

SIPS extension activities and initiatives

- ☐ Role of section extension leaders (SELs/DELs) and SIPS extension committee
- ☐ Matrices (qualitative + quantitative indicators) to evaluate impact of extension programs and extension efforts
- ☐ Onboarding checklist for new SIPS faculty who have extension appointments
- ☐ Extension career event for students and postdocs
- ☐ Social mixers for extension/outreach faculty

Role of section extension leaders (SELs/DELs) and SIPS extension committee

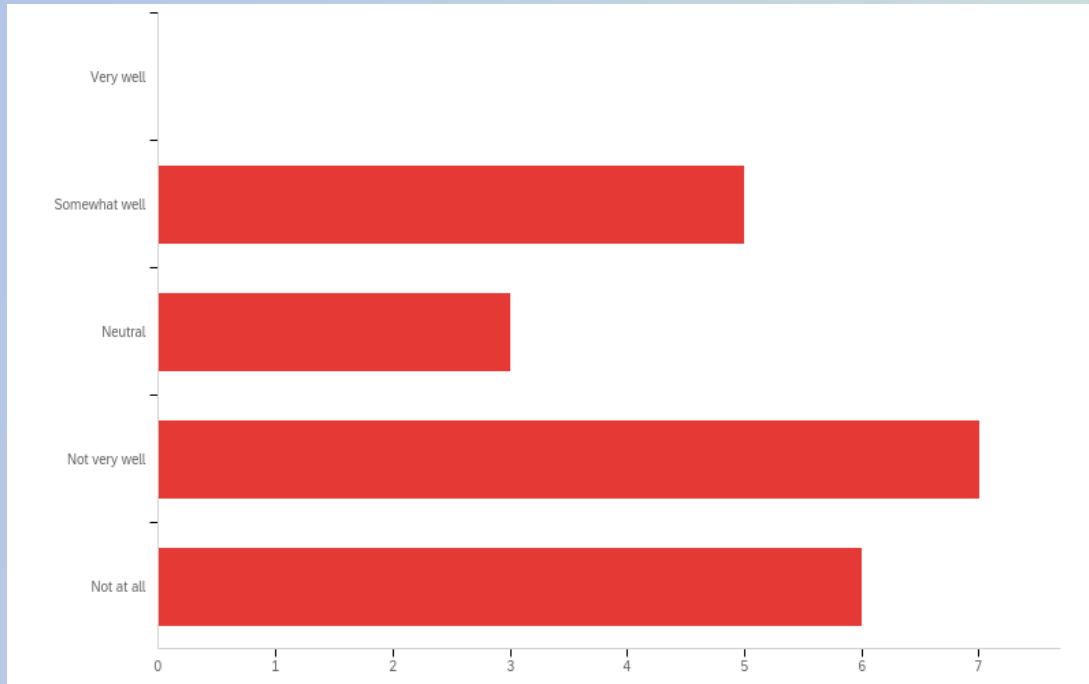
- ✓ Within section roles
 - ✓ Advocacy for extension
 - ✓ Support extension programming
 - ✓ Identify specific extension needs
- Section leaders emphasize within section roles to the section extension leaders
- Propose establishing SIPS extension/outreach committee

Matrices (qualitative + quantitative indicators) to evaluate impact of extension programs and extension efforts

