

**PERSONNEL AND ORGANIZATION DEVELOPMENT COMMITTEE**  
**Report To**  
**Extension Committee on Organization and Policy**  
**July 1994**

The Personnel and Organization Development Committee (PODC) met May 19-20, 1994, in Minneapolis, Minnesota. In addition, PODC met jointly with PLC and SPC on May 18. Ray McKinney from North Carolina, representing 1890's, joined the PODC for the first time. The next meeting of PODC is scheduled for September 21-23 in Branson, Missouri.

PODC Liaisons and Committee Reports

Reports were received regarding liaisons with: ECOP, SPC, NELD, FACT, JCEP, SED, and the National Center for Diversity.

We received an update on the status of the core competencies and specifically "Meeting Change in the 21st Century" module; 594 copies have been sold as of April 1, 1994. Evaluation of this module was planned; however, due to the change in Connie McKenna's assignment, PODC will be looking for an alternative approach to fulfill the evaluation component of this project.

Roger Fletcher presented a report regarding the diverse group of Extension faculty and staff that met earlier this year to review and reflect on Peter Block's book "Stewardship: Choosing Service Over Self-Interest." PODC intends to devote a block of time at the September meeting for discussion about the concepts presented by Peter Block.

The action items being addressed by PODC this year include:

Function and Structure--Reinventing Extension - Paul Warner, Chair, has taken leadership for the committee to develop information, models, and approaches related to function and structure so that a data base is available for the Cooperative Extension System. His subcommittee continues to work and we expect a final report at the September meeting.

Human Resource Management Issues Forum - John Pelham, Chair, is finalizing a proceedings paper from the Forum that was held in March in St. Louis. A summary of the paper will be shared with different audiences including directors/administrators through ECOP, administrators/managers through ES-USDA, Epsilon Sigma Phi and JCEP through Pat Buchanan, and middle managers via networking with them. Close coordination between the Subcommittee on Extension Diversity (SED) and the HRM issues effort is occurring. Participants at the issues forum will be asked to review Pathways to Diversity as it is reviewed and updated. Also a follow-up with Forum participants is planned in one year to evaluate their change in behavior and evaluate what HRM practices have changed as a result of the knowledge gained at the Forum.

Public Issues Education - Lu Harper is providing leadership along with Carol Ann Johnson of PLC. Attached to this report is a paper developed by Lu regarding the background of the public issues education efforts. This is in response to the discussion at the last ECOP meeting. Also, you will note coordination between Scott Reed and myself regarding public issues education in our reports to ECOP. The training referenced in Lu Harper's paper is scheduled for December 8, 1994, in Milwaukee, Wisconsin (pre-conference to the National Epsilon Sigma Phi Conference).

Other items of note--The advisory committee representative from PODC to NELD has changed from Stu Hawbaker (Illinois) to Nancy Hicks (Cornell). Nancy intends to participate in the next advisory committee meeting of NELD. Dorothy Freeman has been appointed to serve as PODC's representative on the National Center for Diversity Advisory Committee. Due to Michael Brazzel's change of assignment and impending retirement, we have recommended to Leodrey Williams that Patricia Calvert co-chair the Subcommittee on Extension Diversity (SED), along with Curtis Gear, replacing Michael Brazzel in that assignment.

Milan Rewerts  
Chair, PODC  
7/11/94

## PROCEEDINGS

### EXTENSION HUMAN RESOURCES MANAGEMENT ISSUES FORUM ST. LOUIS AIRPORT MAIZRIOTT HOTEL

March 23-25, 1994

#### Executive Summary

The workshop, attended by 82 Extension staff and faculty representing 1862 and 1890 institutions from virtually all the states and territories, provided participants the opportunity to become familiar with, and discuss, an array of human resource management issues. It also provided a forum in which to identify key HRM issues and concerns, review the current status HRM policies and practices throughout the CES system, identify strengths and weaknesses, articulate a vision for Extension HRM, and assess organizational readiness for changed policies and practices.

Presenters included the executive director and chief executive officer of the NTL Institute for Applied Behavioral Science, the senior vice-president for human services with IDS Financial Services in Minneapolis, the director of personnel and organizational development for the US Department of Health and Human Services, the associate vice-president for human services with the University of Missouri system, and a management professor with the MU Department of Management (the concept paper author). A variety of group learning techniques were used, with primary emphasis on small group discussion, feedback, and discussions with presenters.

