

*Joint Council of Extension Professionals Regional Leadership
Workshops*

"Creating a Vision for the 21st Century"

February, 2001

Regional Summaries of Strategic Planning

JCEP
State College, Pennsylvania

Friday, February 02, 2001



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Agenda - JCEP Regional Leadership Workshop - 2 Feb 2001

Meeting Objective

The purpose of this session is to collect and analyze information to chart the future course of JCEP.

2/2/01

8:00 AM Introduction

Dr. John Park

8:15 AM Warm-up (Categorizer)

Please list the names of the people at your table.

8:30 AM High Quality Cooperative Extension Program (Categorizer)

Please identify what you believe are the three to five key components of a high quality cooperative extension education program in an engaged university.

9:00 AM Roles (Categorizer)

What roles should extension educators play in the engagement process?

9:30 AM Break

Take 15

9:45 AM Competencies (Categorizer)

What are three to five key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

10:15 AM Time (Categorizer)

Please identify the three key areas where extension educators should spend their time to create an engaged university.

10:45 AM Break

Take 15

11:00 AM Factors (Categorizer)

What are the three to five barriers to extension educators taking the lead in the engagement process?

11:30 AM Engagement Process (Categorizer)

How can JCEP (Extension professional associations) support the engagement process?

11:45 AM Discussion

Discussion and wrap-up.

12:00 PM Adjourn Meeting



High Quality Cooperative Extension Program (Categorizer)

Participant Instructions

Please identify what you believe are the three to five key components of a high quality cooperative extension education program in an engaged university.

High Quality Cooperative Extension Program (Categorizer)

1. **technical competency as well as process skills**

Meeting needs

1. **meets relevant need**
2. **helps people solve problems**
3. **inclusive**

Include all educational institutions (i.e., land grant, other 4 yr. schools, community colleges, etc.)
use as partnership with citizens of the state

4. **Multidisciplinary**
5. **be true to our mission**
6. **meeting timely critical community needs**
7. **research based programming based on grass roots links**
8. **use competencies of all partners**
9. **Awards & recognition**
10. **involving community, determining and addressing critical issues**
11. **responsive to the needs of people at the grassroots and communities levels**
12. **extension helps university go beyond self-interest**
13. **meeting the needs of a diverse clientele while continuing to serve the traditional audiences**
14. **urbanization and community renewal**
15. **Research should meet differing needs both immediate and long term**

Effective communications

1. **visibility**
2. **administrative support**
3. **Partnership with volunteers, community agencies and other expertise.**
4. **good communication across the system and with the clientele**
Not only the clientele, but also within the system
5. **networking/collaborating/ building partnerships within the university and community**
6. **use competencies of all partners**
7. **involving community, determining and addressing critical issues**
8. **extension helps university go beyond self-interest**
9. **communication internal & external**
10. **diversity of teaching and delivery methods to deliver research based information**



Partnerships

1. inclusive

2. inclusive

| Include all educational institutions (i.e., land grant, other 4 yr. schools, community colleges, etc.)
| use as partnership with citizens of the state

3. administrative support

4. Partnership with volunteers, community agencies and other expertise.

5. community support and involvement

| community support and involvement

6. Multidisciplinary

7. be true to our mission

8. Well supported (financial, by all people, etc.)

9. good communication across the system and with the clientele

| Not only the clientele, but also within the system

10. use competencies of all partners

11. interdisciplinary

| using resources from all colleges to get up to date information

12. developing partnerships within and without the university

13. extension helps university go beyond self-interest

14. esprit de corps

15. Research should meet differing needs both immediate and long term

Impact

1. measurable results

2. visibility

3. research based programming based on grass roots links

4. Outcome based or impact oriented programs

5. Awards & recognition

6. urbanization and community renewal

7. diversity of teaching and delivery methods to deliver research based information

8. marketing extension and its programs

9. Research should meet differing needs both immediate and long term

10. measure, evaluate & respond to program impact----quantify results

Grass roots

1. Based upon the need (real or perceived) of the clientele at the grass roots level.

2. community support and involvement

| community support and involvement

3. be true to our mission

4. meeting timely critical community needs



5. Well supported (financial, by all people, etc.)
6. research based programming based on grass roots links
7. identify common goals of the entire university to address emerging needs of our stakeholders
8. involving community, determining and addressing critical issues
9. responsive to the needs of people at the grassroots and communities levels

Leadership

1. support at all levels, both financial and verbal
2. inclusive
3. be true to our mission
4. Well supported (financial, by all people, etc.)
5. common vision and mission
6. identify common goals of the entire university to address emerging needs of our stakeholders
7. networking/collaborating/ building partnerships within the university and community
8. Awards & recognition
9. inclusive
10. extension helps university go beyond self-interest
11. reward structures and incentives for faculty and staff providing outreach
12. marketing extension and its programs
13. esprit de corps
14. Staff sensitive to and representative of the audiences in communities being served by the University.



Roles (Categorizer)

Participant Instructions

What roles should extension educators play in the engagement process?

Roles (Categorizer)

- 1. provide adequate refreshments for our clients**
- 2. FACILITATING & BROKERING THE PROCESS**

Facilitator

- 1. identify partners**
- 2. act as facilitators**
- 3. initiate the discovery process**
- 4. facilitate the discussion**
- 5. engaging citizens**
- 6. summarize the ideas people bring to the table**
- 7. we bring groups together because we are a neutral party**
- 8. we can identify the specific resources to a particular problem**
- 9. Publicize the successes of past engagement projects**
- 10. Problem solver**
- 11. Reduce barriers, risk takers**
- 12. Advisor or interpreter**
- 13. facilitator of the engagement process**
- 14. identify partners**
- 15. Contribute relevance**

Leader

- 1. identify partners**
- 2. Communicator of grass roots needs to the university**
- 3. initiate the discovery process**
- 4. facilitate the discussion**
- 5. engaging citizens**
- 6. play a leadership role in the process**
- 7. we can identify the specific resources to a particular problem**
- 8. demonstrate & be a model of the 7 characteristics of an engaged institution --within and to stakeholders**
- 9. leadership role--we have experience & capacity**
- 10. we are change agents**
- 11. Proactive, initiator, facilitator**
- 12. LEADERSHIP ROLE--WE HAVE THE EXPERIENCE**
- 13. Problem solver**



14. LEADERSHIP ROLE-WE HAVE THE EXPERIENCE

15. Leadership

16. Reduce barriers, risk takers

17. Advisor or interpreter

18. We lead the engagement process

19. engaging citizens

20. Change the mindset of the institution and get Extension "on the radar screen."

21. Innovators, creators, multi-skilled

22. resource development

23. Contribute relevance

24. motivator--engage and stimulate interest within the university

Model

1. demonstrate & be a model of the 7 characteristics of an engaged institution --within and to stakeholders

2. Publicize the successes of past engagement projects

3. program delivery and use of Extension personnel

4. Can be the model for those not yet engaged

5. Reduce barriers, risk takers

6. We lead the engagement process

7. engaging citizens

8. Innovators, creators

multi-skilled

9. demonstrate innovative--cooperative approaches

10. Extension Educators can be mentors - to University students

Educator / teacher

1. conduct needs assessments

2. act as facilitators

3. initiate the discovery process

4. program delivery and use of Extension personnel

5. helping people to become critical thinkers

6. identify partners

7. articulating the changing role of the university to the citizens

8. training the community for self-sufficiency

9. Advisor or interpreter

10. Change the mindset of the institution and get Extension "on the radar screen."

11. Innovators, creators, multi-skilled

12. interpret the language of research

13. Advocate for Extension so students know about the opportunities that it offers



- 14. Contribute relevance**
- 15. motivator--engage and stimulate interest within the university**
- 16. all need to understand what is the engagement process is all about**

Liaison

- 1. Communicator of grass roots needs to the university**
- 2. link between community and college**
- 3. summarize the ideas people bring to the table**
- 4. Connect researchers with the topic(s) to be researched**
- 5. Grass Roots Connection**
- 6. Liaison**
- 7. articulating the changing role of the university to the citizens**
- 8. Change the mindset of the institution and get Extension "on the radar screen."**
- 9. Serve as the liaison**
- 10. Advocate for Extension so students know about the opportunities that it offers**
- 11. conduct needs assessments**
- 12. linking the grassroots or community to the university**
- 13. FACILITATING & BROKERING THE PROCESS**

Researcher

- 1. participate with other components in research**
- 2. Researcher**
- 3. Innovators, creators, multi-skilled**



Competencies (Categorizer)

Participant Instructions

What are three to five key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

Competencies (Categorizer)

1. life-long learners

Leadership skills

1. good educator
2. motivated and excited
3. risk-taker
4. leadership skills
5. resource developer
6. manipulator
7. be accountable
8. understanding and appreciation of evaluation methods
9. leadership skills
10. working with groups
11. goal setting
12. resource development
13. planning
14. evaluation
15. competent administrators
16. able to identify competencies of faculty/staff
17. communication skills-facilitator/delivery/building common ground/process
18. leadership skills
19. understanding group process
20. leadership, motivation "political" and relationship building skills
21. ability to work with unfamiliar internal/external organizational structures
22. persistence, follow thru
23. negotiating skills
24. respect for diversity

Technical / knowledge

1. good educator
 2. information technology
 3. technology skills
 4. writing skills
- | grant writing



5. **subject matter competency**
6. **resource developer**
7. **technologically competent**
8. **subject matter expertise**
9. **relevant technological skills**
10. **understanding and appreciation of evaluation methods**
11. **resource development**
12. **planning**
13. **evaluation**
14. **life-long learners**
15. **Technical competency (subject matter)**
16. **word processing skills**
17. **able to identify competencies of faculty/staff**
18. **knowledge base including technology**
19. **communication skills-facilitator/delivery/building common ground/process**
20. **Ability to use technology competently**
21. **ability to garner fiscal & human resources**
22. **technical subject area**

Communication

1. **communication**
2. **ability to listen**
3. **information technology**
4. **writing skills**
 - | grant writing
5. **conflict management/problem-solving skills**
6. **be able document and communicate impact**
7. **marketing skills**
8. **Communicate in a language appropriate to the audience**
9. **communication skills**
10. **word processing skills**
11. **communication skills**

Political savvy

1. **diplomacy and negotiation skills**
2. **resource developer**
3. **manipulator**
4. **politically astute**
5. **working with groups**
6. **resource development**



7. communication skills-facilitator/delivery/building common ground/process
8. people skills
9. ability to garner fiscal & human resources
10. leadership, motivation "political" and relationship building skills
11. ability to work with unfamiliar internal/external organizational structures
12. negotiating skills

People skills

1. people skills
2. good educator
3. diplomacy and negotiation skills
4. motivated and excited
5. conflict management/problem-solving skills
6. diplomacy and negotiation skills
7. working with groups
8. human relations competency
9. understanding group process
10. ability to work with diverse groups
11. sharing, caring, warm and fuzzy
12. negotiating skills
13. respect for diversity
14. respect for diversity
15. sense of humor

Process skills

1. understanding group process
2. facilitation skills
3. good educator
4. conflict management/problem-solving skills
5. understanding and appreciation of evaluation methods
6. working with groups
7. goal setting
8. planning
9. evaluation
10. Facilitation skills
11. able to identify competencies of faculty/staff
12. communication skills-facilitator/delivery/building common ground/process
13. diplomacy and negotiation skills
14. teambuilding & collaboration skills
15. organization skills



- 16. persistence, follow thru**
- 17. negotiating skills**
- 18. knowledge of adult learning theories**



Time (Categorizer)

Participant Instructions

Please identify the three key areas where extension educators should spend their time to create an engaged university.