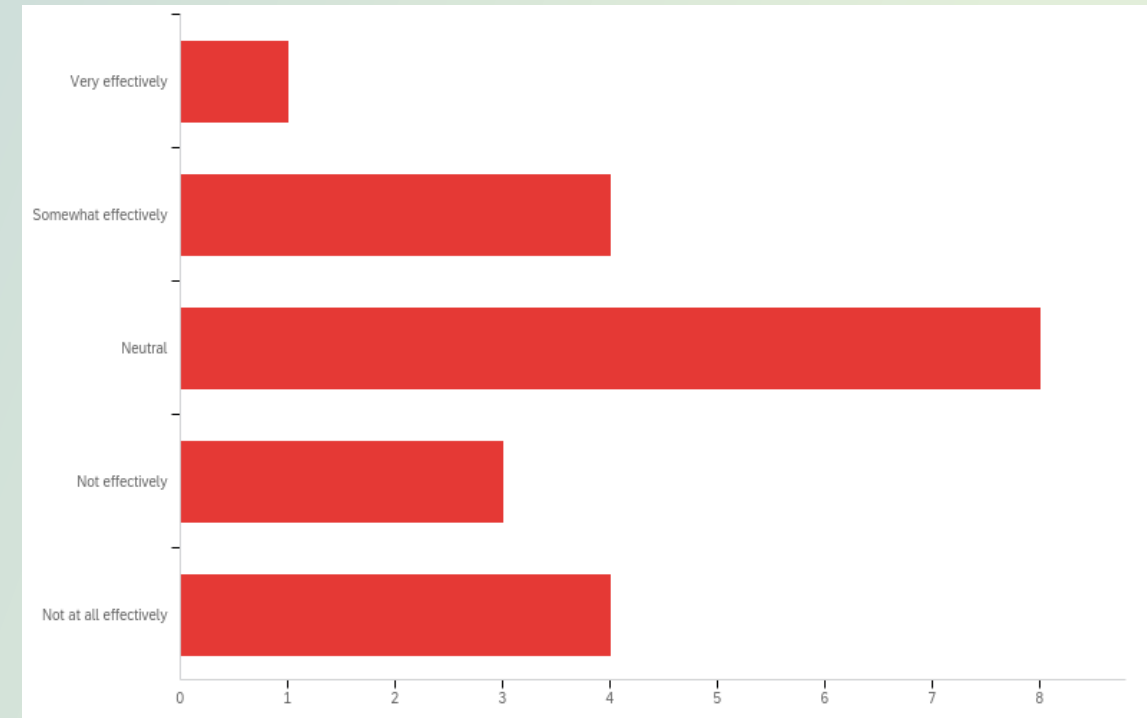
Qualtrics “[CALS extension faculty effort distribution guidelines](#)” Survey Report (June 2023).

More than 23 faculty responded 13 questions

Q7. How well do the CFEDG provide information on available resources to support extension activities?

