

Northeast News

A District Newsletter

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From the **District Director**



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County Faculty Love to Hate Permanent Status and Promotion

As faculty members of the University of Florida/IFAS, we are all somehow involved in the permanent status and promotion (PSP) process. Obviously, as (successful) candidates, PSP marks milestones in everyone career. Another form of faculty involvement in the PSP process is through the unit vote on PSPS packets. Finally, we also participate in the PSP process when we provide letters in support of PSP packets. This article aims at clarifying some aspects of this process.

Who administers PSP at UF? At the University of Florida, PSP is administered by the Office of the Provost (<http://www.aa.ufl.edu/tenure/>) according to appropriate University of

Florida Administrative rules (6C1-6; <http://regulations.ufl.edu/chapter6/>). Rule 6C1-7.025 recognizes that permanent status for County faculty is similar to tenure for State faculty in that it provides assurance of a continual appointment subject to certain requirements described in Rule 6C1-6.009. A faculty member who has been granted Tenure/Permanent Status has the status of a permanent member of the faculty. Tenure is the award on a permanent basis of academic freedom and its responsibilities (<http://regulations.ufl.edu/chapter7/7018.pdf>). Permanent status is granted with the Florida Cooperative Extension Service, not the county.

What are the fundamental values UF/IFAS uses to award PSP? In general terms, PSP for County Faculty rewards the scholarship of Extension as defined in section 8 of the PSP packet entitled "Tenure and promotion criteria for Excellence in the Florida Cooperative Extension Service" (Table 1). Faculty members of all ranks whether they have permanent status or not are strongly encouraged to familiarize themselves with this paragraph and to include it in their annual ROA/POW. A careful reading of this paragraph quickly allows linking the

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ALACHUA, BAKER, BRADFORD, CLAY, COLUMBIA, DIXIE, DUVAL, GILCHRIST, HAMILTON, LAFAYETTE, LEVY, MADISON, NASSAU, SUWANNEE, TAYLOR, AND UNION COUNTIES

Table 1. Tenure and promotion criteria for Excellence in the Florida Cooperative Extension Service.

For faculty with an extension assignment, effective contribution to the planned non-degree educational programs of UF/IFAS for that portion of FTE assigned to extension is necessary for promotion and tenure. Distinction in this area may be evidenced by effectiveness in obtaining, integrating and organizing educational resources into programs directed to meet the needs of extension clientele (general public, producers, industry groups, families, youth and other relevant audiences); the design and implementation of educational experiences (the scholarship of application) appropriate to priority needs identified; the packaging of research based information into program materials such as bulletins, fact sheets, newsletters, mass media messages, electronic publications, distance education, and public displays; and documentation of educational program impacts. Other indicators include participation in professional development and training opportunities to remain current with scientific and methodological developments, extramural funds received, and recognition by peers and clientele as a leader in the assigned areas of responsibility. State Extension faculty are expected to show evidence of collaboration with county faculty and involvement in in-service education for county faculty.

different sections of the PSP packet to the different components of the criteria. For example, “obtaining, integrating and organizing educational resources into programs directed to meet the needs of extension clientele” refers to section 23 “Extension Program” (note that the “documentation of educational program impacts” is explicitly viewed as part of Excellence in Extension at UF/IFAS); or, “the packaging of research based information into program materials such as bulletins, fact sheets, newsletters, mass media messages, electronic publications” refers to sections 14 “Creative Works” and section 16 “Publications”. “Professional development and training opportunities to remain current with scientific and methodological developments” are also viewed as a core component of Excellence in Extension.

What are the different expectations for the different promotions? Promotion means the appointment of faculty member to a higher academic rank in recognition of distinguished performance as a faculty member (Table 2). Consideration for tenure, permanent

status or promotion during an administrative appointment shall be based on the faculty duties in teaching, research, service or extension evaluated under the University’s criteria for tenure and promotion and shall not be based on the administrative portion of the appointment. The typical tenure probationary period for IFAS is 6 years. For 12-months employees like County Faculty, one year of academic services means employment during at least thirty-nine (39) weeks counted from the beginning of the fiscal year (July 1). The promotion process is initiated by the unit administrator (DED for Extension) upon the request of an eligible faculty member.

