

Managing A Diverse Workforce in the Cooperative Extension System:



**ECOP-PODC, Recruitment,
Selection, and Retention Group**

November 1997

Contents

Executive Summary

Cooperative Extension and Diversity—Background	1
The Importance of Diversity to the Future of the CES	3
The CES Workforce Today	5
CES Efforts to Improve Workforce Diversity	7
Revitalizing the CES Through Diversity	9
Recommendations for the Future	12
Appendix	
Bibliography	14
Diversity Within the Professional Staff of the Cooperative Extension System	
—CES Professional Staff Profile (1996)	
—Survey of State Cooperative Extension Directors and Administrators	

Emphasis on Diversity in CES: Recruitment, Selection, and Retention of A More Culturally Diverse Workforce

An Executive Summary

Introduction

The values of diversity and pluralism are not new to the Cooperative Extension System (CES). Recruitment, selection, and retention of a more culturally diverse workforce are not new issues.

In 1990, the Extension Committee on Organization and Policy (ECOP) and the former Extension Service, United States Department of Agriculture (USDA), established the System's "Emphasis on Diversity." In October 1991, ECOP approved the System's strategic plan to implement this emphasis in a working document, "Pathways to Diversity." Responsibility for carrying out recommendations was assigned to the ECOP Personnel and Organizational Development Committee (PODC). From 1991 through 1996, several System and USDA policy papers and national conferences reemphasized this need for a more diverse workforce.

In early 1996, ECOP through PODC appointed a workgroup to investigate the System's progress in recruitment, selection, and retention of a culturally diverse workforce. This group's charge included several components:

- A review of 1996 CES professional workforce data from the USDA Personnel Subsystem, including gender, ethnicity, educational background, job classification, tenure, and region.
- A survey of national and State leadership regarding efforts to diversify their professional staff.¹
- A study of current trends across government and private industry in workforce diversity.
- Recommendations for future System action.

This report is the product of their work—a snapshot of a 21st Century organization in transition.

Importance of Workforce Diversity to the Future of CES

The end of the 1990s finds an American society radically different than a decade ago. The foundations of this society—community, family, education, employment—continue to change, and to converge as the 21st Century draws closer. These changes impact the core mission of all organizations, both public and private. More importantly, they impact the ability of the workforce to commit to these organizations and to support their mission and goals. Workforce diversity is a present-day necessity for the future visibility, creditability, and viability of all organizations. The landmark **WorkForce 2000** study challenges the ability of public and private entities to compete unless they successfully employ "productive workers in a labor market characterized by...demographic diversity." Other studies, such as Civil Service 2000 and the American Council of Education 1995-96 report, "Minorities in Higher Education," call for strong, sustained support of workforce diversity issues.

The CES Workforce Today

What inroads, if any, has CES made in the 1990s in changing the face of its professional workforce to better reflect the diversity of its customer base and the U.S. population? Is the System's stated commitment to workforce diversity, including the need to change recruitment, selection, and retention practices, supported by the organization's leadership? How is CES responding to dual pressures from inside and outside the organization to change the profile of its professional workforce? An analysis of 1996 CES professional staffing data reported to the USDA Personnel Subsystem indicates a slow, minimal process of change in CES recruitment, selection, and retention practices.

Findings reflected in the USDA Personnel Subsystem show that women and minorities are significantly underrepresented in CES. This is true at all levels of senior management, in all regions of the country, in urban and rural areas, and by length of service and tenure. Differences in education between men and women do not explain this disparity.

CES Efforts to Improve Workforce Diversity

In the Fall of 1996, CES Directors/Administrators were surveyed in order to identify policies and approaches utilized by institutions to increase the recruitment, retention, and advancement of a more culturally diverse workforce. Of the 74 Extension Directors and Administrators surveyed, 47 responded. States vary considerably in their level of efforts and support for workforce diversity. Much remains to be done. The most significant constraints to attaining workforce diversity, as perceived by respondents were: lack of commitment from senior managers and university administration; budget constraints and staff downsizing; the difficulty of attracting minorities to rural areas where jobs exist; the scarcity of minorities with the skills required to work in agriculture; and finally, resistance of some clientele groups to working with staff from diverse backgrounds.

Revitalizing the CES Through Diversity

How can an organization move beyond verbal commitment and support of workforce diversity to making it a part of everyday organizational culture? In his major work, *Beyond Race and Gender—Unleashing the Power of Your Total Workforce*, R. Roosevelt Thomas, Jr. concludes that "those who try to force today's reality into yesterday's management will seriously jeopardize the viability of their enterprise." Thomas concludes that "diversity is a commitment to all employees, not an attempt at preferential treatment." Thomas defines "managing diversity" as approaching diversity on all levels of the organization simultaneously individual, interpersonal, and organizational. He sees this concept as going beyond race and gender... as empowering whoever is in the workforce...as redefining the corporate culture of the organization—its basic assumptions about itself. These basic tenants of Thomas' are echoed by the American Council on Education's (ACE) publication, *Minorities on Campus: A Handbook for Enhancing Diversity*. ACE recommends increasing the numbers of minority faculty in the pipeline by enhancing doctorate and graduate programs; expanding the search process across the entire pool, including business and government; and ensuring future success through crucial promotion and tenure processes that are supportive. Each step in this process is enhanced by commitment from university leadership and maintaining standards of excellence.

Recommendations for the Future

A review of the next millennium's workforce and work/life needs, with an analysis of CES current professional staffing data and workforce diversity practices provides the System an unprecedented opportunity to recommit to workforce diversity goals.

To successfully attract, retain, and support a culturally diverse, quality workforce will require a ***Change in the core culture of the Cooperative Extension System***. This first, most important recommendation of the workgroup is coupled with its second recommendation; ***Leadership commitment to initiating and supporting this change at all levels of the System***. Successful delivery of educational programs and accountability to communities and citizens demands CES become a more diverse, inclusive organization. Other systemwide recommendations are:

- Renew CES support and commitment to achieving diversity and pluralism by revisiting and revising the System's strategic plan for diversity; develop a new vision and statement for diversity.
- Make investing in a culturally diverse workforce a priority at all levels of the System.
- Ensure that the USDA Personnel Subsystem reflects the total Cooperative Extension workforce.
- Collaborate with the National Center for Diversity in offering regional workshops on Recruitment, Selection, and Retention of a Culturally Diverse Workforce.
- Provide and support educational opportunities that will prepare individuals for the organization's future directions.
- Take stock of where each CES organization is regarding its commitment to diversity; initiate review of data in three areas, individual, organization, and institution.
- Strengthen State organizational plans and processes for recruiting and retaining staff from diverse backgrounds.
- Establish accountability standards for inclusion in the personnel evaluation process to cover the accomplishment of supervisors and others with "authority to hire" in attaining workforce diversity.
- Develop a system to prepare staff who are underrepresented for advancement in Extension and agriculture.
- Develop a retention support system for new staff with special emphasis given to those from underrepresented groups.
- Create an atmosphere that welcomes employee ideas and communicates a proactive vision for the future.
- Give renewed visibility and recognition to people and programs that are moving the CES organization forward to becoming a culturally diverse workforce.
- Articulate a philosophy...when recruiting, make known leadership's commitment to diversity and assess the applicant's mutual commitment.
- Incorporate diversity goals into all program reviews.

Cooperative Extension and Diversity—Background

CES will increase and sustain the diversity of the System's workforce including leadership to better reflect the diversity of the population of the Nation, States, and territories...

—Pathway to Diversity, 1991

The values of diversity and pluralism are not new to the Cooperative Extension System. Nor are the issues of recruitment, selection, and retention of a more culturally diverse workforce.

In 1990, the Extension Committee on Organization and Policy (ECOP) and the former Extension Service, U.S. Department of Agriculture (USDA), established the System's "Emphasis on Diversity." In October 1991, ECOP approved the System's strategic plan for implementing this "Emphasis on Diversity" through its adoption of the working document, "Pathway to Diversity."

Responsibility for System involvement in carrying out the recommendations of this plan was assigned to the ECOP Personnel and Organizational Development Committee (PODC) and its Subcommittee on Extension Diversity (SED). One important goal of "Pathway" was "Workforce Diversity." In response to this stated goal, national, regional, and State workshops and seminars were held; the National Center for Diversity at Kentucky State University was established; and many States and territories developed diversity plans for their institutions in order to recruit and retain a more diverse, professional workforce for the System and its partners.

In 1994, under the auspices of PODC and its Human Resource Management (HRM) Subcommittee, representatives from across the country convened to review current System workforce programs and practices and to identify key HRM issues to bring to the attention of leadership. This conference again confirmed the importance of a culturally diverse workforce through two of its five issues:

Rank #1, Building a Pluralistic Culture; Commitment to Diversity

Rank #5, Hiring Staff that Breaks Out of the Traditional Extension Paradigm.

During the same period, ECOP and the new Federal partner, the Cooperative State Research, Education, and Extension Service (CSREES) charged a Strategic: Framework Team—representative of all System partners—to develop a strategic framework after engaging personnel, volunteers, and customers in a national dialogue on the Cooperative Extension System, its mission, vision, and challenges.

The result was a Strategic Framework for a System of Partnerships, called **Framing the Future**, released in February 1995. Diversity and workforce issues again surfaced as areas needing immediate, national attention: "The CES is strengthened by incorporating diverse histories, cultures, experiences, perspectives, and world views. Actions for success-increase and sustain the diversity of Extension's workforce and volunteers through recruitment and retention efforts...Increase diversity in leadership positions...."

In early 1996, ECOP through PODC and its two subcommittees, SED and HRM, in collaboration with the National Center for Diversity, appointed a workgroup to investigate the System's progress in recruitment, selection, and retention of a culturally diverse workforce. This group's charge included several components:

- A review of 1996 CES professional workforce data from the USDA Personnel Subsystem by gender, ethnicity, educational background, job classification, tenure, and regional location.
- A survey of National and State leadership concerning efforts to diversify their professional staff.
- A study of current trends across government and private industry in workforce diversity.
- Recommendations for future System action.

This report is the product of their work—a snapshot in time of a 21st Century organization in transition as it addresses the issues of recruitment, selection, and retention of a more culturally diverse workforce.