Personal professional development

1. professional development
2. increase competencies in technical and public policy
3. reflection, critical thinking, & follow thru
4. teaching clientele
5. staying current with professional trends

Relationship building

1. building relationships
2. relationship building within university system
3. engaging the community
4. network/collaboration/team building
5. Invite legislators to learn what is going on
| Lay leadership needs to know who the political leadership is.
6. cooperate with research projects relative to our mission
7. building multi-state programming .
8. shaping research agenda based on stakeholder needs

Program & community development

1. engaging the community
2. marketing
| Communicating Impacts of successful programs.
| Lobbying stakeholders effectively.
3. Identify needs
4. communicating local problems
5. reflection, critical thinking, & follow thru
6. teaching clientele
7. resource acquisition
8. high impact program development
9. cooperate with research projects relative to our mission
10. relevant program development & delivery
11. building multi-state programming .
12. community development and program development processes
13. shaping research agenda based on stakeholder needs



Factors (Categorizer)

Participant Instructions

What are the three to five barriers to extension educators taking the lead in the engagement process?

Factors (Categorizer)

1. **lack the skills - communication, teaching, facilitating**

Resources

1. **Lack of Funding**
2. **time**
3. **services within the University need to be paid for instead of cooperation and sharing**
4. **Lack of liaison person at the University to filter things through.**
5. **assessing competencies in hiring & existing staff**
6. **lack of commitment to Extension's mission because of soft monies positions**
7. **Promotion/Tenure - The need to change system - add incentives**
8. **lack of administrative leadership to provide program directions of organization**
9. **lack the skills - communication, teaching, facilitating**

Attitude

1. **turf is a barrier**
 - credibility of Extension at the University level
 - limited resources
2. **time**
3. **lethargy/unwilling to change/turf**
4. **non-supportive administrators/boards/advisory councils**
5. **resistance to change**
6. **lack of trust**
7. **personal commitment**
8. **Access to decision makers.**
 - LACK OF access
9. **tenure does not recognize extension many programming efforts**
10. **Promotion/Tenure - The need to change system - add incentives**
11. **tunnel - silo vision**
12. **lack of trust among colleagues**

System / university issues

1. **Access to decision makers.**
 - LACK OF access
2. **turf is a barrier**
 - credibility of Extension at the University level
 - limited resources



3. Lack of status of Extension in the University System.

| lack of value & respect

4. non-supportive administrators/boards/advisory councils

5. services within the University need to be paid for instead of cooperation and sharing

6. lack of vision

7. Lack of liaison person at the University to filter things through.

8. assessing competencies in hiring & existing staff

9. lack of organizational flexibility

10. lack of commitment to Extension's mission because of soft monies positions

11. tenure does not recognize extension many programming efforts

12. Promotion/Tenure - The need to change system - add incentives

13. semantics

| Lack of a common language.

| Also regarding JCEP, universities and states.

14. lack of administrative leadership to provide program directions of organization

15. lack of trust among colleagues

Community issues

1. Access to decision makers.

| LACK OF access

2. turf is a barrier

| credibility of Extension at the University level

| limited resources

3. resistance to change

4. lack of vision

5. agenda mismatch

6. Access to decision makers.

| LACK OF access

7. semantics

| Lack of a common language.

| Also regarding JCEP, universities and states.

8. lack of administrative leadership to provide program directions of organization

9. lack of trust among colleagues



Engagement Process (Categorizer)

Participant Instructions

How can JCEP (Extension professional associations) support the engagement process?

Engagement Process (Categorizer)

1. Help states strengthen Extension professional associations
2. Take leadership for the engagement process.

| take the role of leadership

Advocacy

1. make it a priority area
2. advocate for engagement throughout the system
3. Advocate for liaison positions at each university.
4. engagement of unrepresented or under represented Extension groups
5. institutionalize Jcep and its relationship with ecop & others?
6. develop action plan on agreed upon issues-directions
7. be more involved in political processes

Training

1. Continuing these discussions at all association national meetings.
2. provide professional development training , including Galaxy Conference
3. JCEP associations within the states offer workshops on outreach and the engaged process, particularly to new staff members
4. develop action plan on agreed upon issues-directions

Catalyst

1. make it a priority area
2. Continuing these discussions at all association national meetings.
3. sharing the results of the regional meetings with Deans & Directors
| this includes federal, administrators, universities
| keep the dialogue an ongoing process
4. Take leadership for the engagement process.
| take the role of leadership
5. make it a priority area
6. involve JCEP members at the University level - market, sell, identify resources - including faculty
7. JCEP link with ECOP, NASULGC to push forward the engagement process
8. enhance the use of professional association web sites
9. create a mechanism to share success stories
10. incentives for collaboration
11. change agent ...
12. develop action plan on agreed upon issues-directions



JCEP Portland, Oregon

Monday, February 05, 2001



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Agenda - JCEP Regional Leadership Workshop - 5 Feb 2001

Meeting Objective

The purpose of this session is to collect and analyze information to chart the future course of JCEP.

2/5/01

1:00 PM Introduction

Dr. John Park

1:15 PM Warm-up (Categorizer)

Please list the names of the people at your table.

1:30 PM High Quality Cooperative Extension Program (Categorizer)

Please identify what you believe are the three key components of a high quality Cooperative Extension education program in an engaged university.

2:00 PM Roles (Categorizer)

What three key roles should Extension Educators play in the engagement process?

2:30 PM Break

Take 15

2:45 PM Competencies (Categorizer)

What are three key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

3:15 PM Time (Categorizer)

Please identify the three key areas where Extension educators should spend their time to create an engaged university.

3:45 PM Break

Take 15

4:00 PM Factors (Categorizer)

What are the three barriers to Extension educators taking the lead in the engagement process?

4:30 PM Engagement Process (Categorizer)

How can your state association(s) support the engagement process?

4:45 PM Discussion

Discussion and wrap-up.

5:00 PM Adjourn Meeting



High Quality Cooperative Extension Program (Categorizer)

Participant Instructions

Please identify what you believe are the three key components of a high quality Cooperative Extension education program in an engaged university.

Community needs

1. The program is relevant. It meets the needs of the greater community we and the university serve.

2. Identify needs and meets the needs of clientele.

Identify the program needs and the potential clientele. Programs must meet the needs of the clientele. Must come from grassroots not top down.

3. The educational opportunities value diversity in all aspects (programs, personnel, audiences, targeted).

4. Must be participatory with clientele, agencies and other collaborators to develop and maintain partnerships from the planning through the presentation of educational programs.

5. Research-based programs.

6. Programs must be responsive and must be provided in a timely manner.

7. Empowerment - provide opportunities for clients to make their own decisions. Programs are based on non-biased research information.

8. Open communication between the university and communities.

9. The program is focused on a targeted audience with needs not met by others.

10. Efficient and effective evaluation of programs

clientele need to be involved in the evaluation of programs to determine whether their needs are being met.

11. Programs are excellent because they are peer and client reviewed or evaluated.

12. We must be customer oriented: grass-roots, local issue priorities; willingness to embrace new clientele; programs needed to be responsive and specific to the clientele, not canned programs.

13. Learner driven programs (content and format)

Relevance

1. The program is relevant. It meets the needs of the greater community we and the university serve.

2. The educational opportunities value diversity in all aspects (programs, personnel, audiences, targeted).

3. Outreach rewarded and incentives provided...evaluation depends on it.

4. Research-based programs.

5. Programs must be responsive and must be provided in a timely manner.

6. Empowerment - provide opportunities for clients to make their own decisions. Programs are based on non-biased research information.

7. The program is relevant. It meets the needs of the greater community we and the university serve.

8. The program is focused on a targeted audience with needs not met by others.

9. Relevance - Identify needs, high quality content and organization, involvement of stakeholders, and avenue for feedback and evaluation that is honest (expression w/o repercussion)



10. Efficient and effective evaluation of programs

clientele need to be involved in the evaluation of programs to determine whether their needs are being met.

11. Programs are excellent because they are peer and client reviewed or evaluated.

12. We must be customer oriented: grass-roots, local issue priorities; willingness to embrace new clientele; programs needed to be responsive and specific to the clientele, not canned programs.

13. Know university resources that can be offered.

14. The program is relevant. It meets the needs of the greater community we and the university serve.

Grass roots / university buy-in

1. Identify needs and meets the needs of clientele.

Identify the program needs and the potential clientele. Programs must meet the needs of the clientele. Must come from grassroots not top down.

2. Know university resources that can be offered.

3. Outreach rewarded and incentives provided...evaluation depends on it.

4. Must be participatory with clientele, agencies and other collaborators to develop and maintain partnerships from the planning through the presentation of educational programs.

5. There is similar definition of what "engaged institution" means and the players from all levels of the university are a part of the programs and have support of the university leadership.

6. Empowerment - provide opportunities for clients to make their own decisions. Programs are based on non-biased research information.

7. Human resources: well-trained, well-paid and sufficient in number to meet outreach needs.

8. Recognition for excellence...people know about us.

9. Multi-level buy-in from grassroots to University Administration level

10. We must be customer oriented: grass-roots, local issue priorities; willingness to embrace new clientele; programs needed to be responsive and specific to the clientele, not canned programs.

11. Professional Staff committed to the mission of the university.

12. Extension should remain autonomous and bring other colleges in to engage with us.

13. Good communication among all the players, the clientele, the Extension staff, and the other university players.

14. Resources and commitment are there from the leadership. The university systems are flexible both in response and in procedures.

15. strong multi-disciplinary collaborative work

16. Effective communication so admin. and staff are on the same page programmatically.

Partnerships

1. Know university resources that can be offered.

2. Recognition for excellence...people know about us.

3. Strong and sustainable partnerships both internally and externally.

4. Extension should remain autonomous and bring other colleges in to engage with us.

5. Good communication among all the players, the clientele, the Extension staff, and the other university players.

6. strong multi-disciplinary collaborative work



Resources

- 1. Know university resources that can be offered.**
- 2. Must be participatory with clientele, agencies and other collaborators to develop and maintain partnerships from the planning through the presentation of educational programs.**
- 3. Research-based programs.**
- 4. Research-based programs.**
- 5. Empowerment - provide opportunities for clients to make their own decisions. Programs are based on non-biased research information.**
- 6. Human resources: well-trained, well-paid and sufficient in number to meet outreach needs.**
- 7. Professional Staff committed to the mission of the university.**
- 8. Provide high quality research based information**
- 9. Resources and commitment are there from the leadership. The university systems are flexible both in response and in procedures.**

Flexibility

- 1. The program is relevant. It meets the needs of the greater community we and the university serve.**
- 2. Programs must be responsive and must be provided in a timely manner.**
- 3. Proactive vs. Reactive - The ability to take risks and provide cutting-edge programming**
- 4. The program is relevant. It meets the needs of the greater community we and the university serve.**
- 5. We must be customer oriented: grass-roots, local issue priorities; willingness to embrace new clientele; programs needed to be responsive and specific to the clientele, not canned programs.**
- 6. Extension should remain autonomous and bring other colleges in to engage with us.**
- 7. Resources and commitment are there from the leadership. The university systems are flexible both in response and in procedures.**



Roles (Categorizer)

Participant Instructions

What three key roles should Extension Educators play in the engagement process?

