

## What Does a Good Program Look Like?<sup>1</sup>

A good program has a positive impact (i.e., positively changes conditions) on one’s targeted clientele. We explore here briefly, what is involved and what you can do. This is intended as a practical summary to complement the academic advancement guidelines (aka e-Book.)

### What makes a good extension program and helps you be successful?

The table outlines the five elements to include:

- Getting Connected! Collaborate, Show Teamwork & Flexibility**
- Demonstrate Technical Competence**
- Communicate**
- Service**
- Professional Development & Lifelong Learning**

We Are UC ANR

True to the mission of the land grant universities, UC Agriculture and Natural Resources connects the power of UC research in agriculture, natural resources, nutrition and youth development with local communities to improve the lives of all Californians.



Models of implementation and available tools mean areas of coverage can and have expanded.

Table. Suggested elements of a good program, what to do, and indicators of success.

Elements (and what you can do)	Indicators of success
<b>Get Connected! Collaborate, Show Teamwork &amp; Flexibility</b>	
<p><b>Overview.</b> A good program is based on building connections and working well with others. Being connected is a fundamental part of being successful. Connections lead to other connections and help build trust. Being trusted is key.</p> <p><b>Note:</b> Connections help you build and identify synergies and get support.</p> <p><b>What you can do:</b></p> <p><i><b>Be proactive and reach out</b></i> and work with others. Look for opportunities to engage or complement. In the beginning, volunteering to help others with their projects can be one way to get experience and build connections.</p> <p><i><b>Build working relations both within and beyond your program area.</b></i> Link with key stakeholders, community leaders and members, others active in your sector (e.g., for Ag, PCAs, RCDs</p>	<p>You are known and respected by colleagues and others.</p> <p>You can articulate your roles and highlight examples of leadership and important linkages.</p>

<sup>1</sup> Developed with input from Mark Bell, Wendy Powers, Whitney B-D, David Bunn, Steven Worker, Brenna Aegeter, Bill Frost and others. © UC ANR 2021

<p>and Farm Bureau, etc.), other advisors and campus-based colleagues, etc..</p> <p>Depending on your responsibilities, <b>build relations</b> with all members in your office and with central UC ANR Administration personnel (e.g., Business Operations).</p> <p><b>Become a member</b> of teams and workgroups, network within the broader UC community.</p>	<p>You can articulate your network including your key stakeholders and influencers.</p>
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**Demonstrate Technical Competence (2 elements)**

