the office of the Extension Administrator within 15 working days following the date of the performance evaluation conference or the most recent informal appeal conference. The notification must include the employee's basic rationale for the appeal, naming the specific standards that the employee feels were rated improperly. The appeal may not be based on information not included in or referred to in the employee's Annual Performance Evaluation Report. A copy of the notification must be sent to the

employee's supervisor.

The Extension Administrator will review the employee's written request, conduct any necessary investigation, and schedule a conference with the employee. A joint conference with the employee's supervisor may also be held. The employee will explain the reason for the appeal and present supporting data. The supervisor will provide any information requested by the Extension Administrator.

The Extension Administrator will make the final decision and inform the employee in writing. The decision of the Extension Administrator is final and binding on all concerned.

Format for Performance Narrative Report.

**1890 Cooperative Extension Program
University of Arkansas at Pine Bluff
Annual Performance Evaluation Report Extension Specialists
F Y _____**

I. Personal Information

- A. Name:
- B. Title:
- C. Section/Program Unit:
- D. Date of Initial Appointment:
- E. Current Rank and Date of Last Promotion:

II. Position Responsibility

A. Percent Appointment

Extension:
Research:
Teaching:

100%

B. Major Areas of Work – Describe duties of position related to the areas listed below. Topics to be covered under each heading may be found in "Definitions of Performance Dimensions." Where appropriate, develop other headings to emphasize special areas. These duties may be changed on an annual basis, as needed.

1. Program Planning
2. Faculty and Staff Training/Assistance

3. Implementation and Evaluation of Educational Programs To Extension Clientele
4. Professionalism and Service
5. Financial Support of Extension Activities
6. Collaboration and Cooperation in Educational Programs within Extension and with other groups

III. Annual Faculty Achievement Report

A. Extension Activities

1. Program Planning – Includes all work involved in planning with others to determine content, priorities, and emphasis of the unit's Extension programming. Includes planning activity with leaders and clientele groups, Extension faculty, county Extension Councils and program area/issue committees, Extension staff committees, etc. List activities, dates and locations.

- a. Has an on-going program
- b. Planning with agents and program councils/committees
- c. Planning with clientele/agencies/organizations
- d. Extension issues/initiatives planning
- e. Interdisciplinary planning
- f. Specialist-initiated program planning

2. Faculty and Staff Training/Assistance – Includes educational activity conducted using a direct contact method to teach or assist Extension personnel. Includes responding to internal requests by individual office conference and correspondence.

- a. Group Training of 1890 or 1862 County-Based Faculty and Staff

Agronomy In-Service Training – Cotman Implementation – 34 county agents, December 1996, 4-H Center

District 4-H or E F N E P Program Assistant Training

- b. Individualized Training and Response to 1890 County-Based Faculty and Staff

Insect scouting techniques – Agents in Craighead, Crittenden, Miller, Phillips, and Pulaski counties, June-July, 1997

Assisted agent in identifying materials for Leader Training: Family Financial Management, March 1997

Assisted agents in identifying materials for a 4-H Record Book workshop

c. Assistance to 1862 Extension Faculty

d. Response to 1862 county-based faculty

3. Implementation and Evaluation of Educational Programs Directed to Extension Clientele (non-Extension personnel) – Activity designed to teach Extension clientele (non-Extension personnel) using a direct contact method, such as educational meetings, workshops, tours, field days, etc. Includes indirect program support directed toward educational program (preparation and dissemination of newsletters, publications and teaching materials, and mass media usage).

a. Individual Activities

(1) Activities with Major Leadership Roles (e.g., short course coordinator, conference chairman, workshop organizer, field tour coordinator, or camp director). Conservation Tour Coordinator – Jefferson and Pulaski Counties, July 1997 Junior 4-H Camp Director, June - July 1997 Housing Tour Coordinator, N E District, May 1997

(2) Extension publications/educational support materials developed (county, state, and/or regional meetings, etc.) Weed Control in Rice – Ashley, Arkansas, Desha, and Lincoln counties, January - February 1997 Indoor Air Quality Workshop at state E H C meeting, June 1997 Soybean Irrigation at Southern Soybean Conference, December 1996 (Regional) State Judging Training for 4-H Events, May 1997

(3) Demonstrations, field days, tours, special events conducted (open to the public)