Roles (Categorizer)

- 1. Allow Extension educations to be integrated in undergraduate and graduate teaching and be integrated into the planning of the curriculum.**
- 2. Secure funding for engagement programs or activities**

Facilitator

- 1. facilitator**
- 2. conduct needs assessments**
- 3. Empower people.**
- 4. The bridge/facilitator from the community clientele and the university. The bridge goes both ways, back and forth**
- 5. Front line assessment of community needs**
- 6. Promotion and support of the engagement process**
- 7. Leadership - We already know how to do it. We facilitate the process of bringing people together to look at how to identify community needs and partner together to do it.**
- 8. Lead/initiate dialog between university and public**
- 9. Follow through on this new partnership and way of operating (engaged institution). Nurture the process and the relationships to keep it going. Embrace the idea - be willing to change our style of operating and be open to change ourselves.**
- 10. Matching needs with resources**
- 11. Secure funding for engagement programs or activities**
- 12. Education brokers**

Communicator

- 1. mentor**
- 2. Communicate the local needs to the university.**
Needs assessment that is non-biased. Information is based on clients needs and not what we think they need.
- 3. Lead/initiate dialog between university and public**
- 4. Established partnerships with other agencies and organizations.**
- 5. Create the living classroom to deliver the program**
- 6. Listen!!!!!!**
- 7. Education brokers**

Change agent

- 1. mentor**
- 2. Agents for university change**
- 3. Empower people.**
- 4. Promotion and support of the engagement process**



- 5. Leadership - We already know how to do it. We facilitate the process of bringing people together to look at how to identify community needs and partner together to do it.**
- 6. Catalyst between university and public.**
- 7. Lead/initiate dialog between university and public**
- 8. Create the living classroom to deliver the program**
- 9. Follow through on this new partnership and way of operating (engaged institution). Nurture the process and the relationships to keep it going. Embrace the idea - be willing to change our style of operating and be open to change ourselves.**
- 10. Make life long learning fun and fattening**

Team player

- 1. Develop and maintain partnerships**
- 2. Team Player**

Bridge / link

- 1. Develop and maintain partnerships**
- 2. Communicate the local needs to the university.**
Needs assessment that is non-biased. Information is based on clients needs and not what we think they need.
- 3. Provide link between the community and the university**
- 4. The bridge/facilitator from the community clientele and the university. The bridge goes both ways, back and forth**
- 5. Front line assessment of community needs**
- 6. Identifying community leaders and engaging them in the educational process**
- 7. Catalyst between university and public.**
- 8. Lead/initiate dialog between university and public**
- 9. Provide the link between the university and the community (our clients). Show them how to do outreach and create effective, sustained partnerships.**
- 10. Connection between all parties involved from clients to resources**
- 11. The interpreter/ facilitator/partner between and with community interest groups and university players.**
- 12. Established partnerships with other agencies and organizations.**
- 13. Follow through on this new partnership and way of operating (engaged institution). Nurture the process and the relationships to keep it going. Embrace the idea - be willing to change our style of operating and be open to change ourselves.**
- 14. Build two-way quality relationships.**
- 15. Networking**
- 16. Provide real-world research needs based on clientele input.**
Emphasize emerging research.
- 17. Secure funding for engagement programs or activities**



Competencies (Categorizer)

Participant Instructions

What are three key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

Communication skills

1. Ability to listen/communication skills
2. Understand the university as well as they understand how to connect and relate to their clientele.
3. Mentoring Programs
4. Faculty with real-life experience (in the field)
| applied research
5. Facilitate and communicate with people at all levels of the university and all possible community partners.
6. Need to be able to translate research based information to our public (clientele and partners) and be able to present it in a way that they can understand and utilize.
7. marketing and salesmanship
8. Conflict resolution skills
9. Communication skills
10. understanding and valuing diversity
11. Ability to deal with diversity

Leadership skills

1. Ability to listen/communication skills
2. Mentoring Programs
3. Ability to listen/communication skills
4. Quixotic persistence
5. Leadership skills and ability
6. Visionary
7. emotional intelligence
| interpersonal skills
8. understanding and valuing diversity
9. Ability to deal with diversity

Technical skills

1. Quality Research
2. Up-to-date technology and ability to use it
3. broad based knowledge and ability to prioritize
4. Ongoing Professional Development
5. Faculty with real-life experience (in the field)
| applied research



- 6. Need to be able to translate research based information to our public (clientele and partners) and be able to present it in a way that they can understand and utilize.**
- 7. Proficiency in using and getting information and technology**
- 8. ability to critically evaluate research**
- 9. Knowledge of available resources**

Organizational / time management skills

- 1. Multi-tasker**
- 2. Efficient use of time**
- 3. broad based knowledge and ability to prioritize**
- 4. marketing and salesmanship**
- 5. Conflict resolution skills**
- 6. Ability to balance work and family life or an understanding spouse.**

Adaptability

- 1. Resiliency, stamina and adaptability.**
- 2. Understand the university as well as they understand how to connect and relate to their clientele.**
- 3. positive attitude about change/ability to care about clientele and their needs**
- 4. Need to be able to translate research based information to our public (clientele and partners) and be able to present it in a way that they can understand and utilize.**
- 5. Life-long learner**
- 6. Able to accept change**
- 7. Ability to balance work and family life or an understanding spouse.**
- 8. understanding and valuing diversity**
- 9. Ability to deal with diversity**
- 10. Flexible**
- 11. positive attitude about change/ability to care about clientele and their needs**

Commitment

- 1. Passion for the job**
- 2. emotional intelligence**
 - interpersonal skills
- 3. Enthusiastic attitude about people and helping them solve their problems as well as the subject matter.**
- 4. positive attitude about change/ability to care about clientele and their needs**



Time (Categorizer)

Participant Instructions

Please identify the three keys areas where Extension educators should spend their time to create an engaged university.

Time (Categorizer)

- 1. Be involved in policy development**
- 2. Working with clientele to bring the university to the community -**
- 3. Be at the table where resource development and allocations are made**
- 4. Assist with the priority setting of the programs, colleges, and vision of the university.**
- 5. Work as an Extension Advisory Committee to provide input to Extension Administration and to work jointly to develop an Engaged Institution**
- 6. Become involved in the process of developing the "Engaged Institution"**
- 7. Work to become involved in the Campus Community by participating in groups such as "Faculty Senate"**
- 8. Work with your research advisory committees to help them understand what "engaged institution" means**
- 9. Involve commodity groups in helping envision how this process works**
- 10. Use county advisory groups and youth/volunteers to help advocate for this change**



Factors (Categorizer)

Participant Instructions

What are the three barriers to Extension educators taking the lead in the engagement process?

Factors (Categorizer)

1. differences among states/counties in how Extension functions

Resources / funding

1. ability to release current responsibilities to commit to process
2. Competition for resources
3. turf issues and resource allocation priorities
4. time
5. policy makers far removed from community clientele
6. Geographic isolation
7. lack of resources, money, people, etc.
8. competition from resource laden organizations
9. organizational structures
10. Lack of commitment from extension educators/burnout, etc
11. Allocation of resources
12. Funding and resources are not available or are limited to other directives. Or we do not know how to access available funds.
13. No incentives/rewards for efforts
14. lack of skills - technical, communication, etc.
15. Grant funding often limits outcomes.
16. Challenge of prioritization of resources: funding, time, personnel, job description
17. Commodity commissions have too much influence with land-grant universities.
18. lack of resources-equipment, personnel, money, subject matter knowledge

Administration

1. Lack of respect for Extension educators abilities and skills.
2. top down administrative directives
3. Need support from the "Ivory Tower" top down
| If the President (of the university) has not mandated the support for engagement it will not happen.
4. lack of university administrator support
5. Lack of understanding and support from university administration
6. policy makers far removed from community clientele
7. organizational structures
8. Lack of shared leadership or vision to make it happen.
| No clear direction from Administrators.
9. Lack of commitment from extension educators/burnout, etc



10. No incentives/rewards for efforts
11. perception of low status within university
12. Lack of administrative leadership and support in what Extension could do to "engage" the University
13. failure of university to value and understand the land grant mission
14. All talk and no action
15. Failure to bring clientele and legislature along in the process
16. Commodity commissions have too much influence with land-grant universities.
17. lack of coordination of extension within the state

Ourselves

1. ability to release current responsibilities to commit to process
2. Lack of respect for Extension educators abilities and skills.
3. Mindset - not willing to get out of their box. Entrenched in tradition.
4. Lack of respect for Extension educators abilities and skills.
5. time
6. inability to change priorities
7. Lack of commitment from extension educators/burnout, etc
8. lack of skills - technical, communication, etc.
9. Failure to bring clientele and legislature along in the process
10. Spouses and children.
11. Credibility on university campus as professional educators
12. lack of coordination of extension within the state

Campus culture

1. Credibility on university campus as professional educators
2. Lack of respect for Extension educators abilities and skills.
3. value to the university administration/department
4. Lack of respect for Extension educators abilities and skills.
5. turf issues and resource allocation priorities
6. Mindset - not willing to get out of their box. Entrenched in tradition.
7. Fear of the unknown. Don't understand how it can be of value to them or what they may gain from being involved in this process.
8. not knowing the process of engaging the university
9. inability to change priorities
10. organizational structures
11. University does not accept engagement as a valid criteria for P & T.
12. No incentives/rewards for efforts
13. perception of low status within university
14. failure of university to value and understand the land grant mission



- 15. Systemic lack of understanding of extension's potential**
- 16. Importance of Extension programs viewed as less important than campus academic/research programs.**
- 17. Extreme arrogance. Almost a caste system within universities that has created barriers for involving people in doing outreach.**
- 18. on-campus faculty not fully respect /understand/appreciate extension agents role in the university**
- 19. Lack credibility with on campus faculty**
- 20. Commodity commissions have too much influence with land-grant universities.**
- 21. lack of coordination of extension within the state**

Marketing / communications

- 1. Geographic isolation**
- 2. Fear of the unknown. Don't understand how it can be of value to them or what they may gain from being involved in this process.**
- 3. not knowing the process of engaging the university**
- 4. Legislative inexperience**
- 5. No marketing on campus of Extension outreach programs.**
- 6. Systemic lack of understanding of extension's potential**
- 7. misconception of extension within the communities we serve**
- 8. Failure to bring clientele and legislature along in the process**
- 9. on-campus faculty not fully respect /understand/appreciate extension agents role in the university**
- 10. Credibility on university campus as professional educators**



Engagement Process (Categorizer)

Participant Instructions

How can your state association(s) support the engagement process?

Engagement Process (Categorizer)

- 1. The associations can give input on allocating resources toward engagement.**
- 2. Associations should find "competitive niche" to fill in supporting their members in "engagement."**

Collaboration

- 1. Meet as a group with Extension/university administration**
- 2. Involve clientele in discussion**
- 3. Work with University Administration to bring about the "Engaged University"**
- 4. The associations have the information we generated from these questions and we can share this information with others.**
- 5. presidents of associations participate in the faculty senates or university president's advisory**
- 6. As leaders share the information obtained at meetings such as this one with other members who were not here**
- 7. Have a pilot project involving one segment of the university**
- 8. take the lead in approaching non-traditional partners on campus to assist with clientele programs**
- 9. Facilitate dialogue with extension and administrators on the engagement process**
- 10. collaboratively seek funding to support rewarding and recognizing campus partnerships**
- 11. Communicate amongst ourselves (different associations) about the engagement process**
- 12. association committee to serve on related committees on campus (i.e. assn. professional improvement chair serve on faculty development committee)**
- 13. if other campus departments are doing outreach work that related to youth, it be included as 4-H**

Marketing

- 1. Communicate to membership what "Engagement" is all about**
- 2. Marketing - communications....tell our stories**
- 3. Promotion and awareness of the concept**
- 4. communicate with administrators and other decision makers**
- 5. Communicate to administrator about "Engaged University"**
- 6. Market our programs at all levels.**
- 7. The associations have the information we generated from these questions and we can share this information with others.**
- 8. Market extension to the campus culture**
- 9. serve as lobbyists to non-extension professional groups (on-campus) promote the process**
- 10. Obtain state and national association buy-in from membership and create a work plan to put it into place.**



11. **County based Extension personnel can facilitate local (county) meetings for university administrators.**
12. **Communicate with specialist and faculty from other colleges to increase understanding of engagement**
13. **Meet as a group with Extension/university administration**
14. **Encourage more participation in the associations--strength in numbers**
15. **The associations can give input on allocating resources toward engagement.**
16. **Communicate amongst ourselves (different associations) about the engagement process**
17. **Provide members with a more simplified document (engaged institution) that share concrete examples of "how to" .**

