

# RUTGERS

New Jersey Agricultural  
Experiment Station

## Faculty Mentoring Handbook



**Department of  
Agricultural and Resource Management Agents**

**Cooperative Extension**

**2008**

# **Faculty Mentoring Handbook**

## **Department of Agricultural and Resource Management Agents**

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# Chapter I

## Introduction

The ARMA Department Faculty Mentoring Program is designed to serve as a staff development tool for untenured (junior) ARMA faculty members. The junior faculty member and the tenured faculty who comprise their mentoring committee use this handbook. Each mentoring committee and junior faculty member receives a copy of the handbook from the ARMA Department Chair. Mentoring tools used in the formal mentoring process are included in the last section of the handbook, as well as on the ARMA Department internal web site ([njaesintranet.rutgers.edu/arma/](http://njaesintranet.rutgers.edu/arma/)).

### Purpose

The purpose of the ARMA Department Mentoring Program is to provide a network of support and guidance to junior faculty members in meeting the objectives of their position descriptions.

### Objectives

The junior faculty member (protégé) will:

- Achieve excellence in performance and programming.
- Demonstrate creativity, innovation and risk-taking.
- Acquire excellence and recognition on a state and national level.
- Attain reappointment, and promotion and tenure based on outstanding accomplishment.

### General Timeline of the Mentoring Program

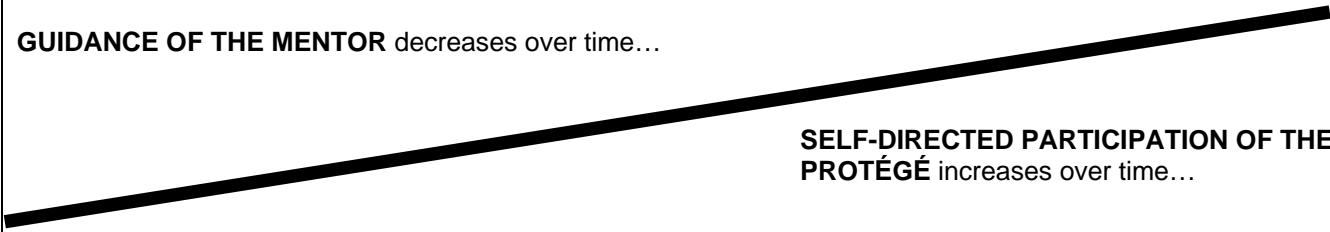
Month 1 to 2	The ARMA Department Chair serves as mentor to the junior faculty member during the first two months of employment. During that time, the faculty member is encouraged to network with faculty in the ARMA Department, School of Environmental and Biological Sciences, or within Rutgers University with the intent of determining which tenured faculty members might be potential mentors.
Month 3	At the end of two months, a mentoring committee is appointed (defined on page 7) and serves in this role with the support of the ARMA Department Chair.
Month 3 to 6	The junior faculty member's first mentoring committee meeting is held, coordinated by the mentoring committee chair.
Month 6 to 6 <sup>th</sup> Year	The mentors, with Department Chair in <i>ex-officio</i> status, serve as the mentoring team. All meetings are to be scheduled as needed by the junior faculty member.
6 <sup>th</sup> Year	Official mentoring committee dissolves at the awarding of tenure/promotion. Parties may continue to work in mentoring relationship on an informal basis.

## Chapter II

### The Mentoring Process

Mentoring is a dynamic process during which the roles of the mentor change with the growth and experience of the protégé. The following model (Friedman, 1986) illustrates the transition which occurs as the relationship progresses.

#### On Becoming a Mentor - The Mentoring Process

PHASE 1	PHASE 2	PHASE 3	PHASE 4
<b>Mentor as Authority</b>	<b>Mentor as Guide</b>	<b>Mentor as Facilitator</b>	<b>Mentor as Companion</b>
<b>TELLING</b>	<b>COACHING</b>	<b>SUPPORTING</b>	<b>EMPOWERMENT</b>
Mentor initiates meeting and tells protégé about ARMA and Cooperative Extension.	Mentor coaches protégé with job performance skills.	Mentor encourages protégé's risk-taking and creativity.	Mentor serves as advocate.
Mentor provides specific instructions and closely monitors performance of protégé.	Mentor suggests new information and methods and encourages program expansion.	Mentor provides factual information when requested and supports protégé's own creative decision-making.	Protégé is given complete responsibility for program.
<p><b>GUIDANCE OF THE MENTOR</b> decreases over time...</p>  <p><b>SELF-DIRECTED PARTICIPATION OF THE PROTÉGÉ</b> increases over time...</p>			

#### What Mentors Do

The following are some specific functions mentors perform to meet the needs of the protégés in the mentoring relationship (adapted from Allerman & Gray, 1986):

- Share knowledge of Extension's culture, traditions and values to help them become acclimated and comfortable. Provide information about the university system and other organizational realities, and socialize them to the organization and profession.
- Inspire them to achieve high performance standards. Encourage them to try new ideas and to accomplish beyond the usual expectations.
- Foster creativity and help them develop their own style.
- Increase their sense of competence by praising them, asking their opinions and entrusting them with confidential information.
- Encourage them to take risks and assume initiative.