The Importance of Workforce Diversity to the Future of the CES

Ours is a diverse society. Diversity is a source of strength. as we tap the talents, creativity and energy of all Americans who desire to serve...

—Secretary of Agriculture Dan Glickman, 1996

The end of the 1990s finds an American society radically different than a decade ago. The foundations of this society—community, family, education, employment—continue to change, and to converge as the 21st Century draws closer.

These changes impact the core mission of all organizations, both public and private. More importantly, they impact the ability of the workforce to commit to these organizations and support their mission and goals.

Workforce diversity goals articulated by Federal, State, and local governments can no longer be considered a future target—they are a present day necessity for the continued viability and vitality of these organizations. Consider these facts:

- The working population is growing older as the Baby Boomer cohort ages. This group continues to redefine the workplace, the balance of work and family, and loyalty to the organization and its goals versus the importance of personal values and goals.
- Communications technologies are erasing the lines between work and home, redefining institutions of higher education and government, and expanding the global economy.
- Previous ethnic minorities, including Afro-Americans and Hispanics, are entering the labor market in record numbers. By the year 2000, only one of every seven new workers will be a White male. This shift will radically alter educational programs developed and delivered and clientele served.
- Two-income families are no longer the exception. They are the norm. Women will constitute 50 percent of the workforce by the millennium. Family and worklife issues will redefine the workplace and alter how and when organizations respond to customer need with products and services.
- The “bottom line” accountability long applied to American industry is now a fact of life for government and educational institutions, i.e., the new Government Performance Results Act (GPRA) reporting system. As available public monies remain stagnant or decrease, demand for measurable performance of public institutions will continue to increase.
- Organizational change, reflected in the constant rightsizing, downsizing, restructuring, retraining, and redefinition, will continue. In the last 5 years, the Federal workforce has decreased by 250,000 employees. Likewise, in the private sector, several hundred thousand companies were downsized while another 700,000 sought bankruptcy and 80,000 were merged.

Parallel Findings

“These changes mean that the ability of companies to effectively compete in the years ahead will be determined... by their success in employing productive workers in a labor market characterized by... demographic diversity. The most successful companies will be those that meet this challenge creatively and aggressively,” States the introduction to the U.S. Department of Labor’s report, “**Opportunity 2000: Creative Affirmative Action Strategies For a Changing Workforce,**” an outgrowth of its landmark **WorkForce 2000** study.

This point is reemphasized in **Civil Service 2000**, an Office of Personnel Management report addressing the present and future needs of the Federal workforce: “The effort to attract a share of the most talented Americans to Federal service will grow more challenging. Without reforms, some agencies may find that the quality of the services they can deliver will slowly erode, undermining public faith and support. For others, business as usual carries a genuine risk of failure to fulfill the basic public responsibilities they are charged with....”

In the 1995-1996 status report of the American Council of Education, “Minorities in Higher Education,” the Council concludes: “Strong, dramatically effective efforts are needed at every level of society to promote the spirit and ethic of affirmative action. By that we mean applying the extra energies and resources that lead to the identification, encouragement, training, hiring, and promotion of minority men and women throughout our organizational structures. These efforts will require an increased understanding by the American people of the growing diversity of our population, and a collective determination to build our nation’s future strength on this “

USDA Civil Rights Initiative

The importance of a diverse workforce was emphasized once again in the February 1997 Civil Rights Action Team Report of the U.S. Department of Agriculture. This report and its recommendations are the result of an audit of civil rights issues facing USDA—its agencies, partners, senior managers—in program delivery, employment practices, and workforce diversity issues. Secretary of Agriculture Dan Glickman charged the Civil Rights Action Team to listen to the issues and concerns of minority customers and employees at public meetings across the Nation and to work with him and key Department officials to address these institutional problems proactively.

In the section on program delivery and outreach, the team stated, “...The lack of representation of small, limited resource, and minority farmers and ranchers on many research and education advisory boards has reduced the responsiveness of research and education programs to the specific needs of these underrepresented groups. Minority customers are also more likely to participate in research and education programs if at least some of those delivering the programs and on the advisory committees are of the same race, sex, and ethnicity.”

The CES Workforce Today

As an organization, you are gearing up to deal with America as it is... This is why you are developing and delivering programs... The spirit is here! If there were no spirit, there would be nothing to discuss..."

—Kevin Slater, CES Diversity Council, 1991

What inroads, if any, has the Cooperative Extension System made in the 1990's in changing the face of its professional workforce to better reflect the diversity of its customer base and the U.S. population?

Is the System's stated commitment to workforce diversity, including the need to change recruitment, selection, and retention practices, modeled by the organization's leadership?

Are these leaders still committed to achieving diversity goals in spite of present-day budget and staff reductions? How is the System responding to dual pressures from inside and outside the organization to change the profile of its professional workforce?

An analysis of 1996 CES professional staffing data reported to the USDA Personnel Subsystem indicates a slow, minimal process of change in CES recruitment, selection, and retention practices. (A complete analysis of 1996 staffing data extracted by gender, ethnicity, educational background, job classification, tenure, and location is found in the Appendix of this report.)

Findings reflected in the USDA Personnel Subsystem show that women and individuals who are culturally diverse are significantly underrepresented in the Cooperative Extension System. This is true at all levels of senior management, in all regions of the country, in urban and rural areas, and by length of service and tenure. Differences in education between men and women do not explain this disparity. Consider these facts:

- Of the 16,930 professional employees across CES reported in the 1996 Personnel Subsystem, there are one and a half times the number of male employees than there are female employees (60 percent versus 40 percent).
- The distribution of employees by census groups shows the System contains over 90 percent White (non-Hispanic) employees. Black (non-Hispanic) and Hispanic employees are 5.5 percent and 2.6 percent respectively. Native Americans, Alaskan Natives, Asian or Pacific Islanders account for only 1.6 percent of employees.
- While women are underrepresented in all regions, the Northeast region has the highest representation followed by the North Central and the Southern regions. The highest underrepresentation exists in the Western region.
- Minorities are underrepresented in all regional locations. The gap is highest in the North Central, followed by the Northeast, Western, and Southern regions. Of all regions, the South has the highest percentage of minority employees.

- Extension County Agents and Extension State Specialists account for approximately 61 percent of all jobs in the System. Women hold a larger proportion of County Agent and County Coordinator jobs than their male counterparts. However, in all senior management categories, women hold a smaller number of these jobs. For example, 16 percent of Directors/Administrators, 26 percent of Associate/Assistant Directors/ Administrators, and 12 percent of Department Heads are women.
- Minorities hold very few senior management positions in CES. Combined, minorities hold 6 percent of all university Department Head positions and 5 percent of County Director jobs. Blacks (non-Hispanics) account for 24 and 14 percent of Directors/ Administrators and Assistant/Associate Directors/Administrators respectively. However, these positions are all located at the I 890 institutions.
- A masters degree is the most predominant “highest degree” held by employees—49 percent. Bachelor and doctorates are distributed at 24 and 27 percent respectively. A significantly larger proportion of women hold masters degrees than men—5 percent to 45 percent. However, a larger proportion of men hold doctorates—36 percent compared to 12 percent for women.
- Sixty-four percent of employees have no more than 15 years service in CES; almost 50 percent have no more than 10 years.
- Women are underrepresented in all length-of-service categories. The gap tends to increase as length of service increases.
- Among all census groups, Asian/Pacific Islanders have the highest proportion of doctorate degrees, followed by White (non-Hispanic) and American Indian/Alaskan Native. Hispanics and Blacks (non-Hispanic) have the lowest proportion. Blacks (non-Hispanic) have the highest percentage of masters degrees.

CES Efforts to Improve Workforce Diversity

A diverse community will almost always provide a diverse workforce, given academic credential/training are met. The need to work for a diverse community requires a blend of diverse workers if positive program impacts are among the organization's goals...."

—Directors/Administrators Survey Response, 1996

In the Fall of 1996, CES Directors/Administrators were surveyed. in order to identify policies and approaches utilized by institutions to increase the recruitment, retention, and advancement of a culturally diverse workforce.

Survey respondents were asked to provide information in several areas, including describing innovative approaches used to increase diversity, the most useful sources of recruiting employees, constraints to increase workforce diversity, and the reward system used to promote workforce diversity. (A complete summary of the survey is included in the Appendix to this report.)

Of the 74 Extension Directors and Administrators surveyed by this mail questionnaire, 47 responded. States vary considerably in their level of efforts and support for workforce diversity. Much still needs to be done. Survey responses suggest the following:

- **Constraints to Diversity**—The most significant constraints to attaining workforce diversity, as perceived by respondents, were a lack of commitment from senior managers and university administration; budget constraints and staff downsizing; the difficulty of attracting minorities to rural locations where job opportunities exist; the scarcity of minorities with the skills required to work in agriculture; and finally, resistance of some clientele groups to work with staff from diverse backgrounds.
- **Goals**—Few States report the existence of specific goals and targets for attaining a diverse workforce.
- **Policies**—In most cases, policies are in place to provide guidelines for diversity related to ethnicity, gender, and disability. Few States report specific policies covering age, religion, marital status, and national origin.
- **Incentives**—While more than half of the States reported that they had a designated staff person responsible for coordinating the organization's workforce diversity efforts, only 20 percent reported the existence of incentives for staff and managers to promote and work toward achieving a diverse workforce.
- **Performance Evaluation**—In most States, support for diversity has not been integrated into the personnel performance evaluation system. Only one third of States reported having performance standards covering the accomplishments of managers, supervisors, and other staff in attaining workforce diversity.
- **Recruitment**—Minority job fairs and minority colleges and universities were the most successful resources for personnel recruitment.

- **Employee Development**—Innovative programs which focus on mentoring, internships, and targeted job-training efforts were reported as being the most successful in providing opportunities for advancement and retention of employees with diverse backgrounds. These approaches were also seen as having the greatest potential for further progress in this area.

Other Studies and Examples

In “WorkLife Programs In Support of Employees,” a 1996 survey of worklife practices across the Cooperative Extension System, Nancy Hicks, Cornell University, reports several significant findings for retention of culturally diverse quality employees. Early careerists identified educational opportunities, merit programs, relevant benefit programs, and tuition incentives as most relevant to their retention as employees.