Education / training

1. **Meet as a group with Extension/university administration**
2. **Communicate to membership what "Engagement" is all about**
3. **communicate between field faculty and administration**
4. **Associations should train members and support the concept of "engagement" at every opportunity.**
5. **Host a speaker at an association/extension meeting**
6. **communicate with administrators and other decision makers**
7. **Educating ourselves, administrators, clientele and peers about the engagement process**
8. **Communicate to administrator about "Engaged University"**
9. **provide professional improvement opportunities for members**
10. **mentor new agents**
11. **Educate our membership first - then they can add credibility to the process.**
12. **presidents of associations participate in the faculty senates or university president's advisory**
13. **Associations could facilitate professional development .**
14. **Mentoring process to promote the vision of engagement**
15. **As leaders share the information obtained at meetings such as this one with other members who were not here**
16. **serve as lobbyists to non-extension professional groups (on-campus) promote the process**
17. **Provide professional development**
18. **Have a pilot project involving one segment of the university**
19. **Dialogue within county office about engagement process**
20. **Mentor new faculty as well as experienced faculty about engagement**
21. **County based Extension personnel can facilitate local (county) meetings for university administrators.**
22. **sponsor professional improvement activities to help members with concept**
23. **Communicate with specialist and faculty from other colleges to increase understanding of engagement**
24. **Communicate to administrator how field faculty could become a viable part of the "Engaged University"**
25. **Communicate amongst ourselves (different associations) about the engagement process**



26. Provide members with a more simplified document (engaged institution) that share concrete examples of "how to" .

Leadership

- 1. provide leadership and adoption of process**
- 2. communicate between field faculty and administration**
- 3. Work with University Administration to bring about the "Engaged University"**
- 4. Suggest changes to organizational structure that Extension can live with**
- 5. presidents of associations participate in the faculty senates or university president's advisory**
- 6. Meet as a group with Extension/university administration**
- 7. Reward and recognize engaged activities by their members.**
- 8. serve as lobbyists to non-extension professional groups (on-campus) promote the process**
- 9. Lead by example -**
- 10. Obtain state and national association buy-in from membership and create a work plan to put it into place.**
- 11. Have a pilot project involving one segment of the university**
- 12. take the lead in approaching non-traditional partners on campus to assist with clientele programs**
- 13. County based Extension personnel can facilitate local (county) meetings for university administrators.**
- 14. Draft a reward/incentive program**
- 15. Encourage more participation in the associations--strength in numbers**
- 16. collaboratively seek funding to support rewarding and recognizing campus partnerships**
- 17. The associations can give input on allocating resources toward engagement.**
- 18. Associations should find "competitive niche" to fill in supporting their members in "engagement."**
- 19. Associations can influence or give direction to policy procedures.**
- 20. association committee to serve on related committees on campus (i.e. assn. professional improvement chair serve on faculty development committee)**



JCEP Athens, Georgia

Friday, February 23, 2001



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Agenda - JCEP Regional Leadership Workshop - 23 Feb 2001

Meeting Objective

The purpose of this session is to collect and analyze information to chart the future course of JCEP.

2/23/01

8:00 AM Introduction

Dr. John Park

8:15 AM Warm-up (Categorizer)

Please list the full names of the people at your table.

Please type the name for each individual and select "submit."

8:30 AM High Quality Cooperative Extension Program (Categorizer)

Please identify what you believe are the three key components of a high quality cooperative extension education program in an engaged university.

9:00 AM Roles (Categorizer)

What three key roles should Extension Educators play in the engagement process?

9:30 AM Break

Take 15

9:45 AM Competencies (Categorizer)

What are three key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

10:15 AM Time (Categorizer)

Please identify the three keys areas where Extension educators should spend their time to create an engaged university.

10:45 AM Break

Take 15

11:00 AM Factors (Categorizer)

What are the three barriers to Extension educators taking the lead in the engagement process?

11:30 AM Engagement Process (Categorizer)

How can your state association(s) lead and support the engagement process?

11:45 AM Discussion

Discussion and wrap-up.

12:00 PM Adjourn Meeting



High Quality Cooperative Extension Program (Categorizer)

Participant Instructions

Please identify what you believe are the three key components of a high quality Cooperative Extension education program in an engaged university.

High Quality Cooperative Extension Program (Categorizer)

Communication

1. Communication should be highly effective from clients and field personnel up to upper level personnel at the university.

One of the most important components of communication is that local input should be carried all the way to the top to assure that programs are not "top down," but "bottom-up."

2. Involve the community in identifying needs and administering programs

3. Input from outside the University and from county staff.

4. Link research based knowledge and information to relevant needs

5. Through the Extension Service the entire university should be made available to all the people.

6. "Real" cooperation and integration within the university.

7. 2. Establish partnerships and multi-disciplinary cooperation.

8. Communication.

9. 3. Evaluate and communicate impact.

10. Originates from needs of local people.

11. Diversity of delivery mechanisms that enable mass media to one on one.

12. Interconnectivity among university faculty and field faculty in all schools/disciplines.

13. need to have finger on the pulse of the people in the counties.

14. having access to much needed information.

15. making sure all resources at the university are available (not just college of ag.)

16. Outreach programs that are visible, accessible, and client need based.

17. knowing your clients, understanding and knowing what and why you are doing.

18. Empower local leaders in the decision making process

19. Flexible enough to receive input from citizens and allow staff to develop programs to meet their needs

20. Effective communications at all levels of Extension through the University

21. Communications and collaborations

Impact

1. localized programs designed to meet the diverse needs of clientele

2. Impacts - reporting, evaluations

3. An evaluation reward system that encourages networking with the total university to access appropriate resources.

4. 3. Evaluate and communicate impact.

5. Efficient methods of accountability linked to stable and adequate funding.

6. High visibility/accountability



7. Measurable impact

Resources

- 1. Educated and committed personnel at all levels.**
- 2. Information - unbiased, research based**
- 3. Involve the community in identifying needs and administering programs**
- 4. competent employees who deliver a high quality product to clientele**
- 5. Link research based knowledge and information to relevant needs**
- 6. Resources-human and fiscal**

This is one of the comments from our group too. We believe that one of our MOST valuable resources is people (all the way from Extension personnel to volunteers).

- 7. 1. Highly qualified personnel.**
- 8. "Real" cooperation and integration within the university.**
- 9. 2. Establish partnerships and multi-disciplinary cooperation.**
- 10. Diversity of delivery mechanisms that enable mass media to one on one.**
- 11. Interconnectivity among university faculty and field faculty in all schools/disciplines.**
- 12. having access to much needed information.**
- 13. making sure all resources at the university are available (not just college of ag.)**
- 14. Adequate resources to develop and deliver research based programs and information through appropriate methods**
- 15. Highly trained personnel in the county receiving appropriate financial support**
- 16. Empower local leaders in the decision making process**
- 17. Efficient methods of accountability linked to stable and adequate funding.**
- 18. Flexible enough to receive input from citizens and allow staff to develop programs to meet their needs**

Stakeholders

- 1. Communication should be highly effective from clients and field personnel up to upper level personnel at the university.**
- One of the most important components of communication is that local input should be carried all the way to the top to assure that programs are not "top down," but "bottom-up."
- 2. Stakeholders - faculty, staff, learners, decision makers, funders**
 - 3. localized programs designed to meet the diverse needs of clientele**
 - 4. Involve the community in identifying needs and administering programs**
 - 5. Input from outside the University and from county staff.**
 - 6. Grass roots connections should take into consideration the needs of all the people, not just the agriculture related groups or traditional clientele.**
 - 7. Link research based knowledge and information to relevant needs**
 - 8. Through the Extension Service the entire university should be made available to all the people.**
 - 9. 2. Establish partnerships and multi-disciplinary cooperation.**
 - 10. Originates from needs of local people.**
 - 11. Develop vision from grass roots needs assessment**



12. need to have finger on the pulse of the people in the counties.
13. Outreach programs that are visible, accessible, and client need based.
14. getting the whole university to address the problems of society.
15. knowing your clients, understanding and knowing what and why you are doing.
16. Identify needs for all segments
17. Educated and committed personnel at all levels.
18. Flexible enough to receive input from citizens and allow staff to develop programs to meet their needs
19. Communication should be highly effective from clients and field personnel up to upper level personnel at the university.

One of the most important components of communication is that local input should be carried all the way to the top to assure that programs are not "top down," but "bottom-up."

Reward system

1. An evaluation reward system that encourages networking with the total university to access appropriate resources.
2. Be proactive and visionary
3. making sure all resources at the university are available (not just college of ag.)
4. Highly trained personnel in the county receiving appropriate financial support
5. embodied in scholarship.

Research-based, futuristic, relevant

Vision

1. Be proactive and visionary
2. Involve the community in identifying needs and administering programs
3. Input from outside the University and from county staff.
4. 2. Establish partnerships and multi-disciplinary cooperation.
5. Shared vision within university system.
6. Originates from needs of local people.
7. Develop vision from grass roots needs assessment
8. Interconnectivity among university faculty and field faculty in all schools/disciplines.
9. extension is everybody's job.
10. getting the whole university to address the problems of society.
11. being able to set priorities short, medium and long term.
12. Identify needs for all segments
13. must be visionary on the cutting edge, a risk taker.
14. Empower local leaders in the decision making process
15. Efficient methods of accountability linked to stable and adequate funding.
16. Flexible enough to receive input from citizens and allow staff to develop programs to meet their needs
17. Bureaucracy must be reduced
18. embodied in scholarship.



| Research-based, futuristic, relevant



Roles (Categorizer)

Participant Instructions

What three key roles should Extension Educators play in the engagement process?

Roles (Categorizer)

- 1. Acting as a firewall to prevent impractical ideas from being implemented**

Facilitator

- 1. Involve communities and agencies in stronger partnership with the University**
- 2. non-biased facilitator**
- 3. Be facilitators and educators rather than service providers**
- 4. Facilitate the transfer of information between communities and the university; ensure relevancy and responsiveness.**
- 5. Grassroots catalyst.**
- 6. Bringing in the people and resources that can help stakeholders meet the needs of their community.**
- 7. mediator**
- 8. Bridging the gap (communicating) between the needs at the local level and the knowledge and resources of the university.**
- 9. Facilitate**
 - Guide, Navigate, focus, change promote, prioritize
- 10. Serve as liaisons between university and the public to provide true two-way communication.**
- 11. Serve as facilitators that coordinate resources of the University, Public, and Private Entities**
- 12. Collaborators and facilitators.**
- 13. Facilitate input from constituents to the university**
- 14. Facilitate and orchestrate grassroots involvement and empowerment to solve community problems.**
- 15. Facilitate use of university resources to the benefit of constituents with full university administrative support**
- 16. Communicator to stakeholders and the university and the customers (bridge to and from the people from the University)**
- 17. Challenge our own personnel to serve as mediators to bring the university and stakeholders together.**
- 18. provide continuous feedback to university from clients.**

Program development

- 1. Needs assessment**
- 2. Grassroots catalyst.**
- 3. volunteer recruitment**
- 4. Identify emerging trends and issues from science.**
- 5. Be more visible in partnerships as University faculty.**
- 6. Take lead in marketing Extension.**
- 7. Delivery education**



- 8. Provide essential resources and service which results in increased education and quality of life to the clientele**
- 9. help universities learn to share (resources).**

Resource identification

- 1. resource identification**
- 2. volunteer recruitment**
- 3. Bringing in the people and resources that can help stakeholders meet the needs of their community.**
- 4. Identify emerging trends and issues from science.**
- 5. Actively seek university resources that could be applied to the solution of constituent problems**
- 6. Development of resources**
 - Educate policy makers, and develop leaders, educational materials. linkages
- 7. look to others to get additional resources (other states).**
- 8. help universities learn to share (resources).**

Evaluation

- 1. Needs assessment**
- 2. identify powerful stakeholders in the county to get the universities attention.**
- 3. provide continuous feedback to university from clients.**

Marketing

- 1. Take lead in marketing Extension.**
- 2. volunteer recruitment**
- 3. Educate entire university (including administration) on land-grant mission.**
- 4. Bridging the gap (communicating) between the needs at the local level and the knowledge and resources of the university.**
- 5. Show the university how we can benefit them (our strength in delivering information to the masses)**
- 6. Be more visible in partnerships as University faculty.**
- 7. Giver leadership for state-wide outreach**
- 8. Delivery**
- 9. "Selling"/customer service outreach to the entire university and community.**
- 10. Get university to accept us "equals" and relevant**
- 11. Communicator to stakeholders and the university and the customers (bridge to and from the people from the University)**
- 12. Disseminate**
 - Provide access, proactive, reactive,
- 13. Delivery education**
- 14. legitimate player in the process.**
- 15. Development of resources**
 - Educate policy makers, and develop leaders, educational materials. linkages
- 16. identify powerful stakeholders in the county to get the universities attention.**