Section 30. The under-rated section of the PSP. One very important section in the PSP packet that does not get enough attention in the PSP process is sections 30 “Biosketches of individuals writing solicited letters of evaluation.” All other sections of the packet (except section 8 which is provided by the Provost Office) are written by the candidates. Hence, s/he spends a lot of time on the content and format – rightfully so. However,

the importance of the selection of individuals writing solicited letters of evaluation and the attention given to their biosketches cannot be underestimated. The institutions and ranks of these individuals have to match the expected promotion (they indeed have to outrank the candidate’s own rank, although the comparison of ranks across academic institutions may be challenging at times). Qualified individuals are peers in the profession who do similar work and whose professional knowledge allows them to assess the packet’s display of scholarship. Even if it is tempting, “working buddies” typically do not make good individuals for this purpose. Like for other sections, candidates need to start thinking about this section content several years before their packets are due. Identifying qualified individuals should start at national meetings, where nation-wide contacts can be made. A good collection of business cards and contacts can be started there. Another good approach to identify qualified individuals is to look at the web sites of other land-grant institutions. A bad approach is to wait for the last minute....

Table 2. Tenure and Promotion Criteria for County Agent (CA) Promotions (Rule 6C1-6.002):

Promotion		Criteria
From	To	
CA I	CA II	Major considerations for promotion are determined by the items listed under criteria for promotion of all county extension faculty. In addition, the candidate shall hold a Master's degree, or be acceptable for graduate study toward a Master's degree, and have completed at least fifty percent of the course work for the degree.
CA II	CA III	Major considerations for promotion are determined by the items listed under criteria for promotion of all county extension faculty. In addition, the candidate shall: <ol style="list-style-type: none"> 1. Hold a Master's degree. 2. Show promise of establishing a reputation as a leader in his or her field. 3. Have produced creative work, professional writing, or carried out Extension studies or research.
CAIII	CA IV	<ol style="list-style-type: none"> 1. Hold a Master's degree. 2. Have established a reputation as being outstanding in his or her field of specialization. 3. Have produced creative work, professional writing, or carried out Extension studies or research of high quality.

District Life



Cindy Sanders

CED and Livestock
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The NE District and Permanent Status Committee is Here to Help You!

The NE District has a new committee! The Northeast District Tenure & Promotion Committee was developed by Dr. Simonne to mentor those agents going up for Tenure/Promotion this

year. The purpose of this committee is to coach, mentor and help candidates develop a competitive promotion packet that best reflects their scholarship for the period they are evaluated. Since this shapes the future of the career of some of our faculty, this is possibly the most important function of the district. We are hoping that agents will take advantage of this opportunity for another set of eyes to look at your packets. We intend on dividing the packets up by areas, (4-H, Agriculture, FCS, etc) and committee members within those areas will look at packets first and give comments. After those comments have been made the entire committee will look at all packets and make final recommendations.

Committee Members:

- Cindy Sanders** (Ag, chair)
- Clay Olson** (Ag)
- David Nistler** (Ag)
- Lori Wiggins** (4-H)
- Chris Decubellis** (4-H)
- Jackie Schrader** (FCS/4-H)
- Diann Douglas** (FCS)
- Meg McAlpine** (FCS)
- Anita McKinney** (FCS)

How Does the **University of Florida** Work?



Wendy Wilbur

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What is Shared Governance Again?

According to the IFAS Assembly website: “Shared Governance as it is written into the University of Florida’s mission is defined as collaborative participation of administrators and faculty in the decision and policy making process.

The purpose of shared governance is to provide avenues for university improvement and productivity through the creation of a partnership based on mutual respect and collaboration.

The core principles of shared governance are mutuality, collegiality, and collaboration; transparency; representative participation; mutual accountability; and clarity of roles.

The Faculty Senate in collaboration with the university President has ensured the principles and processes of shared governance are implemented at all levels of the university, which include procedures to ensure faculty collaboration in: strategic planning; setting budget priorities; setting resource allocation priorities; and resolving differences between faculty and administration. Effective shared governance must include procedures for periodic review and evaluation of shared governance in practice, and include a means of communicating shared governance principles, processes and outcomes to all members of the unit.”