- Help them identify funding, contacts, opportunities and other resources that will help them advance their programming and careers.
- Be an advocate – nominate them for appropriate recognition and awards and praise them to others to establish a general perception that the protégé is competent and capable.
- Counsel when necessary – help them deal with professional and personal issues and conflicts that affect job performance.
- Give constructive and honest feedback both in person and on the performance goals assessment.
- Protect them from unjust attacks and overbearing organizational pressures.
- Take a personal interest, by challenging, giving candid advice, listening and serving as a sounding board. Show genuine interest in their personal and professional goals, values, needs and concerns.

## Chapter III

# The Mentoring Relationship

### Mentors and Protégés: Definitions and Characteristics

**Mentor:** By Webster's definition, a mentor is a *wise and trusted teacher or counselor*. A mentor has many roles – friend, role model, advocate, and confidant – and has the ability to empower others. An effective mentor possesses the following characteristics:

- High standards; commitment to excellence
- Proven effectiveness in operation
- Respect for the abilities of others
- Commitment to spend time in shared learning
- Willing to be an advocate and supporter
- Trustworthy – able to trust and be trusted
- Caring and empathetic
- Ability to communicate effectively
- Creative – receptive to new ideas
- Positive attitude
- Flexible
- Aware of their own deficiencies and weaknesses
- Respect for the differences in others
- Commitment to high standards of ethical behavior

**Protégé:** Webster defines a protégé as one whose *welfare, training or career is advanced by an influential person*. The word “protégé” is derived from the word protect, and other definitions indicate that this individual is one who is protected by a person of influence or prominence. While all individuals embarking in a new professional experience can benefit from a mentor, success in the mentoring relationship may be more likely for a person with the following characteristics:

- Interacts well with others
- Good interpersonal communication skills – knows how to ask the right questions
- Sensitive to others
- Interested in new experiences, challenges and taking risks
- Interested in learning; able to discover own resources and opportunities
- Actively seeks advice and counsel from others
- Good observer – watches and learns from others
- Teaches self, reflects on learning, works through problems

### Developing the Relationship

Taking part in a mentoring program means becoming involved in a relationship. The mentoring relationship is one which is designed to promote the growth and development of the protégé, and in turn, that of the mentor. Effective relationships are based on many factors. Some of these include communication, an attraction to or appreciation of the other person's qualities, commitment to the same goals, and sharing of feelings, values and beliefs. The mentoring program is designed to help develop an effective relationship between protégé and mentor. The structure is designed to allow, as much as possible, protégés to be assigned mentors to whom they can relate and with whom they share common goals and interests.

## Communication, Commitment, and Trust

The keys to making the mentoring relationship work for both parties are *communication, commitment and trust*.

- **Communication:** Both parties must communicate openly and honestly. The protégé must willingly indicate his or her needs and the mentors must willingly share their strengths and knowledge.
- **Commitment:** Both parties must be committed to making the relationship work. All individuals involved must live up to their responsibilities. Taking on the role of a mentor is a serious responsibility – someone is depending on you, often as a lifeline. In turn, because the program is designed mostly for the benefit of the protégé, he or she must take as much initiative as possible in making the relationship work.
- **Trust:** Trust is an underlying factor in a successful mentoring relationship. Building trust depends on simple actions such as keeping appointments, as well as more profound actions such as sharing successes and failures. Other trust-builders include respecting confidentiality, being honest and consistent, exhibiting a positive attitude toward the other person, and respecting and valuing each other's differences.

## The Mentor's Role in Building the Relationship

As the “wise and trusted teacher and counselor,” it is the mentor's role to take the initiative in building the relationship. Some suggestions include:

Find out about your protégé in a caring, non-intrusive way:

- Past work experiences.
- Education
- Hobbies and avocations.
- Community involvement.
- Things they value most.
- Concerns about the workload or certain aspects of the job.
- Concerns about office or organizational politics.
- Family responsibilities – significant other, children, pets.
- Birthday and other significant life events.

Call your protégé often during the first two months and then occasionally thereafter.

Seek out your protégé at meetings. Sit together, have lunch. Ask how things are going, and about any concerns, successes, new programs, etc.

Invite the protégé to join you on a “field visit” or some other venue that allows them to see you in action.