In small groups, the participants identified many HRM practices which work well and many which don't. Examples of each included:

#### **WORK WELL** (Mentioned by one or more participants)

- organizational structure which facilitates communication
- leave programs are available and provide for flexible needs
- tuition reimbursement, family tuition benefits, sabbaticals, etc.
- supportive fringe benefits programs (insurances, retirement packages, etc.)
- training and staff development (including orientation, mentoring, etc.)
- recruitment and hiring practices
- managerial climate (participative, staff involvement, self-managed teams)
- flexibility in work schedules
- career counseling, career renewal conferences
- hiring for more staff diversity

#### **MISSING OR NOT WORKING WELL**

- programs to foster diversity (include hiring, retention, training, personnel evaluation, etc.)
- workaholic culture (mentioned many times in many ways throughout the forum)
- policies and practices regarding paraprofessional staff (staff development, promotion)
- reputation as a "white, male, 'ag', organization" (also a comment about hiring only/predominately agriculture and home economics degreed people)
- equity between state and field staff (included comments about pay, tenure, program support, etc.)

- marketing, promotion of programs/organization, use of mass media
- flex-time, job sharing, dependent care

Based on these discussions, participants identified and rank-ordered several key HRM issues and concerns facing CES. The top six, in order, follow:

- |           |  |
|-----------|--|
| # 1 (tie) | Building a pluralistic culture..commitment to diversity            |
| # 1 (tie) | Workaholic culture..balancing work and family needs                |
| #2        | Shared and common vision..focus, direction and purpose             |
| #3        | Providing motivation, trust and reward when resources are limited  |
| #4        | Marketing extension..accountability, posturing                     |
| #5        | Hiring staff that breaks out of the traditional extension paradigm |

## **VISION**

The group developed the following vision statements/phrases characterizing the organization as they would want it to be.

Vision 1 - Extension is a pluralistic organization. Employees reach full potential and are recognized and rewarded for that. There is appreciation of differences.

Vision 2 - There is respect and trust within Extension and from outside. Extension is an employer of choice--people want to work for Extension. There is opportunity for balance between work and family life.

Vision 3 - There is accountability for HRM practices in Extension. Flexibility in HRM practices. We are the trendsetters. Teamwork and partnership in Extension. There is open communication and an environment that provides openness.

Vision 4 - People in Extension feel empowered. There is participation in decision making--all employees are involved. All HRM practices meet the needs of the people we serve and are tied to the mission.

Vision 5 - Fairness. We allocate the resources and funds necessary for effective HRM practices.

## **ACTIONS TO IMPLEMENT THE VISION**

Following Dr. Joseph's presentation on organizational readiness for change, the group developed the following set of actions which must take place to implement the vision(s) stated above:

- Involve all staff in diverse teams for recruitment, selection, evaluation and decision making:
- diversity consultants
- National Center for Extension Diversity
- continuous experiential training
- Open consistent communication about policies, procedures to assure fairness and equity
- Change to a work culture that balances work and non-work activities
- Assess and prioritize needs, use strategic action teams, attach responsibility to goals, acquire needed resources and develop knowledge base (HRM)
- Foster teamwork and participatory management, establish self-directed work teams
- Shared organizational vision
- Develop HRM to foster trust
- Match actions with rewards

- Establish hiring criteria relevant to job requirements

The ECOP Personnel and Organizational Development Committee has reviewed the results of the forum and will have as part of its agenda for the next year and more actions oriented toward making the visions and organizational changes needed come to fruition. Also, the results will be shared with participants in the upcoming meeting of state and ES-USDA administrative management staff in October.

## **Public Issues Education**

"The Cooperative Extension System's Role In Addressing Public Issues" a position statement adopted by ECOP and ES-USDA in September, 1992, established the commitment of the system to addressing the nation's need for public issues education. This document was shared system-wide with administration and directors.

Two thrusts were initiated by ECOP to start the development of staff to do Public Issues Education. The first was a series of three satellite programs developed by Duane Dale and the University of Wisconsin. The second thrust was the appointment of a task force to develop "Public Issues Education: An Agenda for Action". That document was endorsed by ECOP in July 1993. Responsibilities for implementation were assigned to ECOP, ES-USDA, PLC, PODC, and State Extension Services.

The three satellite programs were excellent in content. The down side was the delivery system. Many counties do not have satellite systems. In the counties that have a system, many staff elected to not participate. As one staff person explained, "Public Issues Education training is low on my list of priorities until my administrator says otherwise." System-wide, very few staff received the satellite programs.

