

New Board Member Orientation

Presenter's Notes

These notes are intended to be used as a general discussion outline and not as a script to be read. Please insert local information and examples where appropriate. Invite discussion and questions from the new board members.

Slide #1

This orientation is to introduce basic concepts regarding the partnership between the local extension board and K-State Research and Extension in giving leadership to the local extension educational program.

Slide #2

Topics for the orientation include an overview of:

- the history of K-State Research and Extension
- the partnerships within the organization
- responsibilities of the board members and agents
- current areas of educational programming
- resources available to board members.

Slide #3

Let's begin by taking a brief look at the history of the organization.

Slide #4

K-State Research and Extension's history began with the passage of the Morrill Act by the U.S. Congress in 1862. This legislation brought a new concept of education to American life - the democratization of knowledge. Its purpose was to provide opportunities for a college education for the sons and daughters of the working class. The new concept focused on teaching

the practical arts and sciences such as agriculture, military tactics, domestic science, and engineering, as well as classical studies.

Kansas was the first state to take advantage of this federal legislation that established land-grant institutions. The Kansas State Agricultural College, the original name of Kansas State University, was founded in February 1863 and was initially located on the grounds of the old Bluemont Central College.

Slide #5

The federal Hatch Act was passed in 1887. It mandated the creation of agricultural experiment stations in conjunction with land-grant institutions.

Slide #6

The federal Smith-Lever Act was passed in 1914. This act created the Cooperative Extension Service for the purpose of disseminating information gleaned from agricultural experiment station research. Federal funds were appropriated, and each state was required to match funds to participate in this new educational program. Before the formal establishment of the Cooperative Extension Service in 1914, Kansas State University had been holding off-campus educational activities called Farmer's Institutes. In these institutes, which began in the 1860s, university faculty conducted educational meetings on current agricultural research and practices in communities across Kansas.

Slide #7

With the passage of the Smith-Lever Act, the three functions of a land-grant university were formalized – teaching graduate and undergraduate students,

generating new knowledge through research, and extending that knowledge to the people of the state through the extension system.

Slide #8

In 1915 the Kansas Legislature passed the County Farm Bureau Law. A County Farm Bureau, after meeting certain membership requirements, was entitled to a county tax appropriation and state funds for use in implementing the local program. County extension programs were conducted by this means for 36 years. The 1951 session of the Kansas Legislature revised the law, making the local extension program the cooperative responsibility of the county extension council and Kansas State University.

Slide #9

The Kansas Extension District Law, enacted in 1991, created a mechanism by which two or more county boards could establish an extension district. Districts allow for added efficiency in the use of taxpayer dollars and effectiveness in delivering educational programming.

Slide #10

In 1996, the Kansas Agricultural Experiment Station and the Kansas Cooperative Extension Service aligned to form K-State Research and Extension. The organization now includes all the county and district offices, research centers and experiment fields supported by county, state, federal, and private funds.

Slide #11

The purpose of K-State Research and Extension directs the efforts of the organization.

Slide #12

Now let's look at the various partners involved in the funding, planning and delivery of extension programming.

Slide #13

Today the nationwide extension system, of which K-State Research and Extension is a part, continues as a cooperative effort or partnership among federal, state and local governments.

Slide #14

Each of the partners contributes to the funding of the organization as illustrated in this slide.

Slide #15

At the federal level, the National Institute of Food and Agriculture, or NIFA, is an agency within the United States Department of Agriculture.

Slide #16

The state partner is K-State Research and Extension, a division of Kansas State University. Regional extension directors represent K-State Research and Extension's director in managing and supervising local offices in partnership with the local extension board.

Slide #17

The local partner is the local extension board.

Slide #18

Kansas Extension Laws define how the partners work together. The requirements of the partners, the process for establishing boards, budget procedures, election of members, duties of officers, and process for employment of agents are among the procedural details outlined in these Kansas laws.