(4) Media articles written, subject of interviews

(5) Program Evaluation, assessment, merit review – The efforts related to evaluation/reporting of activities/ programs, assisting with evaluation of agent progress toward goal achievement in county plans of work and special evaluation programs such as impact studies. "Pruning Workshop" Workshop for Master Gardeners – 46 participants participated in pre- and post-tests. (Evaluation Summary attached.) 13 County Teen Teams completed a "Plan of Action" in Environmental Education as a result of Teen Leader Conference Spradley, S. S. and J. J. Jones. 1997. Pesticide Application Training Evaluation to 485 participants

(6) Program impacts (written in lay-terms)

(7) Video and DVD presentations developed

(a) Scripts Written or Tapes Prepared Clothing For Nursing Home Residents - K J B M. Oct. 19 (15 min.) Water Quality Concerns in Arkansas - K S S N. Nov. (5 spots, 1 min. ea.) Healthy Eating Tips: Household Hotline Tape. January 1997 (Original, 3 minutes)

(8) Television and radio presentations given

(a) Interviews Given 4-H At The Arkansas State Fair, TV 38, October 12, 1996 Holiday Food Safety, KOLL. December 10, 1996

(9) Development of computer software (Indicate: original, revised or adapted). Jones, J. J. and B. L. Sims. May 1997. Registration for 4-H O-Rama (Revised) Jones, J. J. and B. L. Sims. October 1996. E F N E P ERS\WIC Reporting System (Adapted) Jones, J. J. January 1997. SOYVA (Revised)

(10) Teaching aids/materials/curriculum developed (video tapes, slide sets, suitcases, etc.) prepared for use by Extension faculty (Indicate: original, revised, adapted). "Food Safety," Video Tape (Original) "Rice Irrigation Water Quality," Slide Set (Revised) "The Arkansas 4-H Center," Video Tape (Revised)

(11) Innovations in teaching and program development (describe all aspects of program). Developed program on "Textiles of the Future," including agent training, leaders guide, two videotapes, and a suitcase program, 1997. Designed and constructed two indoor climbing walls in the recreation building at the 4-H Center. December - January 1997

(12) Use of technology through website and internet. Irrigation Scheduling Demonstration, 1997 - Ashley County Jones, J. J. and A. A. Russell. Developed Interactive Internet Link, "The Greatest Scams on Earth." March 1997 Developed an Arkansas 4-H Home Page on the Internet, 1997

b. Demonstration, Assessment, or Validation of Technology

4. Professionalism and Service

1. Paper/oral presentations delivered at professional meetings (associations, societies, etc.). Indicate whether state, regional, national, or international and type of meeting, whether the paper was invited or submitted, shared authorship and presenter of paper, if appropriate. 14 Ripple Effect of Retirement Communities. Community Development Soc., Southern Branch. Submitted paper. (M. M. Moody co-author and

presenter.) 1997 4-H RES-Q Evaluation Results, Southern Region State Faculty Conference. March, 1997

2. Poster presentations delivered at professional meetings (societies, etc). Indicate state, regional, national, or international and type of meeting, shared authorship and presenter of paper if appropriate. Improving Soybean Production With Technology Transfer Programs. American Society of Agronomy. International. Submitted paper (T. T. Ashbrook co-author). St. Louis, MO. November, 1997 Hidden Fat In The Diet. (State) Arkansas Association of Family and Consumer Sciences. Exhibit. Hot Springs, AR. September, 1997 High Adventure Programming for 4-H Youth Age 14 - 19, National Association of Extension 4-H Agents (NAE4HA), Buffalo, NY. November, 1997

3. Journal articles or abstracts in professional publications or book/chapters. Indicate if articles were refereed. Jones, J. J. 1997. Clothing for Teenage Males. Journal of Applied Psychology. 31 (6): 41-56. (Refereed)

4. Editing or peer review of books, scientific journals, program proposals etc. Review of manuscript. Journal of Psychology, JP: 47321

5. Membership and leadership roles in professional organizations and societies. Leadership Role Membership (Officer, committee chair, Local, State, Regional, in Organization committee service, etc.) Date National, International Ark. Assn. of F C S President 1997-98 State

6. List service, other than Extension, on committees, departmental, center, school, college, division or other university committees, or special assignments. University of Arkansas, Fayetteville - Course Curriculum Committee Search Committee for Head, Agronomy Department

List service, to Extension, on committees or special assignments Building Dedication Committee State EEO Advisory Committee Performance Evaluation Committee

7. Graduate Faculty Status? ____ Yes ____ No

8. Consulting Activities (provide nature of assignment, organization, location and dates). Design Serger Instruction Manual. Pletsch and Palmer, Inc., Philadelphia, Pennsylvania, March 12-16.