<p><b>1. Overview. Your Audience and their needs are clear</b></p> <p><b>What you can do:</b></p> <p><b>Assess needs</b> (informally and/or formally). Tap the literature and others active in your thematic and geographical area. Identify and tap key stakeholders (individuals and organizations).</p> <p><b>Develop a clear understanding</b> of what is already known along with the gaps in knowledge or practices. Implement surveys (informal or formal) or conduct focus groups or key informant discussions - use established partners.</p> <p><b>Distinguish</b> which of the needs 1) have a good chance for resolution, 2) have potential for significant impact, and 3) are of interest to and can be feasibly implemented by your target clientele.</p> <p><b>Note:</b> Sometimes your skill set might not overlap with all of the needs of the audience. You may need to adjust and be flexible, undertake professional development, or reprioritize your program.</p>	<p>You can clearly articulate your audience, their needs and the primary opportunities for impact.</p> <p>You have a logic model or LogFrame that shows where you are headed and how you are getting “there”.</p> <p>Relevant Public Value Statements and target Condition Changes are clearly identified (albeit these might evolve over time)</p>
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<p><b>2. Overview. You can clearly articulate your applied research; the issues being addressed and why they are important.</b></p> <p><b>What you can do:</b></p> <p><b>Establish and build off relationships.</b> Note: Most research is collaborative - including internal (UC) and external partners. Look for partnerships and support to implement work where you can contribute to and work with other programs.</p> <p><b>Connect research questions/foci back to the needs of the targeted clientele;</b> anticipate how results may be used in extension activities to improve clientele outcomes, leading to anticipated impact.</p> <p><b>Work with others.</b></p> <ul style="list-style-type: none"> <li>When designing an applied research project, talk to others about design, location, etc..</li> </ul>	<p>As above, show what you are working towards through a LogFrame or logic model with clear goals, etc. - and show connections in activities.</p> <p>You can list indicators of the types of creative recommendations being developed, developed and/or validated.</p> <p>You have documented collaborative research linkages.</p>
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<ul style="list-style-type: none"> <li>Engage others to appreciate any sensitivities - e.g., who wants to be informed, ensure you aren't stepping on people's feet or turf.</li> <li>Visit other Advisors sites to get a sense of what works well.</li> </ul> <p>Research Sites - Set a goal that sites are strategically located to reflect the needs and target groups (noting that actual sites may reflect the practicalities of site access).</p> <p>Ask about and <b>pay attention to any pertinent laws</b> and regulations before starting (e.g., IRB for studies involving humans, certification requirements for pesticide application, etc.). Ask others!</p> <p>Since you will need resources (e.g., money, people, equipment, etc.) to implement projects, many people <b>start working with other advisors or groups' projects</b>, while you seek additional support to grow your own parts of a collaborative program. - connections will help you know where to go.</p>	<p>DEI - You can document audiences being reached and an indication of how representative that is of the target community needing support.</p> <p>You can show resources raised to support Program (e.g., staff and funding)</p>
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<h2 style="text-align: center;">Communicate and Extend Knowledge</h2>	
<p><b>Overview. You can articulate how you are approaching Outreach - the tools you are using and why.</b></p> <p><b>What you can do:</b></p> <p>There are many different ways to share your messages. Look for the most effective. Do surveys (informal or formal) to <b>identify how your target audiences prefer to receive their information</b> and where they go now for trusted information.</p> <p>Consider and <b>use many options to reach your audience(s)</b>. Design a communication strategy showing who, major interest(s) and how being reached (including intermediaries).</p> <p><b>Note:</b> Using multiple channels also helps meet our obligation of "all reasonable effort" to reach diverse audiences.</p> <p><b>Use others to help magnify your message</b></p> <p>Regular/routine events help people remember but also look to have new "stuff" and innovate.</p> <p><b>Forms of delivery to consider:</b></p> <p><b>Web or other IT materials</b></p> <ul style="list-style-type: none"> <li>Fact sheets</li> <li>Videos</li> <li>Blog - tap in to others</li> <li>web</li> <li>Press releases - News media - inform them of your events or actions</li> <li>Online courses</li> <li>Advertise for events or webinars and distribute</li> <li>Trainings and webinars</li> </ul>	<p>Documentation that recommendation (material) accessed and used.</p> <p>Behaviour changed as a result of information.</p> <p>Impact quantified – noting impact increases with time.</p>

<ul style="list-style-type: none"> <li>• Email blasts (e.g., constant contact)</li> <li>• Radio or TV presentations</li> </ul> <p><b>In person contact</b></p> <ul style="list-style-type: none"> <li>• Consultations</li> <li>• Field days</li> <li>• Trainings and workshops</li> </ul> <p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• Magazine (etc.) articles</li> <li>• Scientific publications</li> </ul>	
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<b>Service</b>	
<p><b>Overview.</b></p> <ul style="list-style-type: none"> <li>• <b>Extension activities</b> are targeted at one's defined clientele.</li> <li>• <b>University service</b> is an activity that helps University students, staff, or academics (committees, work groups, etc.), mentoring. Presenting to a University of California class or group is University service.</li> <li>• <b>Public service</b> is any activity within one's expertise area benefiting any other (non-defined target) audience (e.g., school presentations, boards, etc.).</li> </ul> <p><b>What you can do:</b></p> <p>Ask others - what they do so you can get a sense of what the options are.</p>	<p>You can list your forms of public and university service.</p>

<b>Professional Development &amp; Lifelong Learning</b>	
<p><b>Overview.</b> Show evidence of learning pursued.</p> <p><b>What you can do:</b></p> <p><i>Identify skills or knowledge areas you want to improve.</i> Seek out and participate actively in relevant training, self improvement, conferences, seminars and workshops online courses.</p>	<p>You can point to skills enhanced and steps taken.</p>