17. To educate the university system of who we are and what our role is
18. provide continuous feedback to university from clients.
19. Market the engaged University

Educator

1. Be facilitators and educators rather than service providers
2. Involve communities and agencies in stronger partnership with the University
3. Educate entire university (including administration) on land-grant mission.
4. Delivery
5. Disseminate
| Provide access, proactive, reactive,
6. Delivery education
7. educators of the university (on campus).
8. Provide essential resources and service which results in increased education and quality of life to the clientele

Leadership

1. Be represented at the decision making "table" at the University level
2. Grassroots catalyst.
3. Educate entire university (including administration) on land-grant mission.
4. Bridging the gap (communicating) between the needs at the local level and the knowledge and resources of the university.
5. Show the university how we can benefit them (our strength in delivering information to the masses)
6. Leadership
7. Be more visible in partnerships as University faculty.
8. Giver leadership for state-wide outreach
9. "Selling"/customer service outreach to the entire university and community.
10. Get university to accept us "equals" and relevant
11. Facilitate use of university resources to the benefit of constituents with full university administrative support
12. legitimate player in the process.
13. Challenge our own personnel to serve as mediators to bring the university and stakeholders together.
14. challenge administration to imitate engagement process.
15. identify powerful stakeholders in the county to get the universities attention.
16. To educate the university system of who we are and what our role is
17. look to others to get additional resources (other states).
18. help universities learn to share (resources).
19. Acting as a firewall to prevent impractical ideas from being implemented



Competencies (Categorizer)

Participant Instructions

What are three key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

Competencies (Categorizer)

1. **Accountability**
2. **Timely information**
3. **seek out information from the university; and in turn, university must know what resources they have to share.**

Technology

1. **researched based information**
2. **technological expertise**
3. **good balance between people skills and technical skills**
4. **Technology skills.**
| computer skills, digital cameras, video cameras
5. **computer literate**
6. **distance learning**
7. **flexible; open to new cutting edge ideas.**

Communications

1. **delivery skills**
| teaching techniques
2. **diverse communication and program delivery skills**
3. **Communication skills.**
4. **relate to client**
5. **Marketing skills.**
| salesmanship of ourselves
6. **Understanding of learning styles and how communities function.**
7. **Written, verbal, and technical communication skills.**
| ditto! yellow hand group
| ditto! blue hands across extension
8. **good listener; communicator**
9. **Ability to Network and Collaborate with the University, Staff, and other Agencies**
10. **Possess the ability to communicate funding and educational needs.**
11. **Marketing and promotional skills**
12. **Communications Skill**
| Interpersonal, Public speaking, listening
13. **multi-language skills**



Interpersonal / personal skills

- 1. High stress management**
- 2. Interpersonal skills**
- 3. good balance between people skills and technical skills**
- 4. organizational skills**
- 5. relate to client**
- 6. Ability to evaluate**
- 7. Understanding of learning styles and how communities function.**
- 8. Willingness to work with new audiences.**
- 9. adaptable to change**
- 10. Dedication to the cause**
- 11. Insight**
- 12. Diverse educators with multi-disciplinary expertise**
- 13. People skills while educating others - meet them at their level.**
- 14. Possess ability and willingness to work with diverse audiences.**
- 15. Political savvy.**
- 16. proactive and aggressive by nature.**
- 17. good listener; communicator**
- 18. flexible; open to new cutting edge ideas.**
- 19. Multi-dimensional**
- 20. Ability to negotiate**
- 21. Organized**
- 22. resource management skills**
- 23. Human Relations**
- 24. Marketing and promotional skills**
- 25. Interpersonal skills**
- 26. Communications Skill**
 - | Interpersonal, Public speaking, listening
- 27. Highly motivated**
- 28. Ethics, work ethics, (character counts for Extension Workers!)**
- 29. multi-language skills**
- 30. critical thinking skills**

Program delivery

- 1. delivery skills**
 - | teaching techniques
- 2. diverse communication and program delivery skills**
- 3. Ability to evaluate**
- 4. know your audience/program.**



5. Evaluation skills

6. Ability to deliver programs that meet the needs of the people

Leadership

1. organizational skills

2. Understanding of learning styles and how communities function.

3. Willingness to work with new audiences.

4. High stress management

5. Insight

6. Diverse educators with multi-disciplinary expertise

7. Possess ability and willingness to work with diverse audiences.

8. Highly Motivated

9. Political savvy.

10. proactive and aggressive by nature.

11. flexible; open to new cutting edge ideas.

12. Ability to Network and Collaborate with the University, Staff, and other Agencies

13. Ability to negotiate

14. Possess the ability to communicate funding and educational needs.

15. resource management skills

16. Ability to be visionary and think out of the box.

17. Locate resources

18. Community Leader

19. critical thinking skills

Subject matter expertise / professional development

1. researched based information

2. High Tech Skills

Distance learning techniques, multimedia presentations, information mining, information management, High tech communications - email, internet conferencing

3. Ability to evaluate

4. Willingness to work with new audiences.

5. subject matter knowledge base

6. Diverse educators with multi-disciplinary expertise

7. know your audience/program.

8. Locate resources



Factors (Categorizer)

Participant Instructions

What are the three barriers to Extension educators taking the lead in the engagement process?

Factors (Categorizer)

1. LACK OF SELF CONFIDENCE
2. Attitudes.
3. Lack of peer respect from university
4. Are University lobbyists "Extension" savvy?

Resources

1. Time
2. Money - lack of funding and lack of resources
3. Lack of control of resources at the university level
4. Current demands on time and resources
 - | technology information overload
5. lack of knowledge (informational subject matter)
6. adequate resources; lack of resources
 - | Time, money, people, return on information
 - | n. Lack of management of information.
7. Work load saturation - too much to do and not enough time
 - | YES!!! YES!!! YES!!!
8. competitive organizations are out there seeking our financial resources; our clientele.
9. office staff; lack of immediate peer support
10. Source of funding dictates program direction
11. Recruitment and retention of qualified staff
12. Competition from non-Land Grant Universities who can get money for calling things new that we are already doing/they take our ideas and get new money
13. Appropriate salary so we can send our children to the University that is our employer
14. Administrators more interested in money than serving people
15. Lack of dedication/loyalty with new employees as benefits decrease

Administration

1. Administrators
 - | Don't know what Agents in counties are doing
2. Lack of control of resources at the university level
3. Administrators dictate policy (top down) to Agents
4. Perceptions of University administration/faculty about Extension - Lack of Knowledge about Extension
5. Red tape limits ability to implement programs
6. Current promotion and tenure system at the departmental level.



- 7. Fear of repercussions from Administration**
- 8. Lack of understanding or misconception of extension's mission by public**
- 9. Lack of understanding of the engagement process.**
- 10. Lack of grass roots involvement in upper level administration decision making**
| Administration allowing for "engaging" process to happen - i.e.: campus wide responsibility
- 11. Source of funding dictates program direction**
- 12. Concept of intellectual freedom vs. responsibility to the people of the state**
- 13. Attitudes.**
- 14. Being put back in the "lock box" when you have just gotten out**
- 15. Perceived lack of a following (academics have no interest/incentive to listen to Extension)**
- 16. Lack of recognition of professionalism of extension educators**
- 17. County staff's head is on the chopping block when things go wrong**
- 18. Inadequate recognition for extension specialists at evaluation/promotion/tenure time.**
- 19. Administrators more interested in money than serving people**
- 20. Get rid of DEAD WOOD (mechanism for firing - the evaluation process does NOT WORK!).**
- 21. We are overworked, underpaid, and unappreciated**

Tradition / turf

- 1. history "we've always done it this way"**
| Resistance to change
- 2. Inter- and Intra- university politics - "Turf control"**
- 3. Success with traditional programs that limits "out of the box" thinking**
| Pressures from traditional clientele to continue to serve only their needs.
- 4. "old school thought" by senior (seasoned) extension educators, clientele.**
- 5. Lack of understanding or misconception of extension's mission by public**
- 6. A stagnation within the organization and with traditional roles.**
- 7. competitive organizations are out there seeking our financial resources; our clientele.**
- 8. Lack of grass roots involvement in upper level administration decision making**
| Administration allowing for "engaging" process to happen - i.e.: campus wide responsibility
- 9. Insufficient communication with THEM (other agencies, within university/extension, decision makers, etc.).**
- 10. office staff; lack of immediate peer support**
- 11. Source of funding dictates program direction**
- 12. Attitudes.**
- 13. Being put back in the "lock box" when you have just gotten out**
- 14. Lack of peer respect from university**
- 15. Political barriers.**
- 16. Not recognized as part of the "team", we have become a dumping ground of agendas**



17. **Competition from non-Land Grant Universities who can get money for calling things new that we are already doing/they take our ideas and get new money**
18. **as an extension professional..."I am the one that has to initiate the process". It's not rewarded.**
19. **Keep our message simple, eliminate buzz words and acronyms**
20. **Lack of recognition of professionalism of extension educators**
21. **University has become engaged on a parallel track, and may not welcome Extension "interference" or "usurpation"**
22. **Perception of what and who we are to the various stakeholders (administrators, clientele, etc.)**
23. **Lack of cooperation among subject matter areas within Extension**
24. **Extension administration fear of losing control**
25. **We are overworked, underpaid, and unappreciated**

Policies

1. **Lack of control of resources at the university level**
2. **Administrators dictate policy (top down) to Agents**
3. **Red tape limits ability to implement programs**
4. **Current promotion and tenure system at the departmental level.**
5. **state and federal mandates**
 - | And polices
6. **Concept of intellectual freedom vs. responsibility to the people of the state**
7. **Perceived lack of a following (academics have no interest/incentive to listen to Extension)**
8. **Political barriers.**
9. **Conflicting goals.**
10. **Not recognized as part of the "team", we have become a dumping ground of agendas**
11. **as an extension professional..."I am the one that has to initiate the process". It's not rewarded.**
12. **Lack of recognition of professionalism of extension educators**
13. **University has become engaged on a parallel track, and may not welcome Extension "interference" or "usurpation"**
14. **County staff's head is on the chopping block when things go wrong**
15. **Inadequate recognition for extension specialists at evaluation/promotion/tenure time.**
16. **Get rid of DEAD WOOD (mechanism for firing - the evaluation process does NOT WORK!).**
17. **We are overworked, underpaid, and unappreciated**

Lack of vision

1. **Administrators dictate policy (top down) to Agents**
2. **Perceptions of University administration/faculty about Extension - Lack of Knowledge about Extension**
3. **Red tape limits ability to implement programs**
4. **Success with traditional programs that limits "out of the box" thinking**
 - | Pressures from traditional clientele to continue to serve only their needs.



5. "old school thought" by senior (seasoned) extension educators, clientele.
6. Lack of understanding or misconception of extension's mission by public
7. Lack of understanding of the engagement process.
8. Concept of intellectual freedom vs. responsibility to the people of the state
9. Concept of intellectual freedom vs. responsibility to the people of the state
10. Being put back in the "lock box" when you have just gotten out
11. Lack of peer respect from university
12. Perceived lack of a following (academics have no interest/incentive to listen to Extension)
13. Conflicting goals.
14. Keep our message simple, eliminate buzz words and acronyms
15. Lack of cooperation among subject matter areas within Extension
16. Administrators more interested in money than serving people



Engagement Process (Categorizer)

Participant Instructions

How can your state association(s) lead and support the engagement process?