For retaining mid-career employees, relevant benefits were by far the most frequently identified. Also noted by these workers were tuition benefits; quality of the program being offered in the System; staff development opportunities; promotional system; competitive salaries; and merit programs. For late-career employees, retirement and other related benefits were most often identified.

Today, several State Cooperative Extension organizations are renewing their commitment to recruitment, selection, and retention of a culturally diverse workforce. University of Wisconsin-Extension has developed a comprehensive plan that examines organizational culture and the need for change, as well as total staff commitment to managing diversity, beginning with the organization’s leadership. Procedures to make this happen are now in place.

University of Wisconsin-Extension forecasts a 30 percent faculty turnover by the year 2000. It further states, “The changing needs of local communities served by UW-Extension dictate the need to recruit and retain increasingly diverse faculty and staff to respond to societal educational needs.” New procedures for recruitment and selection are adopted and a new handbook available for staff use at all levels.

At the Ohio State University, a new Extension Recruitment and Retention Plan is now in place. As the organization moves to employ more minorities and women, they are assigning responsibility and accountability for each piece of their plan to individual faculty and staff. Their goal is to track all phases of the recruitment and selection process, identify gaps, and benchmark successes.

Proceedings from “Building an Inclusive University: A Seminar on Successful Strategies for Recruitment and Retention” held at the University of Kentucky in May 1996, report on similar plans developed at the University of Kentucky College of Agriculture and the University of Florida Institute for Food and Agricultural Sciences. Materials on recruitment, selection, and retention are included as well as a special emphasis on the importance of mentoring to the success of hiring and keeping a culturally diverse faculty.

Revitalizing the CES Through Diversity

More and more, corporations and organizations of all kinds are awakening to the fact that a diverse workforce is not a burden, but their greatest potential strength.... I believe in Roosevelt's theories of managing diversity because I've seen them work!...

—James E. Preston, CEO, Avon Products, Inc., 1992

Leadership and Management Issues

How can an organization move beyond verbal commitment and support of workforce diversity to making it a part of everyday organizational culture?

In his major work, **Beyond Race and Gender—Unleashing the Power of Your Total WorkForce**, R. Roosevelt Thomas, Jr., concludes that “those who try to force today’s reality into yesterday’s management patterns will seriously jeopardize the viability of their enterprise.” Thomas concludes that “diversity is a commitment to all employees, not an attempt at preferential treatment.”

“Managing diversity” is defined as approaching diversity on all levels of the organization simultaneously individual, interpersonal, and organizational. Thomas sees this concept as going beyond race and gender... as empowering whoever is in the workforce...as redefining the corporate culture of the organization—its basic assumptions about itself, “requiring a fundamental change in the (corporation’s) way of life.” As he illustrates, there are no “quick fixes;” implementing managing diversity takes many years; it “requires either vision or pain” at all levels of leadership, management, and workforce. He recommends four first steps:

- Examine your organization’s corporate culture.
- Identify those elements of the culture that are fundamental, the roots from which the culture springs.
- Determine whether the roots support or hinder the aspirations for managing diversity.
- Change the cultural roots that are hindrances.

Thomas cautions that “changing a corporation’s way of life is equivalent to changing an individual’s personality...it does not come about easily. He emphasizes that leaders and managers who set out to implement long-term change must start first with themselves:

- Clarify your personal vision of diversity... articulate this vision across the organization.
- Accept the realities of being a change agent.
- Clarify motivation and concepts.
- Insist on a consistency of terms and definitions.
- Foster a pioneering spirit and a long-term prospective.
- Conduct diagnostic research.
- Emphasize education rather than training...education changes mindsets.

- Involve line management.
- Continue affirmative action; emphasize the interrelationships between other initiatives and managing diversity.
- Recruit multiple change agents at all levels.

Thomas continually stresses the involvement of leadership in managing diversity and changing corporate culture: “Only in the last decade have managers begun to perceive that management and leadership are not the same. Leadership involves ensuring that the organization has an appropriate vision, developing and articulating, a strategy to gain competitive advantage, and building and maintaining a culture that supports the vision and strategy. Because managing diversity is defined as a strategic tool, it will never be possible to implement it without leadership....”

In her article “**Making Diversity Work**” written for **Executive Female** in 1996, Cathleen Watson reinforces many of Thomas’ concepts and perceptions. Watson notes that a successful management practice for diversity in the workplace needs to include the following: education and training for all levels of the organization; creation of grassroots diversity networks for improving how people work together; establishment of mentoring relationships inside and outside the organization; establishment of clear performance standards and measures to help the organization track progress in creating a diverse workforce; feedback via constant communications across the organization; and the importance of involving top leadership in all phases of the diversity effort.

In **Valuing Diversity: New Tools for a New Reality** (1995), the editors focus on relationship as the key to managing and valuing diversity. After asking, “How can an organization call on relationship to address the challenges facing the workplace today, especially the diversity challenge?”... the editors state that “every initiative or program developed in response to any human resource challenge;... every effort to improve management, recruitment, training brainstorming, education, research, or productivity is completely and absolutely dependent upon the capacity of its workforce to form productive relationships. “Accordingly, every organization’s mandate is to create an environment that enables relationships to form and to work constructively toward common goals. whatever the organizations bottom line-profit, quality of service, or quantity of clients served....”

Leadership for Managing Diversity in Higher Education

In a model first presented to the National Association for Equal Opportunity in Higher Education, in March 1993, Ernestine Madison, Vice President for Human Relations and Resources at Washington State University (WSU), clearly defines the leadership role educational institutions must assume in managing diversity. “If America is to achieve its potential of excellence, it must start with educators on all levels, especially in America’s colleges and universities. Colleges and universities occupy a unique position because; of the opportunities they present for people to challenge and change their individual opinions and social values....” As part of the WSU commitment to achieving diversity at all levels administrators, faculty, students, and classified staff a Commission on the Status of Minorities was appointed in April 1989, with representation from all levels. Its work was completed in 1991, and proposed plan of action and goals plus strategies adopted.

In a subsequent report to the American Council of Education, **“Managing Diversity: Strategies for Change,”** Madison focused on her institution’s progress in meeting these five broad goals: institutional climate, administrative structure for diversity, minority enrollment and graduation, minority faculty recruitment and retention, and minority staff recruitment and retention. Strategies for faculty and staff recruitment and retention included preparing methods and materials for people to use in conducting successful searches; using creative methods for attracting minority applicants to vacant positions; conducting searches that effectively attract and hire minority faculty and staff; and providing incentives that help departments increase minority faculty representation on campus.

“The leadership at Washington State University,” she concluded, “realizes that it must ensure that the commitment to diversity is reflected in the total framework of educational excellence. The responsibility must be decentralized.... The implementation of the university’s diversity plan is the responsibility of all individuals at Washington State University.”

These strategies are further delineated in the American Council on Education’s 1989 publication, **Minorities On Campus: A Handbook for Enhancing Diversity.** This handbook develops a framework for conducting an institutional audit as well as recruiting and retaining a more diverse student body (undergraduate, graduate, and professional students), faculty, and administrators. It also looks at campus climate, curriculum, and case studies of three institutions making a difference, the University of Massachusetts at Boston, Miami-Dade Community College; and Mount St. Mary’s College. In strategies for increasing diverse faculty, ACE recommends increasing the numbers of minority faculty in the pipeline by enhancing doctorate and graduate programs; expanding the search process across the entire pool, including business and government; and ensuring future success through crucial promotion and tenure processes that are supportive. Each step in this process is supported by a commitment from university leadership and maintaining standards of excellence.

Recommendations for the Future

We will be more successful as individuals, work teams, organizations, and as a society if we acknowledge, respect and work with...dimensions of difference.

—Workforce America, 1991

A review of the next millennium's workforce and worklife needs, with an analysis of CES current professional staffing data and workforce diversity achievements and practices provides the System an unprecedented opportunity to recommit to workforce diversity goals.

To successfully attract, retain and support a culturally diverse, quality workforce will require a change in the Core Culture of the Cooperative Extension System. This first, most important recommendation of the workgroup is coupled with its second recommendation: leadership commitment to initiating and supporting this change at all levels of the System.

Successful delivery of educational programs and accountability to communities and citizens demands CES become a more diverse, inclusive organization. Other systemwide recommendations are:

- Renew CES support and commitment to achieving diversity and pluralism by revisiting and revising the System's strategic plan for diversity; develop a new vision statement for diversity.
- Make investing in a culturally diverse workforce a priority at all levels of the System.
- Ensure that the USDA Personnel Subsystem reflects the total Cooperative Extension workforce.
- Collaborate with the National Center for Diversity in offering regional workshops on Recruitment, Selection, and Retention of a Culturally Diverse Workforce.
- Provide and support educational opportunities that will prepare individuals for the organization's future directions.
- Take stock of where each CES organization is regarding its commitment to diversity; initiate review of data in three areas: individual, organization, and institution.
- Strengthen State organizational plans and processes for recruiting and retaining staff from diverse backgrounds.
- Establish accountability standards for inclusion in the personnel evaluation process to cover the accomplishment of supervisors and others with "authority to hire" in attaining workforce diversity.
- Develop a system to prepare staff who are underrepresented for advancement in Extension and agriculture.
- Develop a retention support system for new staff with special emphasis given to those from underrepresented groups.
- Create an atmosphere that welcomes employees ideas and communicates a proactive vision for the future.
- Give renewed visibility and credit to people and programs that are moving the CES organization forward to becoming a culturally diverse workforce.
- Articulate a philosophy. when recruiting, make known the leadership's commitment to diversity and assess the applicant's mutual commitment.
- Incorporate diversity goals into all program reviews.

Appendix

Bibliography

Cannon, Gloria W. OSU Extension Recruitment and Retention Plan and Plan Update. The Ohio State University. January 1995.

Carter, Deborah J. and Reginald Wilson. Minorities in Higher Education. Fourteenth Annual Status Report. American Council on Education. Washington, D.C. June 1996.

Civil Rights Action Team. Civil Rights at the United States Department of Agriculture. Washington, D.C. February 1997.