The Joint Council for Extension Professionals (JCEP) is sponsoring the Public Issues/Leadership Development Seminar, May 1-4, 1994 in Washington, D.C. The objectives of this seminar include:

- develop leadership to assist the Extension System in building teamwork, enhancing programs and securing adequate funding.
- enhance your strengths, successes and capabilities to focus on high-interest issues of decision makers.
- understand Extension's role in public issues and learn practical applications for public issues education, and
- gain an appreciation for the value of effective collaboration between ECOP, ES-USDA, off campus/campus faculty and Extension administration.

This seminar focuses on leadership development in relationship to public issue, impacting decision makers, appointments with legislators on Capitol Hill, and discussions with USDA partners. It does not train staff in the process of how to do public issues education. About 170 people from across the United States will attend this seminar. This does not include all states.

The Public Issues Education: Agenda for Action, states under staff development, all staff will have the ability and opportunity to educate about public issues. Strategy 6 states: provide and support in-service education on core competencies for all faculty and staff. The PODC was given the primary responsibility for staff development of the Agenda for Action.

The Public Issues Education sub-committee of PODC is proposing a National Conference on Public Issues Education in December, 1994.

- States will be invited to send a team to be trained to train staff back in their respective states.
- Core curriculum being developed by a Public Issues Education Curriculum task force will be used for part of the training.
- Resources will be identified and made available for the state teams.
- Dr. Terry Gibson and David Running, University of Wisconsin will give leadership to development of the training conference to be held in Madison, Wisconsin, December, 1994.

This training differs from the satellite conferences and the JCEP meeting in targeting all states. Each State Director will be invited to send a team for training. This concept utilizes the partnership between ECOP, ES-USDA, and State Extension Services for implementation of the Agenda , "or Action. This concept differs from the satellite program and the JCEP Seminar in the potential to give training to all staff in all states on the basic skills of doing Public Issues Education. The core curriculum being developed is projected to be finished by July, 1994. This training conference can be instrumental in training staff to use the core curriculum and to disseminate it , nationwide.

# **Restructuring University Outreach**

*The COTT Summer Conference Presents Four University Success Stories*

One of the distinguishing features of land-grant universities has been their emphasis on outreach and service to the larger communities of which they are a part. NASULGC's Commission on Outreach and Technology Transfer (COTT) devoted its Summer Strategic Working Conference, held in Minneapolis June 8- 10, to improving the many ways in which institutions reach out beyond their campus boundaries to serve their external publics.

The conference was built around the presentation and discussion of four case studies from universities that have designed effective new strategies for extending their outreach programs. The meeting of over 150 presidents, vice presidents, and deans also featured working group sessions where participants reviewed ten key issues confronting universities and discussed new strategies for restructuring the outreach function. The keynote address was presented by Nils Hasselmo, president of the University of Minnesota and incoming NASULGC board chair.

Elisabeth Zinser, president of the University of Idaho and chair of COTT, provided leadership for the conference and presided. The conference goal, said Zinser, was "to put university leaders who are working to bring about a true conversion of the organization and intellectual framework of outreach in their institutions in touch with a handful of institutions that are well along that path." She explained, "Our goal was to create stronger and more flexible bridges between the most pressing needs of modern society and the best knowledge and learning capabilities of land-grant and state universities."

The following summaries outline what four universities are doing to reach out to external constituencies more effectively.

## ***Clemson University***

### **Creating benchmarks for expanding outreach**

A. Wayne Bennett, senior vice provost and dean of the Graduate School at Clemson University, presented his university's report. He discussed how Clemson, as part of an ongoing strategic planning process, has set specific benchmarks and time frames for expanding outreach and extended education programs including:

- By May 1994, each department was to develop an operational definition of its service mission and an action plan to integrate service, teaching and research, and a consistent reward system.
- By May 1996, the university will establish a university-wide system containing incentives to encourage interdisciplinary academic and research programs.
- By May 1997, Clemson will develop a computer-based, community-access network linked to each academic unit, expanding on services operated by the Cooperative Extension Service.
- By May 1998, as part of degree requirements, every Clemson student will have worked with an individual faculty or staff member on a research or service project.

To help reach these goals, Clemson's president created the Commission on Extended Educational Services, with a broad membership. The commission did an in depth examination of the universities'

service role and compiled a series of recommendations. One was to devise a new model for a university-wide Extension Service integrating the present Cooperative Extension Service into a campus-wide and state-wide service organization. Another key recommendation was to appoint a chief administrative officer for this expanded University Extension Service. The recommendations were adopted, and a number of new outreach programs are now underway. One involves new links between the university and the public school system of South Carolina.