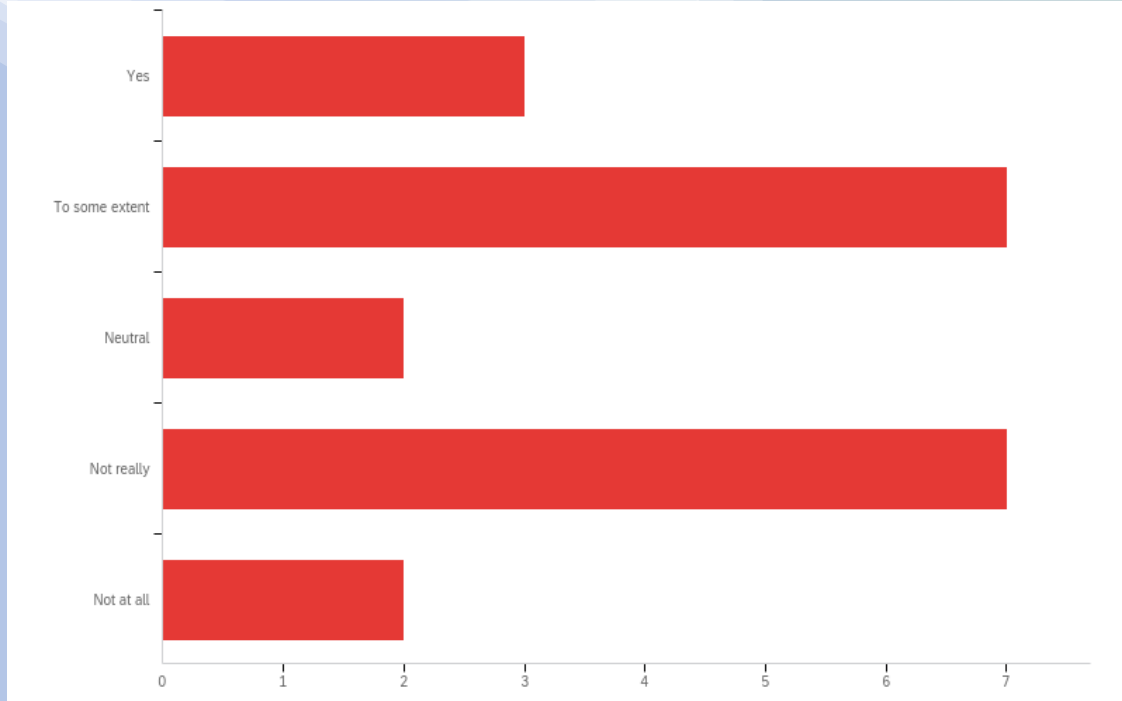


Q8. How effectively have the CFEDG addressed the onboarding needs of new faculty hires with extension appointments?



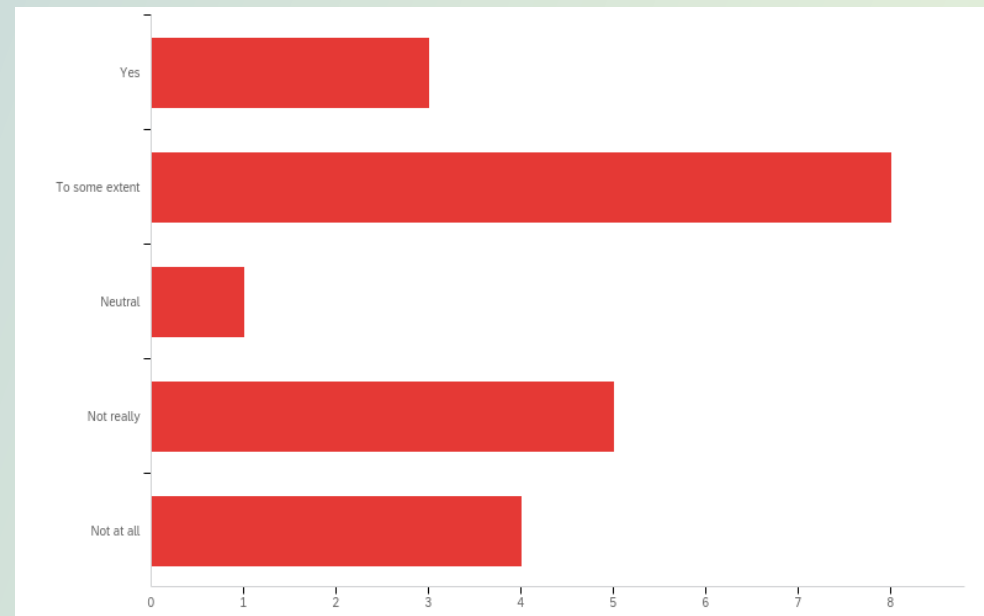
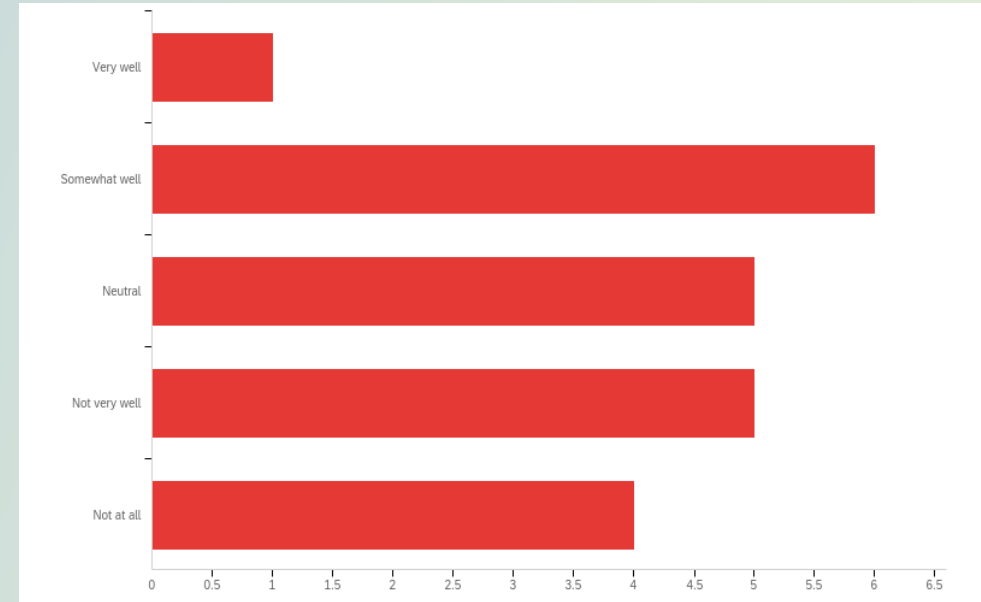
Qualtrics survey responses!