## The Value of the Mentoring Relationship

### Benefits to the Protégé

Many individuals feel that the “bottom line” of the mentoring relationship is whether or not the individual attains tenure. However, even an effective mentor cannot assure tenure. The mentor's primary role is to support and guide the protégé in efforts to attain program excellence. While the formal responsibilities of the mentoring committee cease after submission of the terminal year packet, a successful mentoring relationship may continue throughout the protégé's career.

The value of the mentoring relationship to the protégé depends upon the nature and depth of the relationship. A mentor can be a friend and confidant throughout one's career. A mentor can help the protégé define personal as well as professional goals. A mentor can help the protégé sort through the myriad of possibilities and opportunities in order to define a focus to his or her efforts.

While a mentor must be supportive, he or she must also be objective and serve as an evaluator, providing caring and honest feedback in the most positive sense. The mentor should facilitate the growth of the protégé based on evaluation and fostering of the protégé's individual strengths and qualities. Despite the many positive attributes of the mentor, the goal is never to produce "clones," but to develop the full and unique potential of the untenured faculty member.

It is important to note here that the mentoring relationship should exist throughout the year, not just during the time when reappointment and promotion packets are due. Most of the mentors' work should be completed by the time the protégé submits their packet; reviewing the packets should be incidental, and not the main focus of the mentor's work.

### **Benefits to the Mentors**

While the benefits to the protégés are obvious, the mentors also benefit from the mentoring relationship. Some mentor benefits include opportunities to:

- Grow and be challenged.
- Keep abreast of changes, new ideas and concepts.
- Share ideas and expertise.
- Develop leadership skills.
- Develop interpersonal relationships with the understanding of protégés.
- Be inspired to set new professional goals and to upgrade skills.
- Conduct programs, produce publications and increase creative activities in collaboration with protégés.
- Gain a sense of pride from watching protégés develop and grow.

### **Benefits to the ARMA Department**

The department, and therefore, our collective programs and its clientele, benefit from the mentoring program. Benefits include:

- Accelerated development of new talent – agents who are motivated and able to mobilize resources and people to meet program goals.
- Improved performance and productivity of both mentors and protégés.
- Increased opportunities for collaborative efforts across departmental lines.
- Retaining individuals with high levels of expertise who are able to meet the needs of clientele while contributing to the profession.
- Stronger impact on clientele and recognition of program at local, state and national levels.

## Chapter IV

### ARMA Faculty Mentoring Committee

#### Role of the Mentoring Committee

An ARMA faculty mentoring committee provides advice, counsel and behavior modeling which will be useful to the protégé in achieving professional excellence and tenure. The committee may serve as a sounding board for ideas, or may critique proposals or draft of materials being developed. Mentors are experienced professionals who are well respected by colleagues. The mentoring relationship is designed to promote the growth and development of the protégé.

#### Mentoring Committee Structure

The department chair appoints a mentoring committee for all faculty members working toward the academic rank of County Agent II (equivalent to Associate Professor). Protégés will be consulted by the Department Chairperson prior to appointment of that individual's mentoring committee. The responsibilities of the committee are listed on pages 9-11.

As per Departmental by-laws, the committee shall be comprised of:

- At least two tenured members of the ARMA Department or “internal” mentors.
  - A tenured member of the Department shall chair the committee.
  - One of the two tenured ARMA Department members shall be in the same program area of the protégé, if possible.
- Additionally, one resource person will be selected to serve as a member of the committee, who should be the equivalent rank of County Agent II or Associate Professor but does not have to have a tenure track appointment. They may also be from another academic department at the School of Environmental and Biological Sciences.
  - They will serve as an “external member” of the mentoring committee. This person should have expertise in a program area that has been identified as that to be strengthened for the protégé.
- The ARMA Department Chair serves in an *ex-officio* capacity to the mentoring committee,
  - The Department Chair provides support to the mentoring relationship, as well as program and personal support to the junior faculty member.
  - The Department Chair also serves as the liaison with the committee as related to development and assessment of progress toward performance goals.

#### Appointment of the Mentoring Committee

The Department Chair will appoint a mentoring committee for each untenured faculty member, based upon the following:

- **Selections of the Protégé:** Each protégé will be asked to submit a list of three to five possible mentors prior to the end of the first two months of employment, being certain to consider the necessary composition of the committee as described above.
- **Results of the Professional Needs Assessment Survey:** Each protégé will complete a Professional Needs Assessment survey at orientation and once each year thereafter. The survey may be useful to the Department Chair and candidate to discuss skills, and to determine possible members who can direct and assist in their development.

The mentoring committee should be composed of individuals to which the protégé can relate both on a professional and personal level. It is also helpful if the mentors possess strengths and qualities which correspond to the needs indicated by the results of the protégé's Professional Needs Assessment.

