1 eXtension: Contributor and volunteer participation and procedures. J. P. Jacob*, University of Kentucky, Lexington.

There are 2 Communities of Practice (CoP) with eXtension that poultry specialists can contribute to, providing them with access to a wider audience. The first is the new CoP for small and backyard poultry flocks. The new CoP was launched in October 2012 and targets the needs of poultry owners with small- to medium-sized production flocks as well as those with backyard flocks. This encompasses a wide audience from urbanites with a handful of chickens to small production units of 500 to 20,000 birds per year. Many of the backyard flocks are kept as pets, but for the larger producers poultry are kept as a source of income. According to the 2007 Ag Census there were >143,000 farms in the US with laying flocks of <20,000 hens. Of these, 125,195 had <50. More than 10,000 farms sold <16,000 broilers during the year, with the majority of those farms selling <2,000. There were also over 5,500 farms selling <2,000 turkeys each year. To address the needs of this diverse group, educational materials have been produced and are available at www.extension.org/poultry but more material is needed. The materials currently include factsheets, frequently asked questions, glossary terms, videos, and more. Additional materials are needed covering a variety of poultry production areas. Any members of the CoP can create materials but all materials must be reviewed by 2 people and then pass through the copyediting process before being ‘published’ and made available on the eXtension website. The second CoP that poultry specialists can contribute to is the poultry section of www.eOrganic.org. This CoP deals specifically with organic production and has a more rigorous review process. Once the articles are completed, they are assigned by the eOrganic staff to 2 members to review. If accepted for publication and any changes made based on the reviews, the article then goes to certification review to make sure the contents comply with the USDA organic standards. Finally it goes to copyediting and gets ‘published’ and available online. For either CoP, collaboration on the production of educational material is easily achieved in the work space available. Anyone from the CoP can login from anywhere, at any time, and make updates or suggestions to a work in progress.

Key Words: communication, multigeneration, educational material

2 Alternative means of communicating with clientele. P. A. Curtis*, Auburn University, Auburn, AL.

When trying to communicate with others, have you ever felt like you were talking to a brick wall? Or like you are talking to someone who is deliberately misunderstanding everything you say? Today’s workplace is made up of employees from 4 generations. Each of the 4 generations has their own preferences and expectations regarding the work environment. The challenge is that not everyone wants to be communicated with and to in the same way. Traditionalists (born before 1946) prefer more formal communications and may be offended by the communication approaches utilized by Generation X and Generation Y. Baby boomers (born 1946 to 1964) prefer phone, fax, email, voicemail, and Facebook. Generation X does not like group work and prefers to communicate using cell phones, Facebook, and Twitter. The millennials (born 1977 to 1997) are highly social and community oriented. They share their lives via social networks. Millennials communicate and share information 24/7. When preparing presentation and educational materials for multigenerational audiences, it is important to think about how your audience prefers to receive information. The differing core values between the generations also impact how they will interpret messages. The more you understand your audience’s communication style and how they are interpreting what you are saying, the better you can communicate and the more effectively you can work with them.

Key Words: communication, multigeneration, educational material

3 Extension disaster education network (EDEN); Poultry disease prevention and control. N. G. Zimmermann*, N. L. Tablante1, J. Timmons*, J. Renshaw1, and J. Madsen1, 1University of Maryland, College Park, 2University of Maryland Eastern Shore, Princess Anne.

Our eXtension (electronic Extension) Community of Practice on avian influenza has published 22 pages of content covering a wide range of information on AI, including facts about the virus, AI in poultry and humans, biosecurity practices, and emergency preparedness and response. With decreasing federal and state funding to support traditional extension activities, web-based programs such as eXtension, along with social media outlets are rapidly becoming the major means of disseminating information to small-scale poultry flock owners and other sectors of the poultry industry. EDEN pre-dates eXtension; it covered all natural and terrorist disasters. The zoonotic highly pathogenic avian influenza (HPH5N1) or “Asian flu” outbreak made resources available to add avian influenza information to EDEN. Later, EDEN was incorporated as a Community of Practice (CoP) in eXtension. Unlike their commercial poultry counterparts, small-scale poultry flocks may not have adequate biosecurity. Backyard flock owners who search the internet for information on biosecurity, avian influenza (AI), and other poultry diseases may not always get credible, science-based information. While traditional methods of disseminating information (e.g., workshops, fact sheets) are still used by Cooperative Extension, non-traditional methods such as eXtension, social media (e.g., Facebook), Moodle, and Second Life have been gaining wide popularity and acceptance. Our AI eXtension team has created 3 avian influenza biosecurity Modular Object-Oriented Dynamic Learning Environment (Moodle) courses that focus on backyard flock owners, youth and 4-H members, and emergency responders. Topics of the course are organized into modules specific for each target audience. After completing each section, the user may take a practice quiz to test his/her knowledge on the subject. Upon completing each module, the user may take a final exam. If the user scores 70% or higher on the final exam, he/she receives an avian influenza biosecurity certificate that may be printed. We have also set up a questionnaire to get feedback from users as a course evaluation.

Key Words: eXtension, disease prevention, avian influenza, small flock, EDEN

4 Alternatives to traditional peer-review journals for extension programming relative to promotion and tenure. T. E. Porter*, University of Maryland, College Park.

Research scholarship is often assessed by the number of peer-reviewed publications and the impact factor of the publication outlets. Teaching productivity is typically evaluated by the number credits taught and student evaluations. Although evaluation of extension programs can also include similar criteria, such as number of peer-reviewed publications, impact assessments, and client surveys, other outlets for extension programming exist. Alternative outlets for individual extension programs will be presented based on input from leaders of academic departments across the country.

Key Words: extension, promotion, publication