9. Professional Improvement Activities. Include workshops/conferences attended and not listed elsewhere.

a. List professional improvement activities on official Extension time.

Community Development Society annual meeting, Las Vegas, NV. November 1997. Netscape class. L R S O, March 1997. National Association of Extension 4-H Agents (NAE4HA) Annual Conference. July 1997. National Extension Association of Family and Consumer Sciences (N E A F C S) Annual Conference. September 1997.

b. List professional improvement activities not on official Extension time. "Improving Your People Skills," U A L R workshop, June 6, 1997.

10. Exhibits at local, state and regional meetings to Extension clientele. Jones, J. J. Exhibit: Choose A Healthy Diet. March 1997. Arkansas Association of Family and Consumer Sciences. (Local) Hot Springs Jones, J. J. Research Verification Program at: – Southern Soybean Conference. December 1996. (Regional) Memphis, TN – Poster Exhibit: Rohwer Field Day, August 1997 (Local) Poster exhibit on environmental education (RES-Q) (State) – Arkansas Farm Show – Arkansas State Fair

5. Financial Support of Extension Activities – Includes financial and/or material support, to maintain liaison with sponsors in securing and continuing support for Extension educational programs and activities (demonstrations, materials and other organizational needs, 4-H activities, leader/cooperator recognition).

a. Grants/contracts funded – brief title, sponsor, funding level, project duration, and your role in the project Jones, J. J. Technology Transfer Program. Soybean Promotion Board. \$60,000.00. Third year of a three year grant. Project Leader Jones, J. J. Strong Families - Safe Communities. Arkansas Department of Human Services. \$150,000.00. Second year of a five year grant. Project Director Jones, J. J. 4-H Scholarship for State Record Book winner in Agriculture Project. Arkansas Farm Bureau. \$1,500.00. Annually

b. Grants/contract proposals submitted but not funded Jones, J. J. Long Term Rotation. Soybeans Promotion Board. \$60,000.00 Jones, J. J. Family Nutrition Project. Arkansas Department of Human Services. \$150,000.00 Jones, J. J., B. B. Baker, H. H. Hirrell, and R. R. Rose. Environmental Education Curriculum. EPA. \$5,000.00

c. Gifts – brief description, donor, funding level, and your role in acquiring. Include "in kind" gifts Secured sponsorship of a bus for Conservation Tour from District John Deere Sales Representative. Approx: \$500.00. Secured use of a copy machine in headquarters during State 4-H O-Rama from City Business Machines. Estimate of Value: 300.00.

6. Collaboration And Cooperation in Educational Programs Within

Extension And With Other Groups – Actions to establish and enhance mutual support among individuals, groups, and organizations that have related responsibilities, resources and/or audiences. Includes collaboration with other specialists and the supervisor in the planning unit, cooperation with specialists in other disciplines, collaboration and scheduling with district Extension directors and county faculty, administratively assigned committees, joint programming with University colleagues and cooperation with other agencies and organizations that have programs and responsibilities for mutual audiences.

a. Collaboration and Cooperation Within Extension Only at the University of Arkansas at Pine Bluff and others (Extension initiative teams, State O-Rama planning committees and administratively appointed committees) Member of 5 year Long Range Planning Committee for Goal 1 Served on Extension Environmental Education Task Force

b. Collaboration and Cooperation with other colleagues at the University of Arkansas at Pine Bluff and others within the University of Arkansas System (Commodity Committees, other interdiscipline/departmental groups) Member of Wheat Commodity Committee

c. Collaboration and Cooperation with industry and community-based organizations and other 1890 Extension programs Served on Governor's Youth Entrepreneurial Task Force Member of State Welfare Reform Committee Provided resource information to four Farm Bureau District Commodity Meetings

B. Behavioral Dimensions

1. Teamwork: A cooperative effort to achieve a common goal. Helps other team members to achieve, while also being able to accept help from others. Participates in developing team goals. Shows trust and respect for all members of the team. Shares responsibility, recognition, and ownership of team goals and results.