### **Orientation of the Mentoring Committee**

The ARMA Department Chair will provide orientation to the protégé and mentors. Orientation will include an overview of the mentor's roles and responsibilities; a review of the protégé's Professional Needs Assessment results; and an update on the protégé's current responsibilities and areas of focus. The ARMA Department Chair will also provide a suggested timeline to assist mentor and protégé in fulfilling the objectives of the mentoring program.

## Chapter V

### ARMA Faculty Mentoring Responsibilities

#### Responsibilities of the Mentoring Committee

Each mentoring committee will have specific responsibilities. These responsibilities are listed below in an approximate chronological order:

- Orientation: Meet with Department Chair and protégé for orientation to mentoring program. Review Professional Needs Assessment and/or current program focus.
- Initial Meeting with Protégé: Meet with protégé to advise on development of performance goals, review current progress toward goals, develop strategies to meet fulfill goals. The Chair of this mentoring committee will call the initial meeting.
- Set Meeting Schedule: All subsequent meetings will be called by the protégé. However, the committee chair or the Department Chair may call meetings as requested or needed. Faculty Mentoring Committees will meet a minimum of once a year, providing a written program and progress assessment to the protégé and Department Chairperson.
- Attend Program: Attend annually at least one program or event for which protégé is primarily responsible and/or is performing in a teaching role. Arrange for protégé to attend one of mentor's programs.
- Periodic Meetings: Meet as needed to assess current needs and progress, and to determine responsibilities for providing assistance to protégé.
- Review Packets: Review drafts of reappointment and promotion packets; advise as needed.

Additionally, the **Internal Mentors** shall:

- The committee chair should maintain frequent contact with the protégé – suggested once or twice a month during the first year; six times the second and third year; four times from that point through year five.
- Provide insight into the ARMA Department; advise on opportunities for professional improvement, grantsmanship, publishing and national recognition.
- Link protégé with individuals in the field with specific subject matter or program expertise, from other land grant universities.

Additionally, the **External Mentor** will also:

- Provide “non-ARMA” insight, experience, coaching and counseling to both protégés and internal mentor.
- Assist protégé in identifying potential collaborative opportunities and in utilizing university resources.

## Responsibilities of the Protégé

The goals of the mentoring program focus on the professional development of the protégé and eventual attainment of tenure. Although all parties involved hold responsibilities for the success of the mentoring relationship, it is important that the protégé take initiative when needed to develop the mentoring relationship into one which can benefit him or her the most.

It must be emphasized that ***mentoring cannot guarantee the achievement of tenure; the ultimate responsibility for this lies with the protégé.*** The protégé should evaluate the information provided by the mentors or anyone else, and decide how to apply it to his or her own professional situation.

Some specific responsibilities of the protégé are listed below; most occur on an annual basis (except providing list of potential mentors):

- Professional Needs Assessment: Complete Professional Needs Assessment survey as requested by Department Chair.
- Provide List of Potential Mentors: As requested by Department Chair, provide list of potential internal and external mentors to be considered by Department Chair for appointment to mentoring committee.
- Orientation meeting: meet with Department Chair and internal mentor for orientations, including review of Professional Needs Assessment and areas of focus.
- Initial Meeting with Mentors: Meet with mentors to discuss development of performance goals, review current progress toward goals, develop strategies to meet fulfill goals.
- Develop Performance Goals: Develop performance goals; meet with Department Chair to review goals during annual program review.
- Invite Mentors to Program: Invite internal and external mentors to at least one program or event for which protégé is primarily responsible and/or is performing in a teaching role.
- Attend Mentor's Program: Arrange to attend one program or event for which each mentor is primarily responsible.
- Periodic Meetings: Meet as needed to discuss current needs, issues and progress toward goals.
- Meet with Department Chair to Review Performance Goals: At annual program review, meet with Department Chair to review progress toward performance goals and discuss development of new performance goals.

## Responsibilities of the ARMA Department Chair

- Appoint Committees: Appoint mentoring committees.
- New Faculty Orientation: Provide orientation and mentoring to new faculty during the first six months of appointment (using ARMA Programming Cycle, University forms and documents, etc.).
- Mentoring Committee Orientation: Provide orientation to mentoring committees.
- Administer Professional Needs Assessment: Upon appointment, request that protégé complete Professional Needs Assessment survey and forward results to Department Chair.

- Keep Committees Informed: Keep mentors informed of concerns/issues that could have impact on the protégé's progress.
- Review Performance Goals/Annual Program Review: Meet with protégés annually to conduct annual program review including review progress toward performance goals, and discussion of development of new performance goals.
- General Support: Maintain contact/follow-up with each mentor and committee chair to provide general support and information and assist the committee in maintaining timelines.
- Assist with Mentoring: Meet/assist with mentoring committee and/or protégé as requested.
- Provide Other Training: Provide other training as related to program development as requested or required (i.e., needs assessment, establishing priorities, etc.).
- Evaluation: Evaluate effectiveness of mentoring relationships.