Shared Governance is the active collaboration between administration and faculty in the decision and policy making process for IFAS and your unit. In our case the “unit” is the NE Extension District. With the shared governance principle of transparency large decisions are made with faculty input and not doled out on a need to know basis or even after the fact.

Since the adoption of the IFAS constitution and ‘shared governance’, if an extension faculty member has a grievance or an amazing idea, they can bring that issue to his IFAS assembly person and have the issue heard at the IFAS assembly and shared with administration. The Assembly is comprised of one representative from each department, REC and Extension District. Our newly elected representative is Tim Wilson from Bradford County.

Participating in the shared governance process can be somewhat uncomfortable at times, because faculty are required to actively serve on committees and give input on decisions that used to be solely made by administration. The complete Bylaws of the NE District appear on page 5 of this issue. For more information about assembly meetings and the committees within the assembly visit http://faculty.ifas.ufl.edu/assembly/shared_governance.html

Quiz Question

By **Catherine Rogers**
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Last issue question: Which Florida fruit was called the “Love Apple” during the 18th century in France?

Answer: the tomato; which was termed a “pomme d’ amour,” literally “love apple.”

Which Florida vegetable was refined by an Italian horticulturist with a connection to Special Agent 007, James Bond?

- A) Zucchini
- B) Broccoli
- C) Roma Tomatoes
- D) Hungarian Hot Wax Peppers

Bylaws of the Northeast Extension District IFAS University of Florida As Approved on May 19th 2010

Preamble

The shared goals of the faculty and administration of the North East Extension District are to attain excellence in Extension education and service and to attain state and national recognition for Extension programs. These goals can best be achieved with a governance structure from the District level to the University level that fosters collegiality, collaboration, mutual responsibility, accountability, and transparency.

Article I – Governance of the North East Extension District

These Bylaws establish the general principles by which the Northeast Extension District shall be governed. These Bylaws are governed by and are subordinate to the Constitutions of the Institute of Food and Agricultural Sciences and the University and the policies and directives of the University of Florida's Board of Trustees and the Florida Board of Governors. Operating within the context of these Bylaws, the governance of the District shall be shared between the administration and the faculty.

Article II – The North East Extension District Faculty

Section 1 – Faculty Membership

The faculty of the District shall consist of individuals in University of Florida faculty positions. Faculty are defined by the University of Florida Constitution and Senate Bylaws which include the ranks I, II, III and IV of County Agent and Assistant, Associate and Full Professor, County Extension Director, Regional Specialized Agent, Multi-County Agent, Courtesy Agent, Program Agent, and Assistant-In Agent.

Section 2 – Faculty Rights

- Faculty members have the right to know the expectations of their job assignment and how they will be evaluated.
- Faculty members have the right to assemble without limit to discuss issues of concern.
- Faculty members have the right to open academic discourse without fear of retribution.

- Faculty members have the right to file grievances.

Section 3 – Faculty Responsibilities

- Faculty members have the responsibility of planning, conducting, evaluating and reporting Extension educational programs and service in a competent and professional manner.
- Faculty members have the responsibility of contributing to the governance of the North East Extension District, IFAS, the University, and their professional associations.
- Faculty members have the responsibility of contributing to the operations of the unit, including building, infrastructure, social, public relations, outreach functions and county operations.

Section 4 – Director Responsibilities

The North East Extension District is headed by a District Extension Director appointed by the Dean for Extension in accordance with the University Constitution. The District Extension Director serves as the administrative officer of the unit and provides financial planning and policy, supports county operations, and supervises the unit including faculty evaluations. The District Extension Director is responsible to the Extension Dean. The District Extension Director is expected to operate the unit in the spirit of shared governance and seek faculty input, consider it, and provide feedback and rationale about final decisions.

Article III – Committees

Section 1. A committee composed of the NE District IFAS faculty representative (chair), a UF senator (as applicable), an elected secretary and the NE DED, and called "NE District Shared Governance Committee" will develop a meeting agenda and take minutes.

Section 2. For other matters, committees will be formed and dissolved to address unit needs as appropriate.