2. Leadership: Guiding, directing, motivating, and influencing others. Recognizes the achievements of others, but also provides constructive feedback as appropriate. Serves as a credible role model, displaying and instilling a positive attitude. Builds a strong sense of teamwork, purpose, and group identity. Takes and encourages appropriate risks. Delegates appropriate levels of authority to others, increasing their freedom to act.

3. Adaptability: Working effectively under changing conditions. Stays abreast of emerging issues. Keeps an open mind and modifies viewpoint in response to new information or contrary evidence. Seeks to understand differing positions or opposing viewpoints. Deals effectively with

uncertainty.

4. Program Implementation/Marketing as an 1890 Extension Program: Accepts responsibility for providing information as to the quality, content, and impact of educational programming and professional work efforts. Interprets program efforts and accomplishments. Seeks opportunities to interpret program efforts and accomplishments to appropriate decision-makers. Utilizes traditional and creative methods to communicate and interpret program efforts and accomplishments to Extension publics.

5. Work Habits: Reports to work on time Keeps appointments Prepares well for activities Completes assignments on time Makes good use of work time Maintains an orderly work area

6. Marketing 1890 Extension Program:

C. Management Responsibilities (Supervisors Only)

- a. Seeks appropriate resources for Extension to implement effective programming.
- b. Maintains financial record keeping system; approves requests for travel and leave and other administrative items as appropriate.
- c. Provides timely preparation and submission of reports and responds to administrative requests as appropriate.
- d. Defines job responsibilities of appropriate staff for efficient operations.
- e. Conducts an annual performance evaluation of faculty and appropriate staff and helps provide direction in program goals.
- f. Assists in selection of personnel for faculty and non-classified staff positions.
- g. Develops and maintains a knowledge of the Extension program planning process and gives leadership to specialists in carrying out program planning.
- h. Conducts regularly scheduled office conferences.
- i. Ensures confidentiality among staff members.
- j. Projects a professional/positive relationship as part of Extension administration.

k. Confers and coordinates with Research/Extension Center Director and Department Heads on programs as appropriate.

l. Communicates effectively with clientele groups and provides timely feedback to state program leader and faculty as appropriate.

D. Teaching (When Applicable) (Criteria for evaluation of this responsibility will be determined by the appropriate administrator.)

E. Research Activities (When Applicable) (Criteria for evaluation of this responsibility will be determined by the appropriate administrator.)

F. List Publications and Educational Support Materials Adapted or Developed

(1) List Extension publications by author, title, and type of publication (circulars, leaflets, fact sheets, or miscellaneous publications). Indicate whether you wrote the original manuscript, made a major revision, minor revision, adapted, or had it printed with permission. Black, E. J. and J. J. Jones. 1997. Cow-calf Management. Ark. Coop. Ext. Ser. Fact Sheet 9504:1-4. (Original) Jones, J. J. Ethics in Arkansas 4-H Livestock Project. C-499. (Adapted) Jones, J. J. Quilts. 1997. L-239. (Original)

(2) List articles in Research bulletins or reports written. Jones, J. J. 1997. Wheat Research Verification Trials. 42 pages

(3) List educational materials prepared. Include short courses, leaders guides, information sheets, newsletters, and specially prepared handouts. Jones, J. J. 1997. Community Development newsletter. 6-8 pages (published monthly) Jones, J. J. and J. K. Johnson. 1997. Parliamentary Procedures. 4-H leaders guide. 87 pp Jones, J. J. 1997. Arkansas Families Newsletter. 4 pages (published quarterly)

(4) List abstracts or proceedings articles in professional publications. Jones, J. J. 1997. Timing of Glyphosate to Soybeans. Proceedings Southern Weed Science Society. 49:388.

Awards and Recognition - Individual or team honors/awards received in the reporting year. (Describe honor/award, year received, name of organization, whether local, state, regional, national, or international.)

Evaluation Summary. In two pages or less, summarize your (1) program accomplishments and (2) program directions. Report how your efforts and plans support the goals of the organization.