## Chapter VI

### ARMA Faculty Mentoring Tools

#### **ARMA Junior Faculty Professional Needs Assessment Survey** (Appendix A)

Prior to the assignment of mentors, the protégé will complete an *ARMA Junior Faculty Professional Needs Assessment Survey* to determine areas in which the individual needs assistance or training. This assessment is to be considered confidential and is only for the use of the Department Chair and mentors in assisting the protégés. The mentoring committee receives a copy of the completed assessment at the first meeting between the mentoring committee and the protégé.

#### **Extension Programming Cycle - ARMA** (Appendix B)

*The ARMA Extension Programming Cycle* provides a visual illustration of how an ARMA faculty member integrates scholarship into ARMA program efforts. This cycle forms the basis for the programmatic work of all faculty members and should be reviewed periodically throughout the mentoring process.

#### **Faculty Performance Goals Worksheet - ARMA** (Appendix C)

A significant tool utilized in the mentoring process is the *ARMA Faculty Performance Goals Worksheet*. The worksheet mirrors the *ARMA Programming Cycle* and is designed to assist the protégé in developing programs, which fulfill local needs in a scholarly fashion.

The protégé should prepare and provide a completed worksheet to the Department Chair for review and suggestions. The Chair will review the worksheet with the protégé to ensure a clear understanding of the cycle and how it relates to program efforts. In turn, the completed worksheet should be shared with the mentoring committee members for their review and comment. This information and dialogue should form the basis for early determination of the types of activities the protégé is currently working on and plan to conduct in the future. Together these efforts will begin to formulate goals in as many areas as possible, keying in on the protégé's areas of focus. Goals should be specific and include a target date.

As ideas for goals are discussed, the *Professional Needs Assessment* should be reviewed to determine the types of assistance or training needed by the protégé. The mentor should make note of these needs and who might be able to address them. This list should be forwarded to the Department Chair who can then work with the protégé to determine how the needs will be met. By the time of the first annual program review, the protégé should be ready to review and finalize goals, and work with the Department Chair to determine how training needs related to these goals can be met. Each year following, chair will review progress toward goals and discuss possible new goals for the upcoming year. The protégé will then begin the goal-setting cycle once again.

#### **Planning Ahead for Success in the Promotion/Reappointment Process** (Appendix D)

This document provides a number of helpful tips and strategies for managing your workload and organize the information you will need to prepare your documentation for the promotion/reappointment process.

#### **Other Helpful Tools**

There are a variety of professional development tools that can be helpful to the protégé in meeting the duties of the ARMA faculty position and fulfilling the requirements for promotion and tenure. All tools referred to in this chapter, as well as additional tools, can be found on the ARMA Department internal website (for faculty and staff only) at [njaesintranet.rutgers.edu/arma/](http://njaesintranet.rutgers.edu/arma/).

## Chapter VII

### References

Allerman, Elizabeth and Gray, William A. (1986). "Design Productive Mentoring Programs," *INFO-LINE*. American Society for Training and Development, Alexandria, VA

Friedman, Rosalind J. (1987). *On Becoming a Mentor – Mentor's Handbook*. Rutgers Cooperative Extension, New Brunswick, NJ.

Friedman, Rosalind J; Natale, Rita L.; and Lead, Erika U. (1989). *ARMA Youth Development Department Mentoring Handbook*. Rutgers Cooperative Extension, New Brunswick, NJ.

Johnson, James R. and Neary, Phil E. (1990). *The Mentoring Handbook*. Department of Agricultural and Resource Management Agents, Rutgers Cooperative Extension, New Brunswick, NJ.

## ARMA Junior Faculty Professional Needs Assessment Survey

This needs assessment is designed to determine the “professional needs” of junior faculty members (protégés) in the ARMA Department. The information provided by each individual will be used to assist protégés in selection of mentors, assist mentors in working with protégés, and assist department chair in appointment mentor committees and in mentor orientation and training. The information will be shared in a confidential manner with all mentors, the department chair and those coordinating the mentoring program.