Q9. In your experience, have the CFEDG helped in setting clear performance expectations for extension appointments?



Q11. Have you received adequate mentoring and support in relation to the CFEDG for extension appointments?

Q10. How well have the CFEDG supported you in documenting and demonstrating the impact of your extension programs?



Qualtrics survey responses!

“I have been in this role for more than 6 years and I learnt about CFEDG for extension almost a year ago. There was no clear guideline or explanation of expectation for FTE split from section chair, or mentoring committee.”

“faculty effort is a bit vague (especially 15-40% category is quite broad). It'd be nice to see more examples for each effort area. And overall more college support for assessing impact qualitatively/quantitatively would be helpful.”

“I am not certain that enough attention is given to covering extension faculty expectations and documentation as part of the onboarding and initial mentoring process. “

“I had no idea these guidelines existed, no one has ever shared them with me- not my chair, not my mentoring committee, not linked in my offer letter (I just checked). Why did no one mention the existence of this *at any point in my reappointment process* ?? These guidelines and materials are great and I would have benefitted from having access to this earlier on.”

Assessment impact of extension programs and extension efforts

Summary of suggestions from faculty with extension appointments at SIPS and survey responses:

- 1. Ambiguity in quantitative indicators**
- 2. Importance of impact and qualitative assessment**
- 3. Qualitative and peer assessment**
- 4. Diverse nature of extension efforts**
- 5. Difficulty in quantifying impact**
- 6. Evaluation based on diversity, impact, and innovation**

Need for on-boarding and to provide following information to the new hires:

- **Overview of CALS extension philosophy**
- **Explanation of extension FTE appointment levels:** supporting responsibility and effort (<15%), contributing responsibility or significant effort (15-40%), and leading responsibility or major effort (>40%).
- **Importance of relevance and problem identification**
- **Engagement with stakeholders, collaboration, and networking**
- **Flexibility in program strategies**
- **Understanding of qualitative and quantitative assessments**
- **Documentation of impact and scholarly approach**
- **Resource and funding opportunities**
- **Mentoring and support**

Onboarding checklist for new SIPS faculty who have extension appointments

A five-point checklist to serve as a guide to help new SIPS Faculty who have extension appointments understand and navigate their role as a faculty member with the extension responsibility.