Extension Committee on Organization and Policy and U.S. Department of Agriculture. Strategic Directions of the Cooperative Extension System. Washington, D.C. November 1990.

Extension Committee on Organization and Policy and U.S. Department of Agriculture. Valuing Differences and Celebrating Diversity. Washington, D.C. August 1991.

Extension Committee on Organization and Policy and U.S. Department of Agriculture. Pathway to Diversity. Washington, D.C. October 1991.

Extension Committee on Organization and Policy and U.S. Department of Agriculture. Commitment to Diversity and Pluralism. Washington, D.C. October 1992.

Extension Committee on Organization and Policy and U.S. Department of Agriculture. Framing the Future: Strategic Framework for a System of Partnerships. Washington, D.C. February 1995.

Green, Madeleine F. (Editor). Minorities on Campus. A Handbook for Enhancing Diversity. American Council on Education. Washington, D.C. 1989.

Griggs, Lewis Brown and Louw, Lente-Louise (Editors). Valuing Diversity: New Tools for a New Reality. McGraw-Hill, Inc., New York, NY. 1995.

Hicks, Nancy L. WorkLife Programs: In Support of Employees. Cornell University, Ithaca, NY. 1996.

Loden, Marilyn and Rosener, Judith. Workforce America! Managing Employee Diversity as a Vital Resource. Homewood, Illinois, Business One Irwin. 1991.

Madison, Ernestine. Managing Diversity: Strategies for Change. CUPA Journal. 1993. Proceedings. Extension Human Resources Management Issues Forum. University of Missouri System, Lincoln University. March 1994.

Proceedings. Recruitment and Retention: Building and Inclusive University. University of Kentucky. May 1996.

Thomas R. Roosevelt, Jr. Beyond Race and Gender. American Management Association. New York, NY. 1991.

University of Wisconsin-Extension. University of Wisconsin-Extension Diversity Advisory Council Plan and Report. Madison, WI. February 1996.

United States Department of Agriculture. Building the Future: CES Strategic Planning for the 21st Century. Washington, D.C. October 1994.

United States Department of Labor. Opportunity 2000. Washington, D.C. September 1988.

United States Office of Personnel Management. Civil Service 2000. Washington, D.C. June 1988.

Watson, Cathleen. Making Diversity Work, Executive Female. September 1996. Extension

Recruitment, Selection and Retention Work Group

Chair: Curtis E. Gear, Jr.
University of Wisconsin

Marlene Berger
Utah State University

Gloria Watkins-Cannon
The Ohio State University

Curtiland Deville, CSREES
U.S. Department of Agriculture

Joann Gruber-Hagan
University of Wisconsin

Paul H. Gutierrez
Colorado State University

Nancy Hicks
Cornell University

Millard Holland
Alcorn State University

Leon Hunter, CSREES
U.S. Department of Agriculture

Starlene A. Taylor
Delaware State University

Edith Thomas, CSREES
U.S. Department of Agriculture

Martha W. Thompson
University of Kentucky

Staff to Work Group

Genevieve Lucas, CSREES
U.S. Department of Agriculture

Communications Consultant and Writer

Patricia Calvert, CSREES
U.S. Department of Agriculture

Diversity Within the Professional Staff of the State Cooperative Extension System:

An Assessment of Current Trends

**Cooperative State Research, Education, and Extension Service
U.S. Department of Agriculture
Washington, D.C.**

August 1997

CES Professional Staff Profile

This paper describes the ethnic and gender characteristics of CES staff classified as professional. The data for this description is drawn from the; Cooperative State Research, Education, and Extension service (CSREES) personnel subsystem.

Data contained in the personnel subsystem is provided annually to CSREES by the states and includes information about each professional Extension employee's educational background, job title, ethnicity, location by county, length of service, current grade, and amount of time allocated to Extension work. Data from the 1996 reporting period are used for this report.

Data representing the following characteristics of CES professional staff were extracted from the personnel subsystem:

- gender
- ethnicity (classified by Census group)
 - Black (non-Hispanic, Hispanic, American Indian of Alaskan Native, Asian or Pacific Islanders, White (non-Hispanic)
- educational background
- job classification
- tenure
- location (by CES region: Northeast, North Central, Southern, and Western)
- time allocated to Extension work

Another locational variable was added to the database. This variable is based on whether the county in which the employee is located is classified as Metropolitan, Urban (non-Metro) or Rural.

A series of cross tabulations were developed to compare gender and ethnic characteristics of employees with their educational background, job classification, location (region as well as rural/ urban), tenure, and time on Extension work.

Distribution of Professional Employees by Gender and Ethnicity

Tables 1 and 2 show the distribution of employees by gender and ethnicity. The total number of professional employees in 1996 was reported to be 16,930. The number of male employees was one and a half times that of female employees (60 compared to 40 percent).

The distribution of employees by census group shows the system contains more than 90 percent White (non-Hispanic) employees. Black (non-Hispanic) and Hispanic employees are 5.5 percent and 2.6 percent respectively. Native American, Alaskan Natives, Asian and Pacific Islanders account for 1.6 percent of employees.

Table 1: CES Employees Classified by Gender

Gender	Frequency	Percent
Male	10159	60
Female	6771	40
Total	16930	100

Table 2: CES Employees Classified by Census Group

Census Group	Frequency	Percent
Black (non-Hispanic)	924	5.5
Hispanic	436	2.6
American Indian or Alaskan Native	50	.3
Asian or Pacific Islanders	221	1.3
White (non-Hispanic)	15299	90.4

Distribution of Professional Employees by Location

Tables 3 and 4 show the distribution of employees by the four CES regions and also by urban (non-metropolitan), rural and metropolitan areas¹. The Southern region contains the largest percent (41.9) of employees, followed by the North Central (30.6). The Western and Northeast each account for approximately 14 percent. For employees located in counties classified by the urbanization, the largest number (53 percent) of employees is located in counties classified as metropolitan, 26 percent are in urban counties. Rural counties account for the lowest number (21 percent) of employees.

¹States report the county location for each employee. Beale codes, which provide a rural, urban and metropolitan classification to counties, were applied to determine the location of employees. Metropolitan counties are central counties of metropolitan areas of 1 million population or more; fringe counties of metropolitan areas of 1 million population or more; counties in metropolitan areas of 250,000 - 1 million population; or counties in metropolitan areas of fewer than 250,000 population. Urban counties are defined as counties with urban population of 20,000 or more adjacent to a metropolitan area or not adjacent to a metropolitan area; urban population of 2,500 - 19,999 adjacent or not adjacent to a metropolitan area. Rural counties are counties with no places with a population of 2,500 or more adjacent or not adjacent to a metropolitan area.

Table 3: Employees Located in CES Regions

CES Region	Frequency	Percent
Northeast	2366	14.0
North Central	5187	30.6
Southern	7087	41.9
Western	2290	13.5

Table 4: Employees Located in Metro and Non-Metro Areas

Location	Frequency	Percent
Metro	8371	53
Urban (non-metro)	4108	26
Rural	3319	21

(Note: 1132 employees were located in counties not classified by location)

Distribution of Employees by Tenure

Table 5 shows the distribution of CES employees by length of time with Extension. Employees with no more than 10 years with Extension represent almost 43 percent of all employees. Approximately 20 percent of employees have 21 or more years of employment with Extension.

Table 5: Employees Classified by Tenure

Length of Service	Frequency	Percent
Less than 5 years	4050	23.9
5 to 10 years	4172	24.7
11 to 15 years	2676	15.8
16 to 20 years	2671	15.8
21 to 25 years	1914	11.3
26 to 30 years	959	5.7
More than 30 years	470	2.8

Distribution of Employees by Job Title

Table 6 shows the distribution of staff by job title. County Extension agents account for the largest proportion of Extension employees (32.6 percent). They are followed by State specialists and County Directors with 28 and 10.1 percent respectively. Combined, these three groups make up the bulk of Extension staff, accounting for more than 71 percent of all employees.

Table 6: Employees Classified by Job Title

Job Title	Frequency	Percent
County Extension Agent	5522	33.2
State Specialist	4652	28.0
County Director	1681	10.1
Multi County Program Leader	1391	8.4
County Coordinator/Program Leader	999	6.0
Communication/Administrative Support	647	3.9
District Program Leader	583	3.5
University Dept. Head	368	2.2
University Department/State Leader	309	1.9
District Director	193	1.2
Associate/Assistant Director Administrator	140	.8
Director/Administrator	62	.4
Multi County Director	45	.3
Staff Development	40	.2

Distribution of Employees by Education

Table 7 describes employee level of education. The largest number of employees has masters degrees (48.7 percent) followed by those having doctorates and bachelor degrees (26.7 and 23.9 percent respectively)

Table 7: Employees Classified by Level of Education

Highest Degree	Frequency	Percent
Bachelor	4043	23.9
Masters	8241	48.7
Doctorate	4512	26.7
None	119	.7

Comparison of Gender and Ethnic Characteristics of Employees

A comparison of employee gender and ethnic characteristics was conducted using cross tabulations of these variables with job title, education, location, time with Extension, and time allocated to Extension work.

Table 8 shows the male/female distribution of employees for the five census groups. For example, there are 924 Black (non-Hispanic) employees, of which 43 percent are male and 57 percent are female. Thus, a larger percentage of Black employees is female. In contrast, of 15,299 White (non-Hispanic) employees, 61.2 percent are male and 38.8 percent are female. Hence, in comparison to Black employees, a significantly larger percentage of White employees are men. For American Indian/Alaska Natives and Asia/Pacific Islanders, male employees outnumber female employees.

Another view of the gender and census distribution is shown in Table 9. Of all male employees (10,159), 92.2 percent are White males. All other groups of male employees combined make up 7.8 percent of all male employees. Of all female employees (6,771), 87.5 are White females. All other groups of female employees combined make up 12.5 percent of total female employees.