Instructions: For each item below, circle the appropriate number to indicate how much help you feel you need in that area. Use the following scale:

1 = I am at a total loss; I need a lot of help

2 = I have little knowledge and skills, and could use help

3 = I am doing OK, but some training and advice would enhance my skills

4 = I am doing fairly well, and need very little advice or help

5 = I am doing very well and have this under control; no help needed

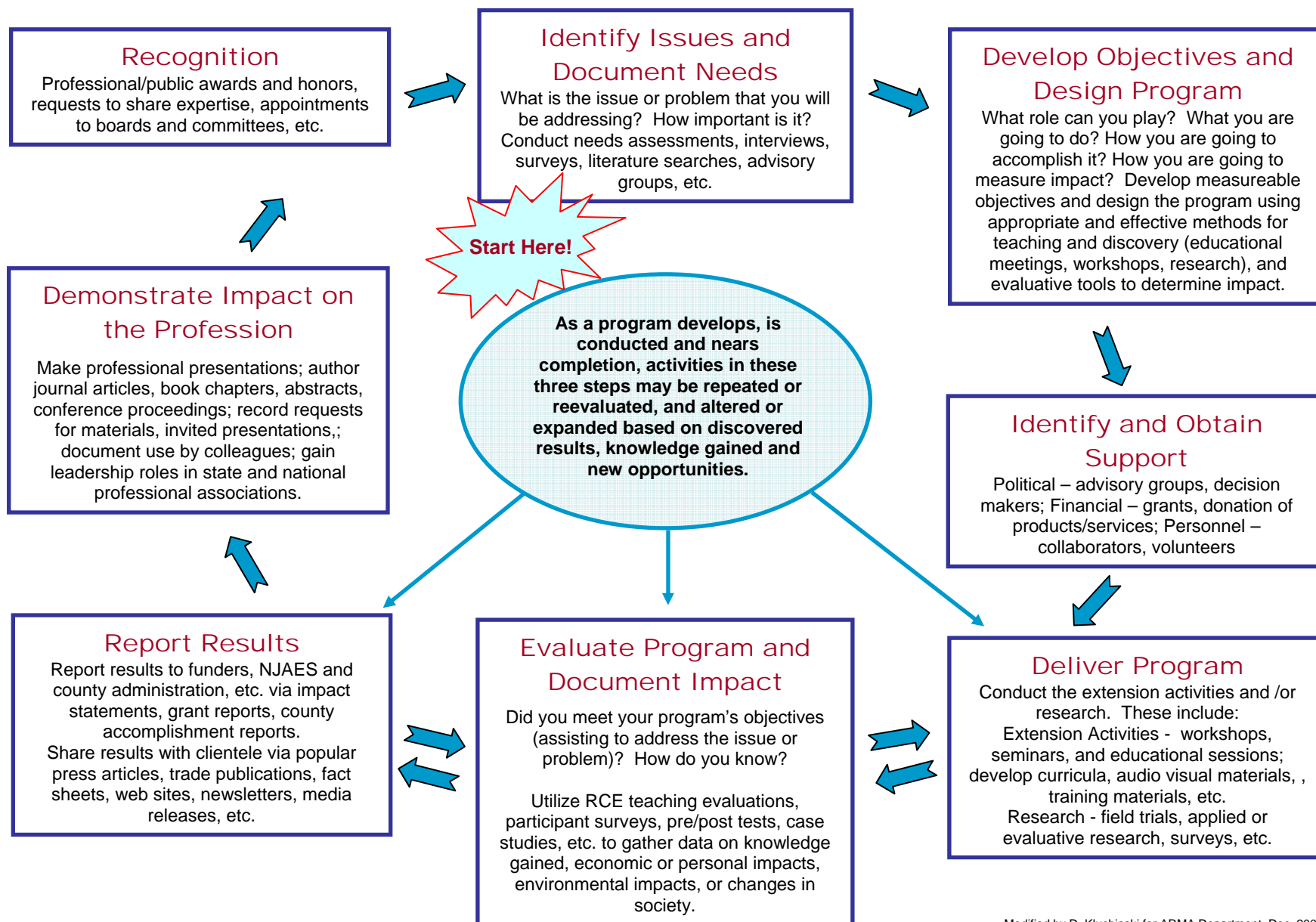
	Need a lot of help	Could use some help	Help isn't necessary but would be useful	Need very little help	No help needed
1. Understanding the ARMA Philosophy, Mission and Goals	1	2	3	4	5
2. Establishing Priorities and Goals/Developing a Focus for Teaching and Extension Practice	1	2	3	4	5
3. Interpersonal Communication Skills (listening, non-verbal, verbal)	1	2	3	4	5
4. Human Relations Skills	1	2	3	4	5
5. Conflict Management Skills	1	2	3	4	5
6. Organization Skills (organizing self and/or program)	1	2	3	4	5
7. Time Management Skills	1	2	3	4	5
8. Group Process Skills	1	2	3	4	5
9. Supervision of Program Associates, Program Assistants, Consultants, Secretaries	1	2	3	4	5
10. Supervision and Training of Adult Volunteers	1	2	3	4	5
11. Establishing and Effectively Utilizing Expansion and Review Committees/Advisory Groups	1	2	3	4	5
12. Planning and Conducting Successful Meetings	1	2	3	4	5
13. Assessing Clientele Needs	1	2	3	4	5
14. Innovative Program Development	1	2	3	4	5
15. Knowledge of Available Adult Learning Research Literature	1	2	3	4	5
16. Understanding the Basic Principles of Adult Learning	1	2	3	4	5
17. Utilizing Applied Research in Program Development	1	2	3	4	5