Engagement Process (Categorizer)

1. accountability of university personnel for extension work. The association should demand/recommend/require/suggest/expect campus faculty to report on what they are doing

Educate

- 1. educate our associations as to what we are about**
- 2. educate administration as a unit**
- 3. political pressure**
- 4. Provide Professional Development to our members to help them understand what "Engagement" means and its relevance.**
- 5. Educate our own state association as to what an engaged institution is**
- 6. Help clarify for the association members what engagement means, what their roles may be and encourage their participation**
- 7. provide opportunities to educate membership into the associations into this process**
- 8. Lead an association discussion of whether engagement is appropriate for our state**
- 9. Educate members and administration**
- 10. Educate University faculty on Extension's role**
- 11. Help identify resources**
- 12. Take the idea of an engaged university to our leadership.**
- 13. Educate association membership about the engagement process by sharing the summary from this meeting.**
- 14. Use association meeting time to educate members about engaged university concept.**
- 15. Marketing Extension through the use of space advertisement(billboards, etc)**
- 16. Promote engagement concepts and terminology**
- 17. Showcase engaged university success stories.**

Communicate

1. Initiate dialogue with University Leaders

make them aware we can serve as the door to the university "branch campus in every county"
share our vision of what an engaged university does

- 2. political pressure**
- 3. Provide a vehicle for agents to anonymously provide feedback**
- 4. Lead an association discussion of whether engagement is appropriate for our state**
- 5. Provide a forum for discussion of common issues - "You are not alone."**
- 6. Speak loudly and clearly to project the message.**
- 7. Improve sources of communication (association newsletters, etc.)**
- 8. Communicate assertively the desire to be involved with the University.**
- 9. Educate, motivate, and mobilize association membership to support engagement process**



10. Take the idea of an engaged university to our leadership.
11. Educate association membership about the engagement process by sharing the summary from this meeting.
12. Articulating the advantages of the Engaged Universities w/our public, our administrators, colleagues and clientele.
13. State Associations can gather info. from other states to increase engagement and share information.
14. Marketing Extension through the use of space advertisement(billboards, etc)
15. name recognition
16. Provide copies of Kellogg Report to Administrators and members of Associations
17. Promote engagement concepts and terminology
18. Promote sustained/improved relationships between 1862 and 1890 Land Grant Institutions
19. Communicate to extension administration that we want to be part of the engaged university.
20. Sounding board for administration
21. Showcase engaged university success stories.

Collaborate / interact with colleagues

1. political pressure
2. Develop unity among Extension Associations
3. educate our associations as to what we are about
4. Associations can "model" - not worried about tradition, turf, work together.
5. Lead an association discussion of whether engagement is appropriate for our state
6. accountability of university personnel for extension work. The association should demand/recommend/require/suggest/expect campus faculty to report on what they are doing
7. Educate, motivate, and mobilize association membership to support engagement process
8. Organize/support state JCEP organizations to provide a exchange of issues across discipline lines.
9. a system of recognition of peers
| program recognition, awards, etc. Make it known to your superiors.
10. Help identify resources
11. Organizations need to take lead in outreach programming using other schools in the University i.e., School of Medicine, Engineering etc.
12. Create awards that recognize engaged programming
13. Be supportive of administrators.
14. State Associations can gather info. from other states to increase engagement and share information.
15. Have annual association meetings together!
16. Work "below the Dean" to form coalitions with faculty/extension.
17. Joint meetings with state associations to discuss concerns and go forward with common issues
18. Each association engage one issue and include university faculty.
19. Promote sustained/improved relationships between 1862 and 1890 Land Grant Institutions



20. Sounding board for administration

21. Show support of administration...as you work toward an engaged system.

Leadership

- 1. Take the "high road" and have a positive attitude**
- 2. present a pro-active approach or plan**
- 3. political pressure**
- 4. Develop unity among Extension Associations**
- 5. Act as a fire wall between individual agents and administration when controversial issues need to be address.**
- 6. Associations can "model" - not worried about tradition, turf, work together.**
- 7. Provide a vehicle for agents to anonymously provide feedback**
- 8. Lead an association discussion of whether engagement is appropriate for our state**
- 9. Provide a forum for discussion of common issues - "You are not alone."**
- 10. Educate, motivate, and mobilize association membership to support engagement process**
- 11. Assess in our own states where we are in the engagement process. W/in our associations, share what we learn from the assessment. And.... take action!**
- 12. Help identify resources**
- 13. Take the idea of an engaged university to our leadership.**
- 14. Organizations need to take lead in outreach programming using other schools in the University i.e., School of Medicine, Engineering etc.**
- 15. Create awards that recognize engaged programming**
- 16. Gain political savvy.**
- 17. Communicate to extension administration that we want to be part of the engaged university.**
- 18. Show support of administration...as you work toward an engaged system.**



JCEP Des Moines, Iowa

Monday, February 26, 2001



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Agenda - JCEP Regional Leadership Workshop - 26 Feb 2001

Meeting Objective

The purpose of this session is to collect and analyze information to chart the future course of JCEP.

2/26/2001

8:00 AM Introduction

Dr. John Park

8:15 AM Warm-up (Categorizer)

Please list the full names of the people at your table.

Please type the name for each individual and select "submit."

8:30 AM High Quality Cooperative Extension Program (Categorizer)

Please identify what you believe are the three key components of a high quality cooperative extension education program in an engaged university.

9:00 AM Roles (Categorizer)

What three key roles should Extension Educators play in the engagement process?

9:30 AM Break

Take 15

9:45 AM Competencies (Categorizer)

What are three key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

10:15 AM Time (Categorizer)

Please identify the three keys areas where Extension educators should spend their time to create an engaged university.

10:45 AM Break

Take 15

11:00 AM Factors (Categorizer)

What are the three barriers to Extension educators taking the lead in the engagement process?

11:30 AM Engagement Process (Categorizer)

How can your state association(s) lead and support the engagement process?

11:45 AM Discussion

Discussion and wrap-up.

12:00 PM Adjourn Meeting



High Quality Cooperative Extension Program (Categorizer)

Participant Instructions

Please identify what you believe are the three key components of a high quality Cooperative Extension education program in an engaged university.

Partnerships / collaboration

1. Extension helps shapes the research agenda and delivers the result to the people
2. proactive approach - be ahead of the ducks
3. Mutual understanding of what is meant by "engaged university"?
4. buy in at all levels
5. Grass roots developed needs (local ownership) are communicated to the University so that the information coming back through the two way pipeline addresses the true local needs.
6. partnering with like groups
7. Partnerships among local and state professionals--all need to be involved and equally valued in decision making
8. Build local partnerships that will find (coordinate) resources that will meet the needs.
9. Mutual understanding of what is meant by "engaged university"?
10. Communication with colleagues, stakeholders, interagency communication, marketing, administration, clientele, bottom up vs. top down, other university colleagues
11. Input across the board from research thru implementation.
12. Extension links partners outside the University in programming to meet the needs of the people
13. Involve community: collaboration, input, support
14. Communication-- Across the university, multi disc. teams, how they happen naturally, or forced and to be comprehensive. Taking the information from the local to the university and back.
15. Establish "total" university as a network for outreach
16. Partners in full--from the organized and being "forced" trying to work better with partners in the field, the university, and across state lines.
17. Technology-- Involve clientele in the process, present our programs in a variety of ways to the requests of the people.

Research

1. Extension helps shapes the research agenda and delivers the result to the people
2. Input across the board from research thru implementation.
3. Valid, applied, research that addresses needs/issues not disciplines or departments.
4. new expertise to meet the assess needs
5. Unbiased (hopefully) research-based information, resource development, marketing--actively involve "the people" in the research, if research is not relevant it is useless

Communication

1. Mutual understanding of what is meant by "engaged university"?
2. innovative information dissemination
3. interaction and communication between all levels.



4. Grass roots developed needs (local ownership) are communicated to the University so that the information coming back through the two way pipeline addresses the true local needs.
5. Partnerships among local and state professionals--all need to be involved and equally valued in decision making
6. Communication with colleagues, stakeholders, interagency communication, marketing, administration, clientele, bottom up vs. top down, other university colleagues
7. Communication--two-way street, verbalizing and listening are equally important
8. Training : for professional development, collect information from clientele to know what to deliver, evaluate successes, across program areas/issues
9. Communication-- Across the university, multi disc. teams, how they happen naturally, or forced and to be comprehensive. Taking the information from the local to the university and back.
10. Internal and external marketing and recognition of the capacity of extension
11. Liaison for field staff to reach atypical contacts on campus to meet local needs
12. Accept ideas that come from the community. Listen to the needs and what is said at all levels.

Responsiveness

1. No boundaries - outside program areas, geographical, identify local needs, responsive to those needs
2. timeliness to respond to needs
3. Responsive to needs of the people/constituents/clients, time-relevant, place-relevant (teachable moment), ongoing, and evolutionary
4. proactive approach - be ahead of the ducks
5. responsive
6. addressing programs in a timely manner
7. Extension helps to determine the needs of the people and carries these needs to the appropriate campus department which then responds
8. not be afraid to take a risk -
9. think out of the box - partnering with whoever is interested
10. Build local partnerships that will find (coordinate) resources that will meet the needs.
11. ownership at the ground level
12. Extension helps shapes the research agenda and delivers the result to the people
13. new expertise to meet the assess needs
14. build on the base programming new programming ideas
15. Training : for professional development, collect information from clientele to know what to deliver, evaluate successes, across program areas/issues
16. Communication-- Across the university, multi disc. teams, how they happen naturally, or forced and to be comprehensive. Taking the information from the local to the university and back.
17. Establish "total" university as a network for outreach
18. Mutual understanding of what is meant by "engaged university"?
19. The public has problems and the university is inadequate with their disciplines
20. Unbiased (hopefully) research-based information, resource development, marketing--actively involve "the people" in the research, if research is not relevant it is useless
21. Accept ideas that come from the community. Listen to the needs and what is said at all levels.



- 22. Flexibility within the system to adjust to issues/needs, support for Extension both financially and staffing**
- 23. To get the university campus faculty reward system match up with people problems.**
- 24. Technology-- Involve clientele in the process, present our programs in a variety of ways to the requests of the people.**



Roles (Categorizer)

Participant Instructions

What three key roles should Extension Educators play in the engagement process?

Roles (Categorizer)

1. Don't be lead by money - don't do programs for money

More explanation needed.

Grants

Don't let the tail wag the dog.

Be aligned with the mission.

Don't do programs solely for the money.

Step outside the box for funding. You get money, you get power.

2. Identify or create and apply resources, educational, partners, financial, information

3. CSREES and USDA General need to realize and understand that programming doesn't need to go thru DC

4. Step outside the box for funding. You get money, you get power.

Facilitator

1. Needs Assessment from local involvement

agree

2. Be a catalyst - "make it happen"

You need to be frontrunner of the process - and agree we want to be the engine rather than the caboose.

Absolutely!

3. Be the linkage between the people and the university

make sure it goes both ways.

4. Facilitative role is more crucial - but need to bring in the research aspect of the job - as part of the partnership and collaboration

5. Facilitator

bring everyone together & facilitate the process

Help find potential partners, new partners, in your community.

Provider of materials to make "programs" happen, but don't forget the uniqueness of the role of educator.

Helps find funds for local needs and programs

Attempt to build capacity and leadership in partnerships.

6. Identify Collaborators

7. Educator, both ways, link for campus to clientele and link from clientele to campus

8. Extension faculty (field and campus) can help translate/understand how the University works with people in the communities to meet their needs--translator role .

We agree



9. Extension Educators need to be the "glue" that holds the collaborations together and facilitates the process
10. There needs to be connectivity, not just be the link. Help move forward.
11. County Extension Educators are truly the front door to the University.
12. We put the "wheels" under the idea or the program direction. Help the local people engage in the system.
13. Helps to determine priorities
14. Be a good listener

Collaborator

1. Field-based faculty can be a two-way broker between communities and campus-based faculty
2. Be the linkage between the people and the university
 - | make sure it goes both ways.
3. Facilitator
 - | bring everyone together & facilitate the process
 - | Help find potential partners, new partners, in your community.
 - | Provider of materials to make "programs" happen, but don't forget the uniqueness of the role of educator.
 - | Helps find funds for local needs and programs
 - | Attempt to build capacity and leadership in partnerships.
4. Collaborator
5. Find the Funding \$\$\$
6. Invite people to the "table"
7. Extension Educators need to be the "glue" that holds the collaborations together and facilitates the process
8. County Extension Educators are truly the front door to the University.