Slide #19

Each local extension program has four Program Development Committees – agriculture and natural resources, family and consumer sciences, 4-H youth development, and community development. In the county model, there are six members on each committee who are elected in the fall at the annual extension election. In a county, PDC members are elected to a two-year term and may be re-elected for a second consecutive term.

In the district model, there are six members from each county appointed to each PDC by the board. They are appointed for a one-year term and may be reappointed.

Slide #20

The role of PDC members is to partner with the agents to identify local needs, match K-State Research and Extension resources to those needs, and then to implement and evaluate the effectiveness of the programming.

Slide #21

In the county model, nine PDC members serve on the local extension board. In the district model, four individuals from each county serve on the board. These groups meet regularly and transact the business of the local extension program.

Slide #22

The local board, in partnership with the regional director, is responsible for oversight of educational programming, supervising the professional extension agent staff, and developing the budget.

Slide #23

In counties with fewer than four agents, the hiring, setting of salaries, and evaluation of the agents is a joint responsibility of the regional director and local board.

Slide #24

Counties with fewer than four agents have a designated agent who is the local unit director. This individual has administrative responsibilities for budget, program, and non-agent personnel. The local board and regional director make this appointment, normally for a term of three years, with no limit on the number of successive terms.

Slide #25

In all districts and in counties with four or more agents, the local extension director also has responsibility for supervising and evaluating agent performance with input from the regional director and board.

Slide #26

The local director, no matter the size of the agent staff, has supervisory responsibilities for office professionals and program assistants to include hiring, assigning responsibilities, coaching, and reviewing performance. This responsibility may be shared with or delegated to other agent(s).

Slide #27

The board member responsibilities are outlined in the following slides.

Slides #28

Effective board members will participate in board meetings. They will review the Board Leadership website for resources to broaden their understanding of their role. Each month before the meeting they will review the minutes, financial statements, and agent reports.

Slides #29

Effective board members will become familiar with all programming areas. They will get to know the agents and their programming, attend extension-sponsored events, and advocate in the community for the local extension program.

Slide #30

The general responsibilities of agents are outlined in the next four slides.

Slide #31

The agent's primary role is to serve as community-based faculty of Kansas State University, and provide educational programming in one or more of these four areas.

Slide #32

Each agent serves on one program focus team (PFT) with other extension faculty. This team serves to strengthen the agent's expertise in an area of program focus.

Slide #33

Agents often collaborate with other community members and organizations in the identification of community issues, and the development and implementation of educational programming. They then utilize various educational strategies to address these issues.

Slide #34

Volunteers multiply the educational outreach of local programming. The recruiting, training, and managing of those volunteers is an important role of the agent. The agents also collect and communicate evidence of the outcomes of local programming.

Slide #35

K-State Research and Extension's programming emphasis reflects the needs of Kansas residents. The following slides illustrate current programming.

Slide #36

K-State Research and Extension's current programming is organized around five Grand Challenges

- Global Food Systems, Health, Developing Tomorrow's Leaders, Community Vitality, and Water.

NOTE TO PRESENTERS: In the next five slides, discuss examples of how the local program is addressing these Grand Challenges.

Slide #37

Across the K-State Research and Extension organization, programming related to global food systems includes developing new crop varieties, leading teams to solve global food issues, and educating consumers in safe food handling.

Slide #38

Some of the programming related to health includes identifying practices to prevent obesity, helping families stretch food dollars, and involving older adults in strength training to improve health.

Slide #39

Approximately 77,000 Kansas youth participate in 4-H programming where they gain leadership and citizenship skills to prepare them to be tomorrow's leaders. Kansas also has an initiative to bring ethnically diverse youth to 4-H.

Slide #40

Programming related to Community Vitality includes guiding communities in improving through the PRIDE program, working with families to develop better financial management practices, and helping individuals evaluate health insurance options.

Slide #41

Programming related to water includes breeding new drought-tolerant crops, developing more efficient irrigation strategies, and reducing runoff into reservoirs.

Slide #42

Several resources listed here are available to assist you in your new role as a board member.

Slide #43

We look forward to partnering with you to develop and deliver outstanding extension educational programming for local residents.