	Need a lot of help	Could use some help	Help isn't necessary but would be useful	Need very little help	No help needed
18. Effectively Adapting Research-Based Curriculum to Meet Clientele Needs	1	2	3	4	5
19. Utilizing Effective Teaching Methods, Techniques and Delivery Modes	1	2	3	4	5
20. Designing and Using Relevant Evaluation Methods/Tools (which document clientele practices adopted?)	1	2	3	4	5
21. Utilizing a System for Documentation of Program Impact	1	2	3	4	5
22. Targeting New Audiences	1	2	3	4	5
23. Keeping Abreast of Current Agricultural, Horticultural Environmental and Natural Resource Management Issues	1	2	3	4	5
24. Networking with Other Agencies/Building or Becoming Involved with Relevant Coalitions	1	2	3	4	5
25. Writing Educational Objectives	1	2	3	4	5
26. Grantsmanship – Internal and External (writing and submitting proposals for alternative funding)	1	2	3	4	5
27. General Writing Skills/Writing for Specific Audiences	1	2	3	4	5
28. Mass Media Skills (getting on/in radio, TV, newspapers)	1	2	3	4	5
29. Public Relations Skills/General ARMA Promotion	1	2	3	4	5
30. Marketing the ARMA Program/Specific Programs	1	2	3	4	5
31. Development of Audio/Visual Materials	1	2	3	4	5
32. Writing/Publishing Journal Articles	1	2	3	4	5
33. Professional Presentations (applying for, being Invited to Present, Presenting)	1	2	3	4	5
34. Sharing Innovative Programming with Other Counties and States	1	2	3	4	5
35. Developing a Solid Base of Potential External "Letter Writers" for Promotion Packet	1	2	3	4	5
36. Balancing Personal and Professional Time	1	2	3	4	5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# EXTENSION PROGRAM CYCLE - ARMA





New Jersey Agricultural  
Experiment Station

## Faculty Performance Goals Worksheet

Department of Agricultural and Resource Management Agents

Complete one worksheet for each major program focus area

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Program Focus Area: \_\_\_\_\_

RESPONSIBILITY	PERFORMANCE/GOALS	TARGET DATE	PROGRESS
<p>1. <b>Identify Issues and Document Needs</b>            Conduct needs assessments via interviews, surveys, literature searches, Review local initiatives and county/regional programs. Utilize focus groups and advisory groups. Record clientele requests. (EP2, EP3). Note: Letter and number in parentheses ( ) indicate section of Form 1-c to which each responsibility relates.</p>			
<p>2. <b>Develop Objectives and Design Program</b> – Develop measureable objectives and design the program using appropriate and effective methods for teaching and discovery (educational meetings, workshops, research), and evaluative tools to determine impact (EP2).</p>			

RESPONSIBILITY	PERFORMANCE/GOALS	TARGET DATE	PROGRESS
<p>3. <b>Identify and Obtain Support</b> – Political, financial and personnel. Work with decision makers and influential leaders. Seek funds from state and local Cooperative Extension budgets, internal and external grants, monetary donations, material gifts, advisory groups, in-kind support (EP6 and EP7). Utilize paid staff, volunteers, collaborators, and other partners (T2 and EP2).</p>			
<p>4. <b>Deliver Program</b> – Conduct the extension activities and/or research. These include: Extension Activities - workshops, seminars, and educational sessions; develop curricula, audio visual materials, training materials, etc. (T3, T4, and EP4). Research - field trials, applied or evaluative research, surveys, etc. (EP3). Direct teaching and utilization of volunteer and staff (T1 and T2).</p>			
<p>5. <b>Evaluate Programs and Document Impact</b> – Utilize RCE teaching evaluations, participant surveys, pre/post tests, case studies, etc. to gather data on knowledge gained, economic or personal impacts, environmental impacts, or changes in society. (T1, T2, EP1, and EP3).</p>			