Table 8: Comparison of Employees by Census Group and Gender: Gender Distribution of Census Groups

Census Group	Frequency	Male Percent	Female Percent
Black (non Hispanic)	924	43.0	57.0
Hispanic	436	51.6	48.4
American Indian or Alaskan Native	50	60.0	40.0
Asian or Pacific Islanders	221	65.2	34.8
White (non Hispanic)	15299	61.2	38.8

Table 9: Comparison of Employees by Census Group and Gender: Census Groups Distribution of Male and Female Employees

Gender	Frequency	Black (non-Hispanic) Percent	Hispanic Percent	American Indian/Alaskan Native Percent	Asian/Pacific Islanders Percent	White (non-Hispanic) Percent
Male	10159	3.9	2.2	.3	1.4	92.2
Female	6771	7.8	3.1	.3	1.1	87.5

Comparison of Job Groupings for Male and Female Employees

Differences in male/female employment can be assessed by comparing the distribution of these variables across various job groupings. Table 10 shows the break-out for various job categories among men and women employees. The proportion of jobs held by men exceeds that of women in all job categories except County Agent and County Coordinator/Program Leader. The proportion of jobs held by women is lowest in the categories of Department Head, Director/Administrator, Associate/Assistant Director/Administrator, and State Specialist. Among County Agents and County Coordinators/Program Leaders, female employees hold a higher proportion of jobs (52.2 and 53.7 percent) respectively.

Table 10: Comparison of Job Categories for Male and Female Employees

Job Title	Frequency	Female (Percent)	Male
County Extension Agent	5522	55.2	44.8
State Specialist	4652	24.9	75.1
County Director	1681	31.0	69.0
Multi-County Program Leader	1391	47.2	52.8
County Coordinator/Program Leader	999	53.7	46.3
Communication Administrative Support	647	46.8	53.2
District Program Leader	583	28.0	72.0
University Department Head	368	12.0	88.0
University Department/State Leader	309	35.3	64.7
District Director	193	32.1	67.9
Associate/Assistant Director Administrator	140	25.7	74.3
Director/Administrator	62	16.1	83.9
Multi-County Director	45	26.7	73.3
Staff Development	40	40.0	60.0

Comparison of Job Groupings for Employees by Census Group

The distribution of job categories by Census categories suggests significant underrepresentation of Black, Hispanic, Native Americans, and Asian/Pacific Islanders. For example, for all job categories, the proportion of White (non-Hispanic) employees ranges from 95.4 percent (County Directors) to 80 percent (Assistant/Associate Director/Administrator). Several job categories show a complete absence of Native Americans, Hispanic and Asian/Pacific Islanders (e.g. University Department Head, Multi-County Director, Staff Development Specialist and Director/Administrator).

Table 11: Comparison of Job Categories for Male and Female Employees

Job Title		All	Black (non Hispanic)	Hispanic	American Indian/ Alaskan Native	Asian/ Pacific Islanders	White (non- Hispanic)
County Extension Agent	#	5522	433	259	18	69	4743
	%	33.2	7.8	4.7	.3	1.2	85.9
State Specialist	#	4652	143	66	11	94	4338
	%	28.0	3.1	1.4	.2	2.0	93.3
County Director	#	1681	51	14	8	4	1604
	%	10.1	3.0	.8	.5	.2	95.4
Multi County Program Leader	#	1391	82	14	2	6	1287
	%	8.4	5.9	1.0	.1	.4	82.5
County Coordinator/ Program Leader	#	999	58	27	1	6	907
	%	6.0	5.8	2.7	.1	.6	90.8
Communication/ Administrative Support	#	647	42	20	1	13	571
	%	3.9	6.5	3.1	.2	2.0	88.3
District Program Leader	#	583	15	14	1	1	552
	%	3.5	2.6	2.4	.2	.2	94.7
University Department Head	#	368	5	0	2	10	351
	%	2.2	1.4	0	.5	2.7	95.4
University Department /State Leader	#	309	19	6	2	7	275
	%	1.9	6.1	1.9	.6	2.3	89.0
District Director	#	193	15	7	2	0	169
	%	1.2	7.8	3.6	1.0	0	87.6
Associate/Assistant Director Administrator	#	140	20	4	1	3	112
	%	0.8	14.3	2.9	.7	2.1	80.0
Director/Administrator	#	62	15	1	0	3	43
	%	0.4	24.2	1.6	0	4.8	69.4
Multi-County Director	#	45	14	0	1	1	29
	%	0.3	31.1	0	2.2	2.2	64.4
Staff Development	#	40	4	0	0	1	35
	%	0.2	10.0	0	0	2.5	87.5

Differences in Location of Employees by Gender

The variation of female employees by region ranges from a low of 34.2 percent in the Western Region to a high of 43.9 percent in the Northeast. Female employees in the North Central and Southern regions are approximately 40 percent (Table 12).

For locations classified by urbanization of the counties in which employees are situated, (see Table 13) female employees in metro and urban counties are just over 38 percent, while in rural counties they account for almost 44 percent. Male employees exceed female employees by a significantly greater amount in metro and urban counties than in rural counties.

Table 12: Comparison of Employees by Gender and Location (Region)

CES Region		All	Female	Male
Northeast	#	2366	1039	1327
	%	14.0	23.9	56.1
North Central	#	5187	2097	3090
	%	30.6	40.4	59.6
Southern	#	7087	2852	4235
	%	41.9	40.2	59.8
Western	#	2290	783	1507
	%	13.5	34.2	65.8

Table 13: Comparison of Employees by Gender and Location (Rural/Urban)

Location		All	Female	Male
Metro	#	8371	3242	5129
	%	53	38.7	61.3
Urban (non-Metro)	#	4108	1572	2536
	%	26.0	38.3	61.7
Rural	#	3319	1457	1862
	%	21	43.9	56.1

Differences in Location of Employees by Census Group

Employees in the North Central region account for almost 31 percent of all CES employees. However, this region has the lowest percentage of non-White employees (3.2 percent). See Table 14. The Southern region has the largest number of CES employees. This region also has the largest percentage of non-White employees (14.9 percent). Non-White employees in the Western and Northeast regions are 11 and 6.5 percent respectively.

For location classified by urbanization of counties (Table 15), metro counties have the highest percentage of all employees as well as the highest percentage of non-White employees 53 and 9.3 percent respectively. Rural counties have the lowest percentage of non-White employees (5.7 percent).

Table 14: Comparison of Employees by Census Group and Location (Region)

Location		All	Black (non-Hispanic)	Hispanic	American Indian/Alaskan Native	Asian) Pacific Islanders	White (non-Hispanic)
North East	#	2366	106	17	2	29	2212
	%	14.0	4.5	.7	.1	1.2	93.5
North Central	#	5187	99	20	16	31	5021
	%	30.6	1.9	.4	.3	.6	96.8
Southern	#	7087	691	331	17	20	6028
	%	41.9	9.8	4.7	.2	.3	85.1
Western	#	2290	28	68	15	141	2038
	%	13.5	1.2	3.0	.7	6.2	89.0

Table 15: Comparison of Employees by Census Group and Location (Rural/Urban)

Location		All Hispanic	Black (non-Hispanic)	Hispanic Native	American Indian/Alaskan Islanders	Asian/Pacific Hispanic	White (non-Hispanic)
Metro	#	8371	513	118	242	132	7284
	%	53	6.1	1.4	.3	1.6	90.6
Urban (non-Metro)	#	4108	205	37	12	42	3812
	%	26	5.0	.9	.3	1.0	92.8
Rural	#	3319	144	22	13	11	3129
	%	21	4.3	.7	.4	.3	94.3

Differences in Tenure of Employees by Gender and Census Group

The proportion of male employees exceeds that of female employees in all length of service categories (Tenure), with the percentage of male employees ranging from 53.2 for less than 5 years to 74.3 for more than 30 years. However, the gap between female and male employment appears to lessen the shorter the length of service. For example, the proportion of female employees with less than 5 years of service is significantly higher than all other categories (Table 16).

For employees classified by census group, the proportion of non-White employees ranges from 12.8 to 7.2 percent. The gap between White and non-White employment is somewhat larger the longer the time of service. For example, for employees with less than 5 years of service, non-White employment is 11.1 percent compared to approximately 7 percent for employees with at least 26 years of service. (See Table 17)

Table 16: Comparison of Employees by Gender and Tenure;

Tenure		All	Female	Male
Less than 5 years	#	4050	1896	2154
	%	23.9	46.8	53.2
5 to 10 years	#	4172	1687	2485
	%	24.7	40.4	59.6
11 to 15 years	#	2676	977	1966
	%	15.8	36.5	63.5
16 to 20 years	#	2671	984	1687
	%	15.8	36.8	63.2
21 to 25 years	#	1914	773	1141
	%	11.3	40.4	59.6
26 to 30 years	#	959	324	635
	%	5.7	33.8	66.2
More than 30 years	#	470	121	349
	%	2.8	25.7	74.3

Table 17: Comparison of Employees by Census Group and Tenure

Tenure		All	Black (non-Hispanic)	Hispanic	American Indian/Alaskan Native	Asian/Pacific Islanders	White (non-Hispanic)
Less than 5 years	#	4050	243	124	27	55	3601
	%	23.9	6.0	3.1	.7	1.4	88.9
5 to 10 years	#	4172	154	91	8	69	3850
	%	24.7	3.7	2.2	.2	1.7	92.3
11 to 15 years	#	2676	125	68	3	45	2435
	%	15.8	4.7	2.5	.1	1.7	91.0
16 to 20 years	#	2671	165	71	7	26	2402
	%	15.8	6.2	2.7	.3	1.0	89.9
21 to 25 years	#	1914	181	50	3	11	1669
	%	11.3	9.5	2.6	.2	.6	87.2
26 to 30 years	#	959	37	23	1	10	888
	%	5.7	3.9	2.4	.1	1.0	92.6
More than 30 years	#	470	19	9	1	5	436
	%	2.8	4.0	1.9	.2	1.1	92.8

Differences in Highest Degree Earned by Gender and Census Group

Table 18 shows the distribution by gender of employees and highest degree earned. The distribution of employee education based on highest degree earned varies considerably between male and female employees. While the largest proportion of male and female employees has masters degrees, a significantly larger proportion of all male employees has doctorate degrees (36.4 percent compared to 12.1 percent of all female employees).