Educator

1. Educators
2. Educator, both ways, link for campus to clientele and link from clientele to campus
3. Extension faculty (field and campus) can help translate/understand how the University works with people in the communities to meet their needs--translator role .
 - | We agree
4. Deliver Research information to help integrate and help others apply the info to their lives We are experts in the field, and need the respect from the university.
5. Think through the implementation of the process so it can happen!
6. County Extension Educators are truly the front door to the University.
7. Need to educate other parts of the university and collaborators to move beyond their turf issues.
8. educator/teacher be up to date - trained.
9. We put the "wheels" under the idea or the program direction. Help the local people engage in the system.
10. Interpreter of research results



11. CSREES and USDA General need to realize and understand that programming doesn't need to go thru DC

Evaluator

1. Needs Assessment from local involvement

agree

2. Needs assessment link to campus from community and separate community and clientele groups not just traditional contacts

3. Follow through and evaluation

4. Think through the implementation of the process so it can happen!

5. Develop educational programming

6. CSREES and USDA General need to realize and understand that programming doesn't need to go thru DC

7. Interpreter of research results

Researcher / investigator

1. Needs Assessment from local involvement

agree

2. Collecting the information on needs at the local level and getting that information to the university.

3. Needs assessment link to campus from community and separate community and clientele groups not just traditional contacts

4. Identify Collaborators

5. Find the Funding \$\$\$

6. Identify the research needs of the local entities to the University

7. Don't be lead by money - don't do programs for money

More explanation needed.

Grants

Don't let the tail wag the dog.

Be aligned with the mission.

Don't do programs solely for the money.

8. Faculty at the campus level need to be "trench workers"--"get their hands dirty." Work at the community level.

Leadership

1. Be a catalyst - "make it happen"

You need to be frontrunner of the process - and agree we want to be the engine rather than the caboose.

Absolutely!

2. Facilitator

bring everyone together & facilitate the process

Help find potential partners, new partners, in your community.

Provider of materials to make "programs" happen, but don't forget the uniqueness of the role of educator.



Helps find funds for local needs and programs
Attempt to build capacity and leadership in partnerships.

3. Find the Funding \$\$\$

4. Invite people to the "table"

5. Practice what you preach - you need to use what is in the place - the duck guides to the ducks.

6. Be an advocate of the engaged process.

7. Be an instigator in the process, not just a collaborator.

8. Local leadership - lead by example

Be a positive upbeat influence.

9. Extension Educators need to be the "glue" that holds the collaborations together and facilitates the process

10. Think through the implementation of the process so it can happen!

11. There needs to be connectivity, not just be the link. Help move forward.

12. Keep looking down the road. What's going to be the next issue that will need to be addressed? What can we do now to start to address the problem.

Don't be afraid to graduate yourself from a group as the other committee members develop leadership.
This will free you to move on to the next need.

13. Educators

14. Need to believe in the process ourselves

15. Faculty at the campus level need to be "trench workers"--"get their hands dirty." Work at the community level.

16. CSREES and USDA General need to realize and understand that programming doesn't need to go thru DC

17. Helps to determine priorities

18. Step outside the box for funding. You get money, you get power.

19. Be a good listener



Competencies (Categorizer)

Participant Instructions

What are three key competencies needed of Extension staff to deliver high quality educational programs in an engaged university?

Competencies (Categorizer)

1. What is quality?
2. Marketing and Promotional Skills

Subject matter

1. Be on the cutting edge of technology
2. enhance the technology and the skills to do it
3. Subject-matter expertise, with respect for others
4. Well defined roles, and good training within that role
5. Good knowledge base

Self-assessment

Knowledge of community

6. Learn and relearn. You are never done learning - life long learning.
7. Exceptional educators, not just information providers
8. More specialized vs. more general? decision making process

Need some general knowledge to be able to work on multi-disciplinary programs (Need to know who you need to have on the team)

9. Be aware of the now. Stay current with local, state, global issues including technology, developing trends.
10. Subject matter expertise, or knowing where to get it.

Process skills

1. Analytical skills
2. Flexibility and adaptability
3. Excellent communication skills, speaking, listening, writing
4. Facilitation skills

We agree

Define facilitation: specific techniques that are used to make a good facilitator. The ability to record and share the expressed idea of participants.

5. Experience or training in group facilitation skills
6. Listening skills, re-articulation and processing what you've heard.
7. Ability to use a variety of delivery methods
8. Communication and Technology Skills
9. Ability to focus on priority needs so we don't end up trying to be all things to all people.
10. evaluation, impact analysis
11. Learn and relearn. You are never done learning - life long learning.
12. Exceptional educators, not just information providers



13. Vertical team building skills

appreciate what colleagues can bring to the team. They (the team) have to get along.

14. adult education skills, Instruction design skills, how to put together an effective series of programs

15. More specialized vs. more general? decision making process

Need some general knowledge to be able to work on multi-disciplinary programs (Need to know who you need to have on the team)

16. Realize it is a method but not the end itself. Technology still needs the human input or explanations.

17. Program development experts--Program logic model

Needs assessment thru program delivery and evaluation

18. Be tuned in to what is happening, how to respond quickly, effectively, and be aware of consequences

19. Measurable objectives, Evaluation - total system approach.

20. Training in the principles of leadership

21. community planning skills

22. Ability to evaluate and change programs to meet local needs

23. Understanding adult and youth learning styles

24. Must be able to market our product, be skilled to market ourselves

25. Extension Educator needs to have patience. Do we lead or drive?

Technology

1. Be on the cutting edge of technology

2. enhance the technology and the skills to do it

3. Ability to use a variety of delivery methods

4. Communication and Technology Skills

5. Technology skills

6. matching/identifying educational tools that are appropriate to the client needs, abilities, accessibility

7. Push the "right buttons"

Visionary

1. Fore-thought, visionary

2. Be on the cutting edge of technology

3. no boundaries

4. Learn and relearn. You are never done learning - life long learning.

5. Courage

6. Be aware of the now. Stay current with local, state, global issues including technology, developing trends.

7. Be tuned in to what is happening, how to respond quickly, effectively, and be aware of consequences

8. Ability to evaluate and change programs to meet local needs



9. Change agents

10. Be in tuned to our globalized society

People skills

1. Open-minded

2. Flexibility and adaptability

3. Listening skills, re-articulation and processing what you've heard.

4. Subject-matter expertise, with respect for others

5. Well defined roles, and good training within that role

6. Courage

7. Conflict resolution

8. Vertical team building skills

| appreciate what colleagues can bring to the team. They (the team) have to get along.

9. Realize it is a method but not the end itself. Technology still needs the human input or explanations.

10. Be empathetic to our clients

11. Be tuned in to what is happening, how to respond quickly, effectively, and be aware of consequences

12. Training in the principles of leadership

13. mentoring training to be effective to new faculty

14. Training to be Politically Savvy

15. Being a team player, teamwork skills

16. Analytical skills

17. Push the "right buttons"

18. Must be able to market our product, be skilled to market ourselves

19. Change agents

20. Extension Educator needs to have patience. Do we lead or drive?

21. Empathy for the local community

22. A positive attitude and willingness to embrace change.

23. Patience and strong sense of humor!

| WE AGREE

24. skills working with decision makers

25. Culturally competent and sensitive

Resource development

1. Find the "money" (grants) that will fit the local programs. Then know how to access those funds.

| This one of the most important

2. Marketing and Promotional Skills

3. Ability to match needs with resources

4. Fund raising



- 5. Training to be Politically Savvy**
- 6. don't duplicate what is already being done. Be effective user of funds.**
- 7. Must be able to market our product, be skilled to market ourselves**
- 8. Institutions need to have staff that help other staff identify who knows what.**
- 9. skills working with decision makers**



Time (Categorizer)

Participant Instructions

Please identify the three key areas where Extension educators should spend their time to create an engaged university.

Time (Categorizer)

1. engage the administrator to be a win-win situation. with goal of change
2. Be willing to prioritize and turn over programs to others. Educate locals clientele to these changes.
3. Our peers need to buy in to this. Are we doing this just for an exercise?
4. Spend Time thinking and looking ahead (Turn off the phone, go to the coffee shop) spend time in the local community not the office to identify key priority issues and needs.

Get out on the golf course to learn what is happening in your community, being among people who know what is going on

Programming

1. Program development

Good evaluation is a necessary part of the program. Short term and long term impact documents program success.

2. Impact reporting and evaluation - the whole cycle!
3. Conduct or evaluate a needs assessment to develop program
4. Listening--to our clients, to each other, and to administration (all communication should be two-way)
5. Matching individual strengths and competencies, of staff, to address critical citizen/societal needs. Step outside disciplines.
360 degree programs and processing. We need to finish with the evaluation and implementation.
6. empower community peers or volunteers to help develop & present programming
7. Helping the community to discuss issues and come to consensus and communicate with each other. Not deliver the quick answers to
8. Capacity building - working with your clientele to strength their knowledge and skills.
9. Continual evaluation of the entire process.
10. On the job instead of university committees.
11. Spend a portion of our time on program delivery
Increase the quality of our programs
12. Create opportunity for campus-based faculty to get involved in the community.
13. Be willing to prioritize and turn over programs to others. Educate locals clientele to these changes.
14. In programming with today's audience and planning for tomorrow's audience of different cultures and diversity. Methods in appropriate ways to reach the audience.
15. Also lead the pack
16. Spend Time thinking and looking ahead (Turn off the phone, go to the coffee shop) spend time in the local community not the office to identify key priority issues and needs.



Get out on the golf course to learn what is happening in your community, being among people who know what is going on

Networking

1. Program development

Good evaluation is a necessary part of the program. Short term and long term impact documents program success.

2. Conduct or evaluate a needs assessment to develop program

3. Listening--to our clients, to each other, and to administration (all communication should be two-way)

4. Be involved with our community to know what is going on

Building community coalitions; seeking new partners; networking

5. team building approach to development of programs that meet the needs - new linkages - teams

6. Spend Time thinking and looking ahead (Turn off the phone, go to the coffee shop) spend time in the local community not the office to identify key priority issues and needs.

Get out on the golf course to learn what is happening in your community, being among people who know what is going on

7. Work on creating and strengthening linkages between the university, research, extension and clientele.

8. Helping the community to discuss issues and come to consensus and communicate with each other. Not deliver the quick answers to

9. Link with other agencies that deliver programs that affect your clientele.

10. Opening lines of communication between county and University personnel about programs and needs

11. Create opportunity for campus-based faculty to get involved in the community.

12. To lead, we need to be creative and understand the other parts of the university

13. engage the administrator to be a win-win situation. with goal of change

14. Developing effective, productive relationships.

15. Develop new campus linkages and strengthen old linkages.

16. Spend time with decision makers and networking with community leaders

17. Listening - down and up

18. Develop new partnerships and stakeholders

19. Collaborate and network, not only for programming but for support, professional development and funding.

20. Inform people in leadership positions of linkages to local, state and university leaders.

21. Our peers need to buy in to this. Are we doing this just for an exercise?

22. Spend Time thinking and looking ahead (Turn off the phone, go to the coffee shop) spend time in the local community not the office to identify key priority issues and needs.