In addition, with funding from the W. K. Kellogg Foundation Clemson University, South Carolina State University, and the State Technical System have joined together in Alliance 2020 to provide new forms of economic development assistance and service to the people of South Carolina.

## ***University of Minnesota***

### **Setting standards to reward outreach**

Eugene Allen, vice president, University of Minnesota, reported that President Nils Hasselmo had appointed a University Outreach Council to begin expanding the ways the university's outreach function can be improved. The council defined outreach as "the transfer and exchange of knowledge between the institution and society" and said that "the mission of outreach is to improve and enhance the quality of life, economy, and the environment through the transfer and exchange of knowledge between the university and society."

The council adopted four specific goals:

- Outreach will become fully integrated with research and teaching as a basic part of the University of Minnesota's knowledge mission.
- Outreach will be institutionalized in the university's central administration and throughout academic units and campuses.
- Outreach will address complex societal issues from a comprehensive perspective through cross-disciplinary efforts and partnerships with public and private organizations.
- Outreach evaluation and rewards will be based on quality standards, and they will enlist, encourage, and celebrate participation and excellence in outreach programming.

Outreach will be strengthened by the University's ability to tell its outreach story to the public, and to secure sufficient flexible resources to support university-wide and unit-level outreach initiatives.

The university plans to integrate this strategic plan for outreach into the overall strategic plan for the university.

## ***Oregon State University***

### **A third mission: extended education**

John Byrne, president of Oregon State University, reported that his institution created a campus-wide Extended Education Transition Committee based on a wide-ranging report entitled *On the University's Third Mission: Extended Education*. Working from September 1993 until April 1994, the group developed 39 recommendations meant to implement a new model of extended education at OSU. The

recommendations called for integrating the OSU Extension Service and Office of Continuing Higher Education into a new Office of Extended Education headed by a dean and reporting directly to the provost. It recommended that colleges assume program leadership for extended education, including Extension Service programs, and that all extension faculty be affiliated with an academic home in one of the 11 academic colleges. It emphasized extending knowledge: decentralizing program responsibility while centralizing leadership for extended education; maintaining extension's identity, political base and local response capacity while building extended education; using the Council of Academic Deans as the Extended Education Council; emphasizing the "third mission" of the university-extended education-as the business of every institutional unit; and evaluating performance and recognizing and rewarding faculty who are engaged in extended education activities for their accomplishments.

The university is now beginning to implement the changes.

### ***Michigan State University*** **Moving resources to academic units**

Lou Anna Kimsey-Simon, provost of Michigan State University, reported that in 1989 the W.K. Kellogg Foundation awarded the university a \$10.2 million grant to support expansion and organizational integration of its outreach mission. The university's first move was to eliminate the unit that had been responsible for administering the lifelong education programs of the university and moved most of the resources into the fourteen colleges. The result: outreach became the responsibility of every academic unit.

The university also created a vice provost for university outreach who reports to the provost and is responsible for the overall outreach mission. This vice provost oversees all aspects of MSU's outreach mission and is responsible for ensuring that the university's outreach efforts are coordinated, responsive to societal needs, and consistent with its mission, strengths, and priorities.

MSU also made changes in the Cooperative Extension Service. In June 1989, the provost set up a campus-wide faculty committee to make recommendations concerning the future of the extension service. The committee recommended that extension needed to broaden its programming and constituent base, strengthen its access to faculty resources, and generally become more integrated into the academic life of the campus. Over the past three years, a great deal of progress has been made toward accomplishing these goals.

In order to bring about a cultural shift at MSU that would encourage outreach, the provost convened a Committee on University Outreach in 1992 to recommend strategies for further strengthening and integrating outreach as a core academic mission.

The committee developed a new definition of outreach, tying it inextricably to the other dimensions of the academic mission. It also developed six guiding principals that will help shape university planning and resource allocation into the next century.

MSU has moved forward on several of its initiatives designed to promote faculty and unit level outreach involvement. These include:

- Reconceptualizing outreach and its relationship to the overall academic mission;
- Establishing a system for outreach planning and accountability;
- Creating faculty and unit-level incentives and rewards;
- Enhancing interdisciplinary problem-focused outreach;
- Preparing faculty to engage in outreach; and
- Building external constituencies for outreach.

July 1994 **NASULGC** Newslines