Table 19 contains the distribution of highest degree earned for employees by Census Group. Similar to the distribution for gender, there is a considerable difference in the distribution of education by Census Group. For example, while the greatest proportion of employees from all census groups has masters as their highest degree earned, this proportion ranges from 35.3 percent for Asian/Pacific Islanders to 48.7 percent for all Black (non-Hispanic) employees. Also, the distribution of doctorate degrees varies from 44.3 percent for all Asian/Pacific Islanders to 12.6 percent for all Hispanics. Asian/Pacific Islanders have the highest percentage of employees with both masters and doctorate degrees.

Table 18: Employees Classified by Gender and Highest Degree Earned

Gender		Bachelor	Masters	Doctorate	None
All	#	4043	8241	4522	119
	%	23.9	48.7	26.7	.7
Female	#	2172	3701	820	75
	%	32.1	54.7	12.1	1.1
Male	#	1871	4540	3702	44
	%	18.4	44.7	36.4	.4

Table 19: Employees Classified by Census Group and Highest Degree Earned

Census Group		Bachelor	Masters	Doctorate	None
All	#	4043	8241	4522	119
	%	23.9	48.7	26.7	.7
Black (non-Hispanic)	#	280	510	125	9
	%	30.3	55.2	13.5	1.0
Hispanic	#	166	211	55	4
	%	38.1	48.4	12.6	9
American Indian/Alaskan Native	#	17	18	13	2
	%	34.0	36.0	26.0	4.0
Asian/Pacific Islanders	#	37	78	98	8
	%	16.7	35.3	44.3	3.6
White (non-Hispanic)	#	3543	7424	4231	96
	%	23.2	48.5	27.7	.6

Conclusions

Based on the data provided in this paper, the following conclusions seem warranted:

1. Women are significantly underrepresented in the CES.
2. All categories of minority groups are significantly underrepresented in the Cooperative Extension System. Alaskan Natives, Native Americans, and Asian/Pacific Islanders being the group most underrepresented.
3. While women are underrepresented in all regions, the Northeast region has the highest representation followed by the North Central and Southern regions. The highest underrepresentation exists in the Western region.
4. Approximately 79 percent of employees are located in counties classified as Metropolitan or Urban. However, while women are underrepresented in all locations classified by urbanization, underrepresentation is greatest in Metro and Urban areas.
5. Sixty-four percent of employees have no more than 15 years service in the CES. Almost 50 percent have no more than 10 years.
6. Women are underrepresented in all length of service categories. The gap tends to increase as length of service increases.
7. Extension County Agents and Extension State Specialists account for approximately 61 percent of all jobs in the System. Women hold a larger proportion of County Agent and County Coordinator jobs than their male counterparts. However, in all senior management categories, women hold a small number of these jobs. For example, 16 percent of Directors/Administrators, 26 percent of Associate/Assistant Directors/Administrators, and 12 percent of Department Heads are women.
8. A masters degree is the most predominant “highest degree” held by employees 49 percent. Bachelor and doctorates are approximately distributed at 24 and 27 percent respectively.
9. Women hold a significantly larger proportion of masters degrees than men 55 to 45 percent. However, men hold a larger proportion of doctorates 36 percent compared to 12 percent for women.
10. Minorities hold very few senior management positions in the CES. Combined, minorities hold 6 percent of all University Department Head positions and 5 percent County Directors. Black (non-Hispanics) account for 24 and 14 percent of Directors/Administrators and Assistant/Associate Directors/Administrators respectively. However, these positions are all located at the 1890 Institutions.

11. Minorities are underrepresented in all regional locations. The gap is highest in the North Central, followed by the Northeast, Western and Southern regions,. Of all regions, the Southern region has the highest percentage of minority employees.
12. For location classified by the level of urbanization of the counties in which employees are located, minorities are also underrepresented. The greater the level of urbanization, the smaller the gap. For example, Metro employment of minorities is highest at 9 percent, and lowest in Rural areas at about 6 percent.
13. Minorities are also significantly underrepresented with respect to length of service in the CES. The underrepresentation is greatest for employees with less than 5 years and 21 to 25 years.
14. Among all census groups, Asian/Pacific Islanders have the highest proportion of Doctorate degrees, followed by White (non-Hispanic), and American Indian/Alaskan Native. Hispanics and Black (non-Hispanic) have the lowest proportion Black (non-Hispanic) has the highest percentage of Masters degrees.

Survey of State Cooperative Extension Directors and Administrators

This paper provides a summary of information collected from a survey of State Cooperative Extension Directors and Administrators. The purpose of the survey was to identify policies and approaches utilized by states to increase the recruitment, retention, and advancement of a culturally diverse workforce. Survey respondents were asked to provide information in several areas including describing innovative approaches which have helped increase the diversity of the workforce; the most useful sources of recruiting employees; constraints to increasing workforce diversity; and the reward system used to promote workforce diversity. Conducted in the fall of 1996, a mail survey questionnaire was sent to 74 Extension Directors and Administrators with 47 responding.

Summary of Findings

Policies and Procedures:

Respondents were asked to indicate whether their State Extension Service had special policies and procedures in place to enhance the recruitment, selection, retention and advancement of employees from culturally diverse backgrounds including: ethnicity, gender, religion, marital status, disability, national origin, and age. Responses are shown in Table 20.

Table 20: States Reporting Various Policies

All states reported having policies for each category. The highest percentage of states reported the existence of policies related to ethnicity (76.7 percent), gender (68.3 percent), and disability (51.1 percent). Fewer states reported policies for religion (31.9 percent), marital status (29.8 percent), national origin (38.3 percent), and age (34.0 percent).

Does your state Cooperative Extension have special policies and procedures to enhance the recruitment, selection, retention, and advancement of employees from culturally diverse backgrounds in the following areas?			
		Yes	No
Ethnicity	#	36	11
	%	76.7	23.4
Gender	#	30	17
	%	63.8	36.2
Religion	#	15	32
	%	31.9	68.1
Marital Status	#	14	33
	%	29.8	70.2
Disability	#	24	23
	%	51.1	48.9
National Origin	#	18	29
	%	38.3	61.7
Age	#	16	31
	%	34.0	66.0

Established Goals for Attaining a Culturally Diverse Workforce

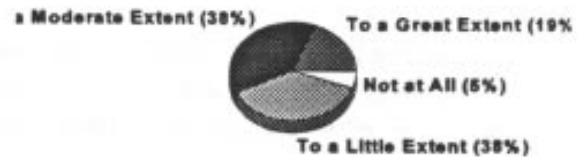
Respondents were asked whether goals (such as the number of minorities hired or promoted, a target percent of minorities in the workforce, etc.) had been established for attaining a culturally diverse workforce. The results are shown in Figure 1. Twenty-one states (45 percent) reported having established goals for attaining a culturally diverse workforce. Twenty-six states did not have any established goals.

Respondents with established goals were also asked to rate the extent to which these goals were attained. Figure 2 shows their responses.

Figure 1: States Reporting the Existence of Goals



Figure 2: Extent to Which Goals Attained



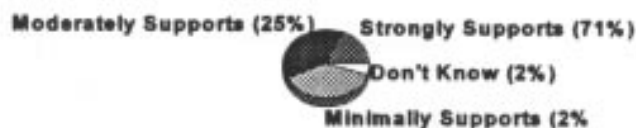
Of 21 states reporting having goals, 19 percent indicated that these goals had been attained to a great extent, and 76 percent indicated that goals had been attained to a moderate or little extent. Only one state reported that goals had not been attained at all.

University Administration Support of a Culturally Diverse Workforce

Respondents were asked for their perception of the extent to which the university administration supported the recruitment, retention, and advancement of a culturally diverse workforce. They were asked to rank their perceptions on a scale of providing from strong to minimal support. Figure 3 shows the results.

Seventy-one percent of respondents felt that their university administration was highly supportive; 24 percent felt there was moderate support; and 2 percent felt there was minimal support for these efforts.

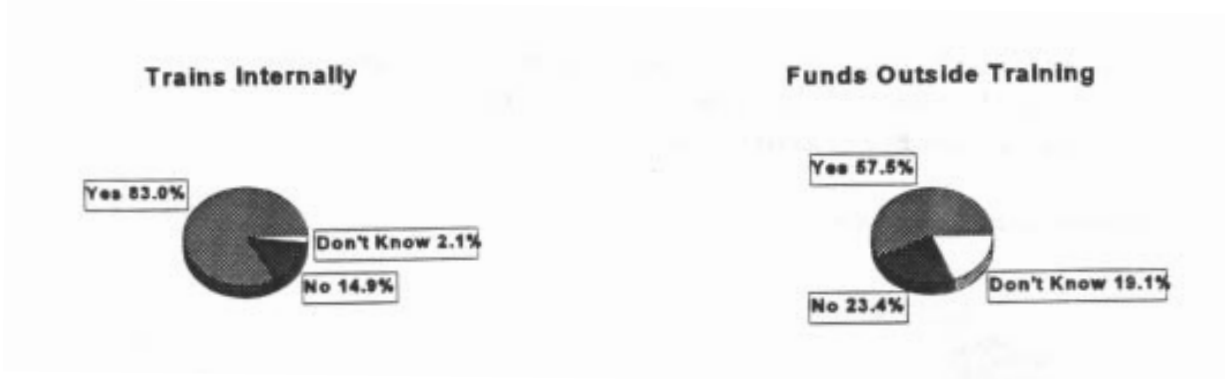
Figure 3: Extent to Which University Administration Supports Diversity



Staff Training in Diversity and Funding Support

Respondents were asked whether training for staff in dealing with diversity issues was provided from within the organization and whether funding was provided for outside training, when required.

Thirty-nine respondents (83 percent) indicated that training was provided within (internally) the organization for employees. Twenty-seven respondents (57 percent) indicated that funding was provided for employees to obtain outside training, when necessary.



Start Responsible for Coordinating Organization's Efforts

Respondents were asked whether their state had a designated staff person(s) primarily responsible for coordinating the organization's efforts in the recruitment, selection, retention, and advancement of culturally diverse employees. Twenty-seven or 57 percent of respondents reported having a staff person(s) designated for this purpose.