Get out on the golf course to learn what is happening in your community, being among people who know what is going on

Marketing

1. Shopping/selling our programs/ideas beyond our traditional academic departments.

2. recruitment of students for the university



- 3. Become globally and culturally aware**
- 4. Marketing our linkage efforts to university and clientele.**
- 5. Tell the extension story - marketing**
- 6. Inform people in leadership positions of linkages to local, state and university leaders.**
- 7. Our peers need to buy in to this. Are we doing this just for an exercise?**

Visioning

- 1. Prioritizing--what is REALLY important, what should we be spending time doing**
| prioritize, prioritize, prioritize, communicate, communicate, communicate
- 2. To lead, we need to be creative and understand the other parts of the university**
- 3. Become globally and culturally aware**
- 4. In programming with today's audience and planning for tomorrow's audience of different cultures and diversity. Methods in appropriate ways to reach the audience.**
- 5. Our peers need to buy in to this. Are we doing this just for an exercise?**
- 6. Always lead the pack**

Resource development

- 1. Matching individual strengths and competencies, of staff, to address critical citizen/societal needs. Step outside disciplines.**
| 360 degree programs and processing. We need to finish with the evaluation and implementation.
- 2. Spend time and go with the money .**
| That is fine, if the money goes with the local needs and issues in the community. Shouldn't be the other way around.
- 3. empower community peers or volunteers to help develop & present programming**
- 4. On the job instead of university committees.**
- 5. Developing effective, productive relationships.**
- 6. Develop new partnerships and stakeholders**
- 7. Looking for alternative funding**
| grants are just part of that
- 8. Collaborate and network, not only for programming but for support, professional development and funding.**

Training

- 1. Listening--to our clients, to each other, and to administration (all communication should be two-way)**
- 2. Matching individual strengths and competencies, of staff, to address critical citizen/societal needs. Step outside disciplines.**
| 360 degree programs and processing. We need to finish with the evaluation and implementation.
- 3. Capacity building - working with your clientele to strength their knowledge and skills.**
- 4. Professional Development - staff must have opportunity and encouragement to stay ahead of the curve.**
- 5. Time spent to gain professional development training**
- 6. Training to keep current in subject matter. Take time to retool. Learn new skills and knowledge to apply to job.**



7. Become globally and culturally aware

8. People skills training

9. Listening - down and up

10. In programming with today's audience and planning for tomorrow's audience of different cultures and diversity. Methods in appropriate ways to reach the audience.

11. Also lead the pack



Factors (Categorizer)

Participant Instructions

What are the three barriers to Extension educators taking the lead in the engagement process?

Factors (Categorizer)

1. **punishment for taking a risk**
2. **Lack of awareness of Extension.**
3. **Institutional resistance - (university) - academic vs. field staff/outreach**
| or academics vs. local people
4. **Uncertain rewards or potential for reprimands**
5. **Appropriate balance between personal and professional roles**
6. **Threats to academically freedom**
7. **If the administration doesn't want it to happen, it won't.**

Tradition

1. **Letting go!**
2. **fear of change, failure, take risk**
| set in their ways
| lack of rewards from the university system
3. **admin gets on the bandwagon too late to address issues.**
4. **Local Traditionalism, Doing what we have always done. The County Fair**
5. **Perception of what our job is**
6. **It's always been done this way**
7. **Local politics and politicians**
| Local and state politicians all have pet and special agendas.
8. **If the horse is dead, get off!!! or the sacred cows!**
9. **University Administration/approachability/educators perception of approachability**
10. **Getting People to buy into Change. Even in Extension, we lack openness to Change**
11. **Changing traditional programming**
12. **college classes only on campus vs. off campus delivery methods**
13. **Resistance to new culturally diverse audiences and ideas (nontraditional Extension audiences)**
14. **Lack of opportunity for campus-based and field-based faculty to meet to work together**
15. **"Turf" issues**
16. **Bureaucracy**
| Who determines the priorities, and who supports them once they are identified
| so true
17. **Tenure system--rewards only research and campus-based education, not community engagement**
18. **Need to publish vs. needs of clientele.**



19. being all things to all people

20. Resistance to new culturally diverse audiences and ideas (nontraditional Extension audiences)

Funding / resources

1. Time Management

| Prioritization

2. New staff that need lots of help

3. resource funding - staff, research funds

4. We can't wait for administration. We just need the money,

5. Lack of Resources, Money, People, Time

6. the administration chases the \$\$\$\$ instead of the need.

7. Same agencies going after the same \$\$\$\$

| Multi-agencies going after the same \$\$\$\$.

8. Staff at the county level aren't aware of where the funding is.

9. Time

10. Learning to better utilize volunteers for programming

11. college classes only on campus vs. off campus delivery methods

12. lack of funding to do what we want to do/ or able to do

13. Lack of opportunity for campus-based and field-based faculty to meet to work together

14. We don't hire enough innovators thinking. Also the system doesn't reward innovating thinking staff.

15. Many agencies competing for the same funds we want

16. Disjointed Marketing--more than extension brochures

17. Don't have the research base to provide to the community

Turf issues / boundaries

1. admin gets on the bandwagon too late to address issues.

2. the administration chases the \$\$\$\$ instead of the need.

3. Mixed messages of what we should be doing.

4. Turf Issues

5. University Administration/approachability/educators perception of approachability

6. Same agencies going after the same \$\$\$\$

| Agencies-agencies going after the same \$\$\$\$.

7. Institutional resistance - (university) - academic vs. field staff/outreach

| or academics vs. local people

8. University Politics

9. Non - extension faculty don't see how to engage not on board.

10. college classes only on campus vs. off campus delivery methods

11. admin view is not an extension/outreach view not only that some director don't have any extension experience. How can you lead a major organization if you don't understand what it is that field faculty is doing?



12. Lack of opportunity for campus-based and field-based faculty to meet to work together

13. "Turf" issues

14. We don't hire enough innovators thinking. Also the system doesn't reward innovating thinking staff.

15. Many agencies competing for the same funds we want

16. Bureaucracy

Who determines the priorities, and who supports them once they are identified
so true

17. District lines and program lines need more interdisciplinary. Boundaries real and imaginary.

18. Tenure system--rewards only research and campus-based education, not community engagement

19. Respect for field staff/threat to long-term tenured field staff positions

Attitude / self-interest

1. fear of change, failure, take risk

set in their ways
lack of rewards from the university system

2. Lack of flexibility

3. Pre-conceived notions of Extension role.

4. Time Management

Prioritization

5. Buy in to the process

6. Local politics and politicians

Local and state politicians all have pet and special agendas.

7. the administration chases the \$\$\$\$ instead of the need.

8. Mixed messages of what we should be doing.

9. University Administration/approachability/educators perception of approachability

10. Getting People to buy into Change. Even in Extension, we lack openness to Change

11. Hard-headed Extension Agents/Educators.

12. Patience of bringing others along and "buying in"

13. Non - extension faculty don't see how to engage not on board.

14. Don't have the research base to provide to the community

15. admin view is not an outreach/outreach view not only that some director don't have any extension experience. How can you lead a major organization if you don't understand what it is that field faculty is doing?

16. It's not my job!!!!

17. It's not our job!!!!

18. "Turf" issues

19. We don't hire enough innovators thinking. Also the system doesn't reward innovating thinking staff.



- 20. Tenure system--rewards only research and campus-based education, not community engagement**
- 21. Respect for field staff/threat to long-term tenured field staff positions**
- 22. One of our biggest challenges will be to bring co-workers along with this thinking.**
- 23. Resistance to new culturally diverse audiences and ideas (nontraditional Extension audiences)**



Engagement Process (Categorizer)

Participant Instructions

How can your state association(s) lead and support the engagement process?

Engagement Process (Categorizer)

1. Who recognizes the legitimate actor/participant

| If the administration doesn't want it to happen, it won't.

2. Field staff should be included in the university budgeting process.

Administration

1. Support and encourage professional development to deal with issues

2. Collaborate and communicate with Administrators on how to implement communication between field and campus

3. State Association officers meet with administration to let them know the results of this exercise.

| Ditto

| spring conference to share this colleagues as well as administration

4. Help develop positive attitudes towards and support for the mission of extension.

5. recognize and reward the process to engaged university status

6. The administration will support the organization only when they agree with it.

7. Share and celebrate our successes.

8. Encourage association membership among campus-based faculty and administration.

9. Address issues that concern agents and be a part of open dialogue with administration

10. Bring other colleges to the table to open dialog/ integrate campus

11. Field staff should be included in the university budgeting process.

Networking

1. Plan and sponsor tours for campus-based faculty and administration.

| from the tours, programming should be developed that incorporate input from all levels and all partners

2. Facilitate the group process - educate about the engaged university process - brainstorm the ideas to make it happen

3. State Association officers meet with administration to let them know the results of this exercise.

| Ditto

| spring conference to share this colleagues as well as administration

4. Needs to happen through the efforts of all associations working together

5. Associations need to unify and present one solid front.

6. Encourage association membership among campus-based faculty and administration.

7. Influential people have to influence key administrators - "Kings and King Makers"

8. Share the forth coming reports with administration and work together for action.

9. Bring other colleges to the table to open dialog/ integrate campus

10. create opportunities for specialists to visit the field

| Tours for new specialists



11. Encourage community integration
12. For broad based assoc. to provide the thrust of the engagement to all staff.

Modeling

1. Talk and walk the talk
2. Mentors to new employees.
3. Facilitate the group process - educate about the engaged university process - brainstorm the ideas to make it happen
4. Help develop positive attitudes towards and support for the mission of extension.
5. Use this exercise with the state association.
6. We have to convince our own assoc. to buy in to the process.

Training

1. Talk and walk the talk
2. Support and encourage professional development to deal with issues
3. Facilitate the group process - educate about the engaged university process - brainstorm the ideas to make it happen
4. Provide training for agents to become better visionaries
5. Communicate with members until it becomes practice/second nature
6. Use this exercise with the state association.
7. Educate others (association membership, clientele, campus specialists, administrators) about the engagement process and build awareness of the process
8. Work with the associations and go through this process back home.
9. create opportunities for specialists to visit the field
 - | Tours for new specialists
10. In-service on the engaged institution.
11. For broad based assoc. to provide the thrust of the engagement to all staff.

Lobbying / marketing

1. Plan and sponsor tours for campus-based faculty and administration.
 - | from the tours, programming should be developed that incorporate input from all levels and all partners
2. recognize and reward the process to engaged university status
3. Take a stand as an association--we feel this is what is needed, these are the steps we will be taking to insure change comes about.
4. Associations need to unify and present one solid front.
5. Share and celebrate our successes.
6. retirees could be more apart of the new system - the engaged university
7. Encourage association membership among campus-based faculty and administration.
8. Provide success stories to legislators to let them know that the process is changing and continuing to work.
9. Advocate for profession
10. look at membership of our associations - do include campus faculty as well as field staff
11. Influential people have to influence key administrators -"Kings and King Makers"



- 12. Work with the legislators and stakeholders to allow the administration to listen to us.**
- 13. Recruit Specialists into appropriate Association.**
- 14. Share the forth coming reports with administration and work together for action.**
- 15. Encourage community integration**
- 16. Field staff should be included in the university budgeting process.**
- 17. Organized effort to have a voice field staff to be heard.**
- 18. We have to convince our own assoc. to buy in to the process.**

Communication

- 1. Talk and walk the talk**
- 2. Team Building and communications**
 - | Communication with broad base including top administration.
- 3. Plan and sponsor tours for campus-based faculty and administration.**
 - | from the tours, programming should be developed that incorporate input from all levels and all partners
- 4. Dialogue with administration.**
- 5. Collaborate and communicate with Administrators on how to implement communication between field and campus**
- 6. State Association officers meet with administration to let them know the results of this exercise.**
 - | Ditto
 - | spring conference to share this colleagues as well as administration
- 7. Help develop positive attitudes towards and support for the mission of extension.**
- 8. Plan and sponsor tours for campus-based faculty and administration.**
 - | from the tours, programming should be developed that incorporate input from all levels and all partners
- 9. Help identify strengths and weaknesses. What are we doing well and where is there room for improvement.**
- 10. Share and celebrate our successes.**
- 11. Provide success stories to legislators to let them know that the process is changing and continuing to work.**
- 12. Communicate with members until it becomes practice/second nature**
- 13. Address issues that concern agents and be a part of open dialogue with administration**
- 14. Use this exercise with the state association.**
- 15. Share the forth coming reports with administration and work together for action.**
- 16. create opportunities for specialists to visit the field**
 - | Tours for new specialists
- 17. Organized effort to have a voice field staff to be heard.**
- 18. We have to convince our own assoc. to buy in to the process.**