

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. **Invite discussion and questions from the new board members.**

Slide #1

This orientation is to introduce basic concepts regarding the partnership between the County Extension Council or District Governing Body 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
partnerships within the organization
role of the board and agents
current areas of educational programming
resources available to board members

Slide #3

(Transition slide to first section)

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. 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 county Extension program. Local 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 Extension Councils could establish an Extension District. Extension Districts allow for added efficiency in the use of taxpayer dollars and effectiveness in delivering educational programs.

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 mission of K-State Research and Extension is stated.

Slide # 12

The slogan "Knowledge for Life" is an abbreviated version of the mission statement and appears frequently on K-State Research and Extension publications.

Slide #13

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

"Knowledge ^{for}Life"

11/10 -1-

Slide #14

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 #15

At the federal level, NIFA or the National Institute of Food and Agriculture 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. Area extension directors represent K-State Research and Extension's director in managing and supervising county or district offices in partnership with the local Extension board.

Slide #17

The local partner is the County Extension Council or District Governing Body.

Slide #18

Each of the partners contribute, as shown in this chart, to the total Kansas Extension budget.

Slide #19

The Kansas Extension Council and Extension District Laws define how the partners work together. The roles of the partners, the process for electing members of the County Extension Councils or District Governing Bodies, duties of officers, budget procedures, employment of agents as well as other procedural details are all outlined in these Kansas laws.

Slide #20

Each county or district Extension program has four Program Development Committees - agriculture, 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 council election. 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 District Governing Body. They are appointed for a one-year term and may be reappointed.

Slide #21

The role of PDC members is to become familiar with K-State Research and Extension's mission as well as local demographic and societal conditions. Working in partnership with Extension agents, the PDC members develop a comprehensive Extension educational program in the four program areas.

Slide #22

In the county model, nine PDC members serve on the County Extension Council Executive Board. In the district model, four individuals from each county serve on the District Governing Body. These groups meet regularly and transact the business of the local Extension program.

Slide #23

The local Extension Board, in partnership with the area director, is responsible for leading the educational program, supervising the professional extension agent staff and developing the budget.

Slide #24

In counties or districts with fewer than five agents, the hiring, setting of salary, and evaluation of the agents is a joint responsibility of the area director and local board.

Slide #25

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

Slide #26

In counties or districts with five or more agents (or in counties with four agents if the board and area director are in agreement), the local Extension director also has responsibility for supervising and evaluating agent performance with input from the area director and local board.

Slide #27

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

Slide #28

Across the state there are multiple models of staffing local offices. The model that is adopted in each county or district is determined by the area director and the local board and is based on the community's needs and available resources.

Slides # 29 - 31

The primary responsibilities of the local Extension board are listed.

Slides #32-36

The primary responsibilities of an Extension agent are listed.

11/10 -2-

Slide #37

A comprehensive Extension program offers a number of educational opportunities to local community members.

Slide #38

4-H Youth Development programming priorities are listed.

Slide #39

Family and Consumer Sciences programming priorities are listed.

Slide #40

Agriculture and Natural Resources programming priorities are listed.

Slide #41

Community Development programming priorities are listed.

Slide #42

K-State Research and Extension's programming focuses on seven Strategic Opportunities.

Slide #43

These Strategic Opportunities are very similar to those of Extension programs in other states.

Extension agents, in partnership with the local Extension board, develop local action plans that focus on two or more of these Strategic Outcomes.

In addition to the Strategic Opportunities, K-State Research and Extension also has a Strategic Plan.

Slide #45

While the Strategic Opportunities provide a framework for program content, the Strategic Plan, developed by a group of 34 constituents and Extension faculty, serves as a guide regarding organizational structure and staffing, resource development, information dissemination and marketing.

Slide #46

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

Slide #47

We look forward to working with you to develop and deliver an outstanding Extension educational program for local citizens.

11/10 -3-