RESPONSIBILITY	PERFORMANCE/GOALS	TARGET DATE	PROGRESS
<p>6. <b>Report Results</b> – Report results to funders, NJAES and county administration, etc. via impact statements, grant reports, county accomplishment reports. Share results with clientele via popular press articles, trade publications, fact sheets, web sites, newsletters, media releases; state, local and national committee reports, etc. (T1, EP1, EP3, S1, S2, and S3).</p>			
<p>7. <b>Demonstrate Impact on Profession</b> - Make professional presentations; author journal articles, book chapters, abstracts, conference proceedings (EP4). Record requests for materials and document use by colleagues; invited presentations, (EP1 and EP4). Seek leadership roles in state and national professional associations (S1).</p>			
<p>8. <b>Attain Recognition</b> – Community, university and professional association awards (T5, EP9, and S4). Appointment to boards and committees, request to share expertise with local, state or national government bodies, organizations, businesses, committees, coalitions (S2 and S3).</p>			

## Planning Ahead for Success in the Promotion/Reappointment Process

It is important to develop a system for managing your workload and organize the information you will need to prepare your documentation for the promotion/reappointment process. Planning ahead will make your job easier. The following are some tips for success.

### Position Description

The basis of your appointment as a faculty member is a position description, with responsibilities clearly listed and categorized according to the university criteria for promotion and reappointment. Be familiar with your position description and utilize it to develop performance goals and activities by the end of your first year, and update once a year thereafter.

### Mentoring and the Development of Performance Goals

Take advantage of the department's mentoring process. Developing performance goals with your mentors provides you with a framework to meet both the responsibilities of your position description and the university criteria. Informal mentoring is among other colleagues is also a good way to gather information and advise as needed.

### Curriculum Vitae (CV)

Using the guidelines available at the State ARMA Office, by the end of the first year, you should prepare your CV and have it reviewed by your mentors and/or Department Chair. Thereafter, update your CV once a month.

### Focusing Your Efforts – Finding a Niche

As your career progresses, you will determine a focus area. This most likely will depend on your program interests and strengths, as well as clientele needs and available resources. To strengthen your efforts in this area:

- Ask to be assigned to Extension and ARMA Department committees, scholarship teams, task forces, strategic planning groups and event planning committees which relate to your focus.
- Join AAANJ (Agricultural Agents Association of New Jersey) and NACAA (National Association of County Agricultural Agents Association) committees which relate to your programmatic focus and
- professional discipline.
- Join other related professional associations and develop contacts as potential external evaluators.
- Proactively seek related opportunities in your county, such as membership on advisory councils, coalitions, and projects with other organizations.
- Respond to related grant opportunities.

Your job as an ARMA faculty member encompasses a broad variety of responsibilities; sometimes there is flexibility and other times there is not. The key to success in this area is this: When you have the opportunity to make a choice, choose wisely in support of your focus.

### Evaluation and Documentation of Impact

Through evaluation, document your teaching effectiveness and the impact of your programs on clientele on a regular basis. Select appropriate methods, such as standard RCE instruction evaluation forms, educational session evaluation forms, pre/post tests, and other methods. In

addition, document and evaluate outreach of paid staff and volunteers who are working directly with you; use similar evaluation tools and data collection methods with this audience and the clientele they serve.

### **Keeping Track of Numbers**

When you teach or conduct a program, it is important to keep track of data, which will be used in completing your promotion/reappointment credentials. This data includes program participation numbers, as well as data related to your role and percentage of participation in collaborative efforts. Develop a method that works for you for keeping track of numbers, which you will need at a later date. The Form 1-c or your CV should offer you some organized methods for this purpose.

### **Collecting Materials to Document Your Work**

Develop a system which will help you organize your materials. You may wish to file by the three criteria (Teaching, Extension Practice, Service), by major program, or any other method with which you are comfortable. Types of materials to file:

#### **Teaching**

- Teaching evaluation survey summaries.
- Lesson plans.
- Curriculum you developed.
- Sample educational materials you developed – scripts of audio visuals, transparency sets, and computer materials.
- Documentation of outreach by those you trained – evaluations, letters of commendations or appreciation, news articles.

#### **Extension Practice**

- Copies of program impact reports.
- Evaluation summaries.
- Letters of commendation.
- Letters requesting materials you developed or other items which documenting use by others.
- News articles, especially those written about you and your program efforts.
- Copies of journal articles, publications, abstracts, professional meeting programs indicating your name as a presenter, and any other items which document your impact on the profession.
- Grant proposals, reports, abstracts and letters from grantors.
- Research instruments, results and related papers; needs assessments tools and results.

#### **Service**

- Printed programs, reports, and project results from involvement in professional associations, listing your name and role.
- Letters, agendas, and printed programs documenting involvement in collaborative efforts with external agencies and groups, as well as membership on local, state and national boards.
- Letters of appointment, project results, reports relating to involvement on department, Extension, college and university committees.

#### **Awards**

- Letters, copies of certificate, etc., relating to awards and other recognition you have received.

Written by Rita Natale Saathoff, Regional 4-H Agent, South, Department of 4-H Youth Development.  
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