Incentives for Achieving Workforce Diversity

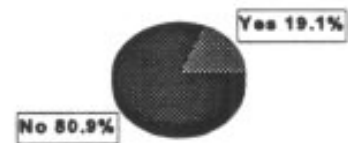
To determine how states were addressing the issue of incentives for staff involvement with diversity in the workforce, respondents were asked two questions:

1. Does your state have a performance standard for personnel evaluation covering the accomplishment of managers and supervisors in attaining workforce diversity? A substantial majority of states had no standards (63.8 percent)
2. Does your state provide incentive awards to managers, supervisors, and others involved in employment decisions for accomplishments related to the achievement of workforce diversity? Only 19.1 percent of respondents reported providing incentive awards

Performance Standards



Incentive Awards



Methods Used to Recruit Minority Employees

Respondents were asked to list recruitment approaches used and the level of success attained with each of these approaches. Their responses are summarized in Table 21. The reported level of success varied considerably for approaches used. All approaches provided some level of success. However, Minority Job Fairs were the most useful with 41.1 percent of respondents reporting very or moderately successful for this approach. Following were Minority Colleges and Universities (35.4 percent), University Publications (27.8 percent), Minority Media (24.2 percent), Minority Professional Organizations (23.1 percent), and Community Based Organizations (22.2 percent)

Table 21: Minority Recruitment Approaches used by States, and Level of Success Attained

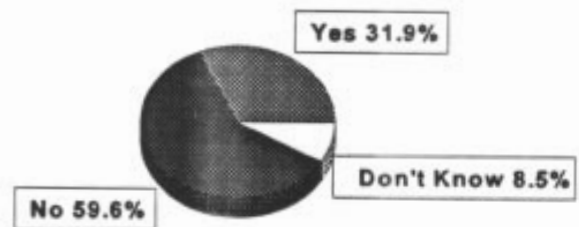
	Reporting “Yes”	Very Successful	Moderately Successful	A Little Successful	Not at All Successful
Minority Media	72.3	3.0	21.2	42.4	33.3
Minority Job Fairs	38.3	5.8	35.3	35.3	23.5
Minority Universities and Colleges	70.2	16.1	19.3	29.0	35.5
University Publications	44.7	—	27.8	61.1	11.1
Minority Professional Organizations	31.9	—	23.1	46.2	30.7
Community-Based Organizations	40.4	5.5	16.7	44.4	33.3

Note: Numbers are percentages. Percentages may not add to 100 due to rounding

Successful Use of Innovative Strategies for RSRA of a Diverse Workforce

Many organizations utilize various strategies for the recruitment, selection, retention, and advancement of employees from diverse backgrounds. Respondents were asked whether their state had implemented any “innovative” strategies for this purpose. About 40 percent of respondents reported that they had implemented such innovative strategies.

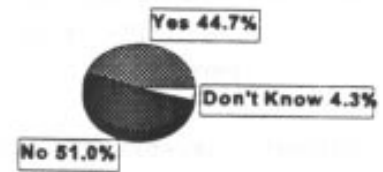
Success with Innovative Strategies



Development Opportunities for Advancement of Staff with Diverse Backgrounds

Many organizations provide employee training opportunities for the retention and advancement of employees from diverse backgrounds. Examples of these programs include upward mobility and management training. Respondents were asked to indicate whether their state had such programs. About 45 percent of respondents reported that their respective states offered opportunities.

Developmental Opportunities Offered



Constraints in Establishing a Culturally Diverse Workforce

Respondents were asked to indicate whether they had encountered constraints or difficulties in their efforts to establish a workforce that was culturally diverse. Almost 60 percent of states reported encountering constraints or difficulties in their efforts.

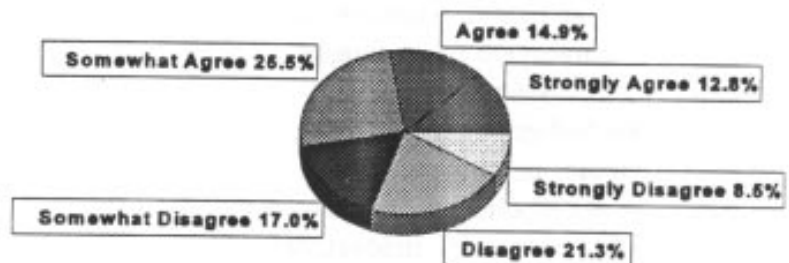
States Encountering Difficulties



Perception about the Extent of Cultural Diversity of the CES Workforce

Finally, respondents were asked to indicate their opinion about whether CES in their state had a culturally diverse workforce. A small majority (53.2 percent) of respondent strongly agreed, agreed, or somewhat agreed that their state had a culturally diverse workforce.

Diversity Of CES Workforce



Conclusions from Survey Data

The survey of Cooperative Extension Directors and Administrators was intended to identify, among other things, innovative policies, practices, and approaches that were being used to broaden the recruitment, advancement, and retention of a diverse workforce within the Cooperative Extension System. States vary considerably in their level of efforts and support for diversity. Much still needs to be done. The responses suggest the following:

1. In most cases, policies are in place to provide guidelines for diversity related to ethnicity, gender, and disability. Few states report specific policies covering age, religion, marital status, and national origin.
2. Few states report the existence of specific goals and targets for attaining a diverse workforce.
3. While more than half of the states reported that they had a designated staff person responsible for coordinating the organization's workforce diversity efforts, only 20 percent reported the existence of incentives for staff and managers to promote and work toward achieving a diverse workforce.
4. In general, support for diversity has not been integrated into the personnel performance evaluation system in most states. Only one third of the states reported having performance standards covering the accomplishment of managers, supervisors, and other staff in attaining workforce diversity.
5. Minority job fairs and minority colleges and universities were the most successful sources of personnel recruitment.
6. Innovative programs which focused on mentoring, internships, and targeted job-training efforts were reported as the most successful in providing opportunities for advancement and retention of employees with diverse backgrounds. These approaches were also seen as having the greatest potential for further progress in attaining workforce diversity.
7. The most significant constraints to the attainment of workforce diversity were the lack of commitment from senior managers and university administration; budget constraints and staff downsizing; the difficulty of attracting minorities to rural locations where job opportunities existed; the scarcity of minorities with the skills and training required to work in agriculture and home economics; and some resistance from clientele groups to adopt working with staff from diverse backgrounds.

Summary of Responses to Open Ended Questions

The following statements are responses to the open ended questions asked in the survey of Cooperative Extension Service Directors and Administrators:

Question 13. Please describe any innovative methods you have successfully utilized in the following areas.

A. Recruitment

- We have a diversity strategic plan that addresses R-S-R but to date it is only marginally successful in increasing the R-S-R of diversity candidates.
- Ongoing program to include diversity training in all staff development programs for all employees as a part of the curriculum.
- Hire minority interns. Work with graduate programs; provide stipends designed for minorities.
- We are beginning to find success in local recruiting. Years before most of the recruiting was done by the university staff; now we are getting better results with local involvement. Getting local staff involved is very successful.
- Have a college wide diversity plan which I would be happy to share.
- Minority internship program which allows us to develop relationships with minorities.
- Established culturally diverse internships. Successfully placed two. One recruited by an Eastern university. Funds slashed for this program as well as many others.
- Internships for undergraduates and graduate assistantships. Using graduate assistant positions to create a “grow your own” operation. Two tenure track appointments have been made using this approach and more are possible.
- Agent-in-training program; summer intern program; administrative intern program.
- LCES is planning ways to strengthen recruitment efforts in predominantly minority universities in the region.
- Internship program to acquaint promising minority students in Ag, HE, or related fields with Extension work.
- Extension intern program places college students with extension agents or extension specialist for 12 weeks.
- Expanding recruitment sources to include minority organizations, publications and community based.
- Make every effort to strengthen recruitment to reach higher percentage of minority applicants.
- We maintain contact with historically Black and 1890 college placement offices. Routinely participate in historically Black colleges and university career fairs; maintain minority recruitment mailing list.

B. Advancement

- Special attention to minority candidates/staff.
- Helping with graduate degrees, special training opportunities, etc., all assist in advancement.
- Diversity task force created to conduct training and generate awareness and enthusiasm needed to increase faculty diversity.
- Taking advantage of state-sponsored minority fellowships for graduate work with a commitment to return to the state for a minimum of 2 years.
- Director has initiated a program to cover tuition for six credit hours of technical course work to improve levels of competence and to enhance opportunities for specialization and advancement.
- Extension leadership: provides opportunity for executive development activities for a variety of employees including participants from culturally diverse backgrounds.
- Provide career counseling and educational counseling for entry level employees to assist them in attaining the organization's and the employees career goals.
- Formalized mentoring.

C. Retention

- Some salary incentives are used for employment and net entries. We recently hired a Black female and paid her our top salary of all employees in her category. This did not make other employees happy, but we accomplished our goal.
- Have staff as mentors in promotion and tenure process.
- Mentoring by an experienced county faculty person.
- Present an annual award for outstanding diversity efforts in programming.
- A leadership/management training program will enhance the interpersonal skills of supervisors.
- Organizational renewal process: effort to gain feedback from employees on perceptions, opinions, and suggestions on wide range of issues, including diversity.
- Aggressive orientation and mentoring.
- Employees are granted tuition waivers to pursue advanced study and provided individual assistance in acquiring minority grants and scholarships.

Question 17: Briefly describe career development training program opportunities you offer for the advancement and retention of staff

- We make available career advancement opportunities at the county, district, and state levels, and within the System.
- Leadership academy.
- We offer 15 in-service training days. Special training, professional improvement leave, graduate course credit, tuition reduction, etc. National Extension Leadership Development (NELD) has also been helpful.
- Encouragement to participate in Northeast NELD.
- Staff development program provides tuition and fees, while on the payroll, to attend focal degree program abroad.
- 21st century workshop development—program selected staff complete a series of leadership training sessions.
- We have in-service training programs within the CES; also allow our employees to attend other professional development training to enhance their skills in their job. Some employees have attended the North Carolina State Leadership School. (Executive Development Institute).
- Support for leadership development and other professional development opportunities. Short term internal administrative opportunities offered to staff.
- Opportunities include educational leave, sabbatical, staff development & professional improvement with financial support from CES, and mentoring.
- Leadership programs; Agent-in-training programs; Summer intern program.
- Our staff development program offers in-service training in addition to various institutes designed for leadership development.
- We are planning an internal leadership/management development program open to all.
- CE does not provide, however, the university often provides at both the main campus and other locations for faculty and staff. Personnel development opportunities for EFNEP staff are often included in regional and statewide in-service offerings.
- Leadership Extension: provide opportunity for education and participation for numerous participants from diverse backgrounds.
- Resources are made available to all staff to participate in credit and non-credit courses. We have a very active university-wide diversity taskforce appointed by the University President which offers training.
- A junior intern program to provide an opportunity to work in county and state CES offices.
- VLE is in process of creating training positions for agricultural awards. It has been difficult to locate, attract, and hire minorities in agriculture.