Article IV – Faculty Communications and Meetings

The faculty meeting is the primary means of fostering communication among all faculty members within the unit. Faculty meetings should be held at least once annually and as needed by the Director or by request of any faculty member. Meetings may be held face-to-face or by any other mean that allows

communication among all District faculty members. Faculty and administration have the right to place items on the agenda for discussion by contacting the District Director in a timely fashion. The agenda should be distributed at least one week before the faculty meeting. When appropriate, UF Senators, members of the IFAS Faculty Assembly and other IFAS governing bodies from the unit should email to all faculty short summaries of critical items of relevance being discussed before those bodies or to be placed on the unit faculty meeting agenda before each faculty meeting so that dialogue can be initiated on these items.

Voting shall be restricted to unit faculty.

Article V – Election to IFAS Faculty Assembly

As described in section D of the "Election of Faculty Assembly Members" section of the IFAS constitution, the DED will, during the last year of the term of the current representative, (1) arrange for a district-wide call for nomination (self nominations are acceptable), (2) compile a list of willing-to-serve candidates, and (3) arrange for elections by secret ballot no later than the Spring NE District faculty meeting. The candidate receiving the greatest number of votes (simple majority) will become the NE District representative for a 3-year term beginning on the first day of classes of the Fall semester following his/her election.

Article VI – Ratification and Amendments

Section 1. These Bylaws shall become effective upon their ratification by the faculty of the unit with a two-thirds majority vote of all unit Faculty members, concurrence of the District Extension Director, and approval of the Extension Dean.

Section 2. Proposals for amendments to these Bylaws may be made to the District Extension Director or Assembly Representative by any member of the unit faculty.

Section 3. Changes in these Bylaws shall be adopted by a two-thirds majority vote of all unit Faculty.

Success Stories

Stupid is as Stupid Does!!!!

By **Andy Toelle**
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How smart does it take a person in City Employment to know NOT to cut, stress or harm oak tree roots... in a children's park, no less, when we also have a Tree Protection Ordinance? The beautiful trees are surely gone, dead, harmed.....Someone signed off on that contract..... directing the work!"
– anonymous citizen

Have you ever received an e-mail like this one? Larry Figart has. He knows the benefits of a well managed urban forest. But, do the people in the field understand? To tackle this problem, Larry developed a partnership between the Public Works Department and The Cooperative Extension Service. Through this partnership, employees tasked with maintaining the trees of Jacksonville receive the same high quality training as the private tree services. The program has been a success. The employees now have a better understanding of tree care

and pruning techniques. With this improved capacity to make decisions by the maintenance crews, fewer trees are damaged and complaints have been reduced.

Larry Figart is an Urban Forestry Extension Agent serving the City of Jacksonville. He has been an agent for 6 years. He received his BS in Forest Management, and his MS in Agricultural Education and Communication, both from UF. Prior to working for extension, he was a forester with the Florida Division of Forestry.

Featured County Extension Office



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Greetings from Suwannee County Extension

Suwannee County was created in 1858. It was named after the Suwannee River, which forms the county's northern, western, and much of its southern border. The word "Suwannee" may either be a corruption of the Spanish San Juan ("Saint John") or from the Cherokee sawani ("echo river"). The land mass of Suwannee County sits on a limestone bed riddled with underground freshwater streams that surface in dozens of beautiful springs. This phenomenon, known as "Karst topography", gives the area a local supply of renewable fresh water and abundant sources of fishing. It is also known as a world class cave diving site for scuba enthusiasts. The city of Live

Oak is located within Suwannee County, which is surrounded on three sides by the Suwannee River made famous by Stephen Foster.

The county has approximately 39,000 residents and 687 miles of land. The Extension office is located in the city of Live Oak and houses Katherine Allen (County Director and FCS Agent), Cathy Rogers (FCS Agent), Brian Estevez (4-H Agent), Carolyn Saft (Horticulture/Suwannee River Partnership Educational

Coordinator), Elena Toro (Agriculture/Natural Resources Agent), Mary Sowerby (Dairy, Regional Specialized Agent) and Bonnie Box (FNP). The North Florida Research and Education Center/Suwannee Valley is east of Live Oak and just a few miles from I-75. This facility is key to deliver local and regional Extension programs and houses Bob Hochmuth (Multi-County Vegetable Agent) and Linda Landrum (Marketing/Regional Specialized Agent). For more information visit <http://suwannee.ifas.ufl.edu>



Teaching Tips



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What Adults Want in a Workshop

Adults attend workshops for a variety of reasons. Some may be forced to be there by supervisors or by the need for continuing education points required for recertification. Others may be looking for social interaction with other adults. Still others may have a specific problem they want solved or they may just be driven by the desire to learn more about your topic. Any workshop session will most likely contain individuals with all of these needs. It is your challenge to identify these needs and find the best way to address them.

