PRS Taskforce: Comments collated from CALS Department Chairs

1. In a CALS/LAS split department where none of the faculty have formal extension appointments, they do not list extension on their PRS. On one of the recent PRS's, "professional practice" is folded into the research/scholarship category.

2. Another Department suggests keeping Extension as a separate listing – there are different expectations and protocols for these faculty responsibilities that would not be captured by engaged scholarship. The tricky issue is that the official title is ISU Extension and Outreach – the outreach part is where I think faculty get caught up trying to understand. Many of my faculty do outreach, but don’t have an official Extension appointment.

3. I think it is generally a good sign that faculty in CALS are willing to consider different forms of scholarship, but we need to be precise in our definitions of these roles. As a land grant university, all faculty have a responsibility to the citizens of the state, and their roles may be different.

   a. **Extension** is a particular form of engagement and should be reserved to those with formal budgeted appointment on Extension. Faculty with Extension appointments are involved in ongoing, continuous programming that should involve Extension field staff in educational efforts with external stakeholders.

   b. **Professional practice** which some people engage can be either internal within the academy or external and this may be event specific, or ongoing relationships with professional associations, or clients, but this form of engagement is not necessarily linked to Extension programming and may have little or no connection with Extension field staff.

   c. **Outreach** activities includes a wide variety of nonspecific roles where faculty occasionally take the results of the scholarship to groups, organizations or events, but generally this is sporadic, non-recurring. If outreach activities is an ongoing, recurring activity then the faculty member should seek an Extension appointment so that the activity can be integrated into ongoing Extension programming and draw upon the expertise of the field staff.

4. I do not think that engaged scholarship is the same as extension and I also see a difference in “responsibility” between the two when it comes to the PRS.

   a. **Engaged scholarship** may be closer to outreach – sharing one’s research to a lay audience or the broader public. I see the push to recognize and name engaged scholarship, as a way to give/get credit and encourage activities beyond doing research and resident instruction. We want faculty to speak to high schoolers, answer questions of a city council or planning and zoning committee, talk to a reporter or write a summary of his/her work in lay language for the research report. *It is engagement, but is it extension?*

      i. I remember a research/teaching colleague proudly proclaiming his extension credentials because he wrote one editorial for the Des Moines Register. Engagement, not extension. Or another that did a lot of consulting for hire. Engagement, but not extension. All of these are nice surprises when they occur, but how would you write it into a PRS? Are they expected to spend x% of their time on these activities?

   b. **What I think differentiates Extension from Engagement is the expectation, the relationship with stakeholders and the scale and scope of involvement.** Most faculty with an extension appointment have at least 30% and most are over 50%, there is an expectation that extension is a significant part of what they do, not an occasional public appearance, phone call or editorial. Extension faculty have a relationship with stakeholders that takes time to establish and effort to maintain. He/she earns trust by being deeply involved in the sector served. They attend meetings, conferences, know stakeholders by name and they solve problems rather than just answering questions. While Extension faculty listen to stakeholders to shape their applied research and education program, they are also proactive and anticipate challenges and opportunities.

   c. Finally, we expect extension faculty to have an impact. In engagement, we expect them to show up. If they are really talking about requiring engaged faculty to show an impact, then we should consider them extension.