Question 19. Please describe two to four of the most difficult constraints you face in your efforts to establish a culturally diverse workforce.

- Staff, county partners and/or stakeholders, Extension culture, protectionism.
- Unsuccessful in increasing “diversity” of candidate pools with individuals who screen out to interview. Some resistance from local reps in selection process re: “diversity” candidates.
- Finding minorities with needed academic degrees (agriculture).
- Not available in many disciplines despite efforts; do not review applicants.
- Minorities in some disciplines are hard to find, especially those in agriculture.
- Some candidates/staff are reluctant to locate to rural areas.
- Location; lack of minority individuals with educational background in agriculture or home economics.
- We have very few minority applications; we obviously need to increase our recruitment efforts.
- Our state’s lack of appreciation for diversity. We have an excellent affirmative action office which faces horrific challenges.
- Finding good candidates.
- Lack of culturally diverse applicants in our pool. Budget limitation in hiring new employees.
- Few or no Native Americans (our major ethnic minority) with appropriate degrees.
- Availability and interest of highly qualified minority candidates. Community support.
- Almost all our counties are rural, mostly white and our university is in a rural area with few minorities, pretty uninviting, few peers to form support community. Can’t compete on salaries for well qualified minority candidates. We aren’t doing much hiring at all.
- Lack of a peer support group; lack of a local pool of qualified, minority applicants.
- Lack of support groups for culturally diverse staff. Only 3 percent of population minority. Geographic location, reluctance to consider living in Utah.
- Would like more qualified applicants, particularly for specialists/Ph.D. positions and representative of cultural groups in the state.
- Resistance from client groups who label our efforts as tokenism. Staff resistance for several reasons.
- Low salary is our main concern for not attracting qualifying or extension agents with degrees.
- Employees understanding of diversity; management interest in status quo.
- Qualified candidates that out compete others in the candidate pool; salary.
- Limited numbers of minority men and women are graduating with degrees in agriculture and home economics and there is competition with higher salaries offered by industry and other private sector enterprises.
- Major constraint — inability to hire new professional staff due to hiring freeze. Salary lines often not competitive with other business/organizations interested in candidates with same interest as we have.

- Many minorities can get larger salary offers from industries; many express desire for urban employment vs rural; lack of availability at the MS or PhD level.
- Recruitment of a pool of minority candidates for jobs related to ag. Minority candidates are recruited by industry/business at higher salaries than we can offer.
- Minorities are not readily accepted as contributing partners. Emphasis is placed in maintaining the status quo.
- Funding for any position at this point is the biggest constraint.
- In locations where minority populations are less than 5 percent selection and retention have been difficult.

Question 20. What do you see as the most important opportunities that exist for creating a more diverse workforce? Please describe two to four of the most important opportunities.

- Education of staff, clients, and stakeholders at all levels of Extension relative to the importance of a diverse workforce to Extension's continued existence. Education should be rooted in all aspects of diversity and centered around self-analysis.
- A diverse workforce maximizes competency levels. A diverse workforce planning program will focus relatively on a diverse audience/clientele/customer.
- More success in convincing "diversity" candidates that Cooperative Extension is a career possibility for them; have enough for an initial group to be role models, mentors, etc.; more opportunity for direct communities, and thus recruitment of a diverse workforce.
- Continued emphasis by administrators. Continued emphasis in training programs; emphasis and rewards for progress toward an employee group that reflects the population served.
- Graduate training for minorities targeted for an extension career. Internships/similar special programs. Vigorous recruitment. Use people in our own system as mentors, role models, and "coaches".
- Local recruitment; moving more minorities into leadership positions. Greater educational opportunities.
- Our diversity task force is creating and maintaining growing intent in diversity. Our game plan focuses on diverse staff, diverse audiences, diverse programs and diverse citizen advisory roles.
- A diverse community will almost always provide a diverse workforce, given academic training/credentials are met. The need to work for a diverse community requires a blend of diverse workers if positive program impacts are among the entity goals.
- Hiring more clerical staff is about our only opportunity.
- Can more realistically meet the needs of our population if we reflect the population.
- We have placed three Native American agents on three reservations. We need to expand this. We need to "educate" campus and non-campus administration and faculty about affirmative action and EEO. We are dealing with fear, anger and backlash when it comes to these topics.
- Meeting needs of clientele.

- Identify and actively recruit qualified individuals for employment who brings diversity to the organization. Selection processes which promote diversity staffing.
- Hiring of Hispanic staff to better reflect the growing Hispanic population in this state. Need for more cultural diversity on current Extension staff.
- The ability to recruit for anyone at the faculty or extension educator level.
- Not sure I understand what you are asking for. Demographic information suggest that our population will become more and more diverse. Better attitudes toward diverse populations.
- Our urban area does attract minority candidates. If we could get a “cultural mass,” we might be more attractive.
- The opportunity to have diverse thought and perspectives in an educational environment. The opportunity to personally grow and to enhance individual life from contact with some who are different from you.
- Availability of positions in urban centers; support groups; salary; availability of affordable housing.
- Need to work at mentoring starting with promising young people at high school level, and encouraging them through the academic system. Need to work at image of agriculture which may not be attractive to some minority groups.
- Building on success — after early appointments are recognized as successfully, more appointments are easier.
- More customers. Broader customer base. More marketing perspective.
- Hiring minorities to conduct innovative programs for urban and rural youth. Increasing minority participation in 4-H youth development programs. Promoting scholarships to prepare minority youth for careers in Extension.
- Projected opening in management position will need to be filled and offer appointment to recruit diverse candidates. We are moving toward more opportunities for targeted programs through extramural funding. Offer appointment to hire new staff.
- Employment after completion of summer internship minority conference recruiting.
- A network or centralized bank of candidates, for positions at all levels needed. Elevation of the “status” and “rewards” for being employed in ag-related professions.
- Acceptance and understanding of differences. Openness. Learning to work together for the betterment of audiences served.
- It will give the Cooperative Extension program an opportunity to serve a larger diverse group of clientele. Increase the diversity of capabilities of staff members.
- When working in a culturally diverse community, it would be great to hire from these communities. Breaking down the language barrier is also very important.
- Provides an opportunity to be more inclusive. Broadens the scope of understanding and acceptance of differences. Provide opportunity to better serve our publics.

- To have a Director that is truly committed to a diverse workforce; university and extension administration expect all departments to reflect diversity in staffing.

Question 21. Several steps can be taken to improve Workforce diversity within the Cooperative Extension System. Please identify the two to three most important priorities for improving the diversity of the Workforce in your state Extension system.

- Staff, stakeholders, government, clientele.
- Work at it; be sincere about it; reward staff for doing it; make it ongoing part of program/organizational development.
- Show the sincere commitment. Show the need. Provide the opportunity, be sincere.
- Walk the talk. Don't fill some positions when minority candidates exist unless it is with a minority. Look at all special funding opportunities and determine if minorities can be attracted to these jobs. Help minorities when joint spouse employment can take place.
- Training. Top level commitment. Solid plans and measurable goals.
- Better advertising. Educating attitudes.
- Become more aggressive in recruitment process.
- Commitment of administration to diversity. Allocate resources to achieve and sustain diversity throughout the workforce.
- More targeted to personal efforts to recruit diverse position applicants. Develop internships or work-study positions for diverse students to become familiar with employment opportunities in Cooperative Extension.
- Long-range program with tribal college to help students from tribal colleges 2-year programs transition to BS programs. At land grant in agriculture or HE related majors. Hope to get more people qualified to apply for CES jobs.
- Continue intensive recruiting; continue to provide training in diversity.
- Reduce the emphasis on agriculture—but it'll never happen. Find some qualified administrators with diverse backgrounds other than White males. Move the state to the east coast.
- Develop an internship; locate pools that will move to thiS area.
- My state needs to stop using the excuse of riot having available competent minorities to fill positions. Do the research that shows the comparisons of how different races of people accept diversity. Develop an extremely comprehensive training program that is similar to “sensitivity training” of the 1960's.
- Budget

- More vigorous recruitment. Internships in CES for undergraduates. Graduate assistantships for graduate students.
- Assure stable funding to continue employment opportunities. Diversify local client and support groups.
- There should be more male home economists and more female agriculture extension agents.
- More training with administrators and managers in responsibility sharing. More minorities and females in administrator and management positions. More input from employees on staffing.
- More active efforts to provide scholarships and enroll minority youth in agriculture and home economics. More active recruiting for entry level positions at predominantly minority institutions of higher education. Recognize and reward personnel who successfully recruit minority applicants for positions in Extension.
- Target employment rates based on labor fee analysis for specific areas have been set which will be utilized if we ever get back to hiring new employees. Providing successful in-service education strategies for recruiting a diverse workforce.
- Identifying and hiring minority Extension specialist and agents. Moving minorities in the system into administrative positions. Development of a retention plan.
- Use of the University-wide task force to help train recruitment committees. A firm and total commitment of the University and College Administration, and Cooperative Extension to recruit qualified minority and protected-category candidates.
- True commitment (in words and action) to a diverse workforce. Setting an example of commitment. Honesty and sincerity.
- Active recruitment of minority faculty and students at predominantly minority institutions. Establish orientation program for minority employees.
- Expand the audiences we work with so when the opportunity arises, we can hire from that particular community. Look at more innovative ways to advertise and recruit culturally diverse audiences.
- To realize the vision and mission in our strategic plan for diversity. To eliminate discrimination throughout the organization
- Total System take role in location of qualified minorities. Individuals responsible for hiring show results from efforts to attain a diverse workforce.