**Definition of Performance Dimensions
(Major Areas of Work)**

1. Program Planning – Includes all work involved in planning with others to determine content, priorities, and emphasis of the unit's Extension programming. Includes planning activity with leaders and clientele groups, Extension faculty, County Extension Councils and program area/issue committees, Extension staff committees, etc.
2. Faculty and Staff Training/Assistance – Includes all educational activity conducted using a direct contact method to teach or assist Extension personnel. Includes responding to internal requests by individual office conference, and correspondence.
3. Implementation and Evaluation of Educational Programs Directed To Extension Clientele (non-Extension personnel)– Activity designed to teach Extension clientele using a direct contact method, such as educational meetings, workshops, tour, field days, etc. Includes indirect program support, directed toward educational programs (preparation and dissemination of newsletters, publications and teaching materials, and mass media usage).
4. Professionalism and Service – Demonstrated through participation/leadership in professional organizations, professional writing, editing, presentations, University of Arkansas committee work, consulting, public service, assistance to agencies and organizations and self improvement activities. Further demonstrated by awards and recognition from peer groups.
5. Financial Support of Extension Activities – Includes financial and/or material support, to maintain liaison with sponsors in securing and continuing support for Extension educational programs and activities (demonstrations, materials and other organizational needs, 4-H activities, leader/cooperator recognition).
6. Collaboration and Cooperation in Educational Programs Within Extension And With Other Groups – Actions to establish and enhance mutual support among individuals, groups, and organizations that have related responsibilities, resources, and/or audiences. Includes collaboration with other specialists and the supervisor in the planning unit, cooperation with specialists in other disciplines, collaboration with district Extension directors and county faculty, administratively assigned

committees, joint programming with University colleagues and cooperation with other agencies and organizations that have programs and responsibilities for mutual audiences.

7. Behavioral Dimensions

8. Management Responsibilities (Supervisors Only)

1. Briefly describe scope of supervisory assignment.

2. Personnel supervised. In terms of FTE's and institutional location: Non-Classified Faculty Staff Location(s) No: F T E s:

9. Teaching (when applicable) – Criteria for evaluation of this responsibility will be determined by the appropriate administrator.

10. Research Activities (when applicable) – Criteria for evaluation of this responsibility will be determined by the appropriate administrator.

11. Publications and educational support materials developed

Substantially Exceeds Requirements	4
Exceeds Requirements	3
Meets Requirements	2
Improvement Needed to Meet Requirements	1
Unacceptable	0

Evaluation Levels

Rate the faculty member in each of the performance and behavioral dimensions according to the following scale: Rating Definition
Substantially exceeds requirements – Represents highest possible estimate of a person's job effective-ness and value to the institution. Reflects performance of very high quality. **Exceeds requirements** – Performance of unusually high quality which exceeds position requirements at a level above that expected of a fully qualified incumbent. **Meets requirements** – Performance which is of good quality and meets position requirements at the level expected of a fully qualified incumbent. **Improvement needed to meet requirements** – Significant performance improvement is needed to meet requirements. **Unacceptable** – Performance is considerably below position requirements. Continued performance at this level will justify termination. **Not Applicable** – The specialist, because of job description and plan of work, may not have responsibility in all performance areas. N/A should be designated for those areas where the performance area is not applicable.

The evaluator should utilize the comment sections for: (1) An overall performance summary, including strong points and methods to improve programs. (2) Guidance for future program direction and development. (3) Discussion on future direction for personal development.

Evidence of annual performance should be provided in the Annual Performance Evaluation Narrative. Note: Persons employed in a position for less than twelve months as of September 30 will receive a rating of "New." All specialists will prepare the Annual Performance Evaluation Report.

Performance Goals

Purpose

Performance Goals are tools to provide guidance to specialists, to improve program focus and improve annual performance. Using goals to improve specialist performance will strengthen Extension programs.

Process

Goals will be determined and submitted to supervisors by October 1 each year. These goals will be submitted to the supervisor on Form EEVAL-145, Specialist Performance Goals. This process is to be used to facilitate dialogue between the specialist and the supervisor regarding areas in which performance can be improved.

Guidelines for Developing Performance Goals

1. Goals should reflect the current Extension Strategic Plan.
2. Goals should include: (1) Program objectives, (2) Strategies, components and issues.
3. Goals should include areas for personal improvement.
4. Goals should be realistic and reflect the specialist's program needs and accomplishments for the coming year.
5. Goals should be submitted to supervisor for approval by October 1.
6. Goals will be amended as agreed upon with supervisor.
7. Goal results and accomplishments will be incorporated into the Annual Performance Evaluation Report at the end of the program year.