1. Information for Cornell's Extension Mission & Vision
2. Understanding Extension Role and Responsibilities
3. Funding and Opportunities
4. Relevant Extension Resources
5. Faculty Mentoring and Support

- Each of these points should accompany with the written/printed and/or digital material
- How and when to disseminate and who to provide this onboarding information

Onboarding Checklist for New SIPS Faculty who have Extension Appointments

This five-point checklist should serve as a guide to help new SIPS Faculty who have extension appointments understand and navigate their role as a faculty member with the extension responsibility. Each of these points should accompany with the written/printed and/or digital material.

1. Information for Cornell's Extension Mission & Vision: Start with the bigger picture and elaborate Cornell's land grant mission (including CUAES and NYAES), Cornell Cooperative Extension's mission and vision. This will provide context for their work and highlight the impact they will have through their extension appointments. Familiarize the new faculty who have extension appointments with the [Cornell Extension's website](#) and [SIPS Extension website](#) to learn more about Extension programs, initiatives, and priorities.

2. Understanding Extension Role and Responsibilities: Review job descriptions to ensure that new faculty fully understand the specific extension responsibilities and expectations associated with the role. Take time to explain the expected balance between research, and extension effort distribution in the position, evaluation matrices and documentation of extension efforts. This will help prioritize efforts and alignment with the evaluation process.

3. Funding and Opportunities: Explain the funding landscape to gain knowledge about relevant extension funding opportunities, such as those from the USDA, NYS, Cornell, SIPS, and commodity boards. Understanding these sources can enable new faculty to secure resources for their projects and Extension programs.

4. Relevant Extension Resources: Give a tour of SIPS and CCE websites to help identify relevant web resources and Program Working Teams (PWTs) focused on their areas of expertise, to allow new faculty to collaborate with colleagues and contribute to existing initiatives. Provide them detailed information about key Extension and outreach events and communication channels where they can engage with their stakeholders through presentations, and publications. This could include workshops, conferences, field days, expos, community events, online platforms, and extension journals.

5. Faculty Mentoring and Support: All tenure track faculty have mentoring committees, selected by the faculty member with advice from their Section Head, to provide guidance and support as they address their research, teaching or extension responsibilities and develop their programs. New SIPS Faculty who has extension appointments is required to have at least one member of their mentoring committee with extension expertise for guidance and support to navigate through extension responsibilities. In addition to the mentoring committee, it is recommended that the faculty member identify key individuals who they can turn to for questions and concerns related to extension, including the SIPS Associate Director of Extension or PWT colleagues.

Extension career event for students and postdocs

1-day agricultural extension career event specifically designed for SIPS graduate students and postdocs (Geneva + Ithaca) who might be interested in exploring careers in agricultural extension

Tentative agenda could look like:

- ❑ **Welcome, introduction and a brief overview** of the event's purpose and agenda.
- ❑ **Keynote presentation** (Significance and impact of agricultural extension)
- ❑ **Presentations by SIPS faculty** (highlighting the various career paths within agricultural extension, how a faculty extension program can look like etc.)
- ❑ **Presentations by extension educator and crop consultant** (discussing their roles, experiences, and career trajectories)
- ❑ **Panel discussion** moderated by students and postdocs discussion on trends, challenges, and opportunities, skill and training needed for agricultural extension careers
- ❑ **Q&A session** by the attendees for additional insights from panelists and speakers
- ❑ **Social and networking break** with refreshments and snacks

➤ Logistics/Resources

➤ Other suggestions

Social mixers for extension/outreach faculty

Cross commodity/ cross SIPS led CCE Extension PWTs social events for extension and outreach to provide opportunity for

❑ Informal exchange of ideas and collaboration for broader learning and impact for extension and outreach at SIPS

➤ Logistics/Resources

➤ Other suggestions

❖ Extension and outreach website

❖ Local to global extension

1) **Fruit**; Jason Londo

2) **Greenhouse Horticulture**; Neil Mattson

3) **Hard Cider**; Gregory Peck

4) **Integrated Field Crop, Soil, and Pest Management**; Louis Longchamps

5) **4-H Science, Technology, Engineering and Math**; Susan Hoskins