To meet this challenge you must be prepared, but also have a flexible teaching strategy. The workshop should be designed with an understanding of some key principles of adult learning:

Keys to Teaching Adults

1. Explain the purpose and objectives for the workshop – how will it meet their needs

2. Be task-oriented instead of memorization-based
3. The content should have immediate relevance to the participants' jobs or personal lives
4. Build upon the experience of the learner. Have them share their "story"
5. Instruction should focus on the quality of a few experiences, not on the quantity of information
6. Learning should progress from concrete experiences to abstract concepts

Early in the session, adult learners need to know the intended outcomes of the workshop and why it is important for them to achieve them. Unlike younger learners, adults are typically not motivated by grades. Workshop presenters should clearly articulate the learning objectives of the workshop and explain how participants will be able to apply those objectives in their daily lives.

Instruction for adults should be built around completing a task or solving a problem that participants are facing. Participants should also be given the opportunity to share their own experiences with the topic at hand. This keeps them engaged and provides wonderful examples the skillful presenter can use to illustrate the key concepts (objectives) of the workshop session.

Workshop designers must be careful to focus on providing a few quality learning experiences rather than on the quantity of information. Too often presenters attempt to include too much information into a workshop session. The result is that a great deal of information gets "covered", but little true learning takes place.

There are some key aspects to keep in mind when designing your workshop for adult learners. However, if you keep these items in mind when planning, teaching adults in a workshop setting can be fun and rewarding.

Using Music can Enhance Learner Experience

4-H Agents Andy Toelle (Duval County) and Chris Decubellis (Gilchrist County) have created a music video to use in youth embryology classes. Check it out at http://webdev.ifas.ufl.edu/icsvideo/embryology/music_video.html

*Cluck, cluck, cluck, cluck, cluck,
cluck, cluck, cluck*

Information Technologies



Dave Palmer

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Technology Resource for Extension

Back in 2000 when I was a relatively new hort agent trying to build a website, I wished for some help. I needed a guide,

someone to help me "connect the technology dots." I wasn't new to technology yet the learning curve was steep and slippery. It felt like I made every mistake possible – some twice. Yet somehow

continued on next page

I eventually got that website up and running.

Now, having become an Instructional Media Agent, I have the opportunity to be that guide, to help Extension faculty and staff learn to use technology well. In addition to teaching tech classes, I also search for different technologies that can help Extension do more with less.

Extension has always used a variety of tools to help us accomplish the IFAS mission. We have communication tools, promotional tools, registration tools and teaching tools among others. Thirty or forty years ago, the primary tools were items like a telephone, rolodex, fax machine, slide projector, and a mimeograph, later to become a copier. But this is the age of the Internet and budget cuts. We need to add some new tools to the toolbox.

For that reason I started my website <http://TechTeachToo.com>. But tools are only part of the website. Since the rise of the Internet, there have been some fundamental changes in the way people communicate, the way they shop, and in the way they find solutions to problems. Part of the goal of the website is to open the door to this new reality, and to shed light on the profound changes that have occurred and will continue to occur.

Many in our audience are still firmly rooted in the past. We can't ignore them. But a growing portion of our audience is moving into the future, searching for information on the Internet, using Wi-Fi and mobile devices and adapting technology to their needs. We must keep up with them as well.

My travels on the Internet and throughout various counties helping

faculty and staff have given me a unique perspective of these changes, the speed at which they're occurring and their effect on society.

Feel free to subscribe to my (very brief) weekly newsletter. I'll share what I know, and what I'm continuing to learn, about technology. I attempt to explain technology in practical terms, find useful tools to add to the Extension toolbox, provide tech news, tips and tricks, all with a little perspective.

Dave Palmer is an Instructional Media Agent. His job is to help IFAS/Extension faculty and staff in the South Central Extension District better understand and utilize technology to accomplish the IFAS mission. His website is at <http://TechTeachtoo.com>

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