HANDBOOK

FOR

WORKING WITH

ADVISORY COMMITTEES

New Mexico State University
College of Agriculture & Home Economics
Cooperative Extension Service
Office of Program Development & Accountability
http://pda.nmsu.edu
Revised March 2008

TABLE OF CONTENTS

Working with Advisory Committees

Phyllis Worden 1/

No. 11.000

Quick Facts

- Advisory committees can assist in evaluating and planning county extension programs and provide support for on-going extension programs.
- Persons selected for advisory committees should be concerned about the activities and problems of the committee, should represent a variety of ideas, and should have enough time to devote to the committee.
- Leadership is one of the most important aspects of any advisory group.
- The size of an advisory group will depend on the purpose of having the committee; the best size for effective group discussion is from 5 to 9 people.
- In groups, we need to be aware that up to 80 percent of meanings of messages are communicated nonverbally.
- Physical environment will affect the functioning of committees, so suitable surroundings should be provided.

Characteristics of Small Groups

Leadership is one of the most important aspects of any advisory group. Remember that no two leaders will develop the same style. A leader's attitude is often more important than leadership style. Leader's or chairperson's duties might include:

- Set meeting date and mail out agenda
- State specific objectives for the meeting and keep discussions on track
- Introduce committee members; encourage the use of first names
- Set time limits for discussions
- Set the "tone" for the meetings; discourage monopoly of discussions by a few
- Make committee assignments and request a committee report by a certain date
- Attempt to remain neutral; vote only in case of a tie
- Encourage participation and interaction of committee members; seating arrangements do affect interaction by committee members
- Suggest alternative solutions to be considered
- Invite resource people in to share ideas
- Make sure committee members know each other, especially when a new committee is formed or when members join the group
- Set up guidelines to evaluate decisions made by the group

An extension agent might ask, "Why form a local advisory committee"? Here are a few reasons. Perhaps you can add others.

- To assist in evaluating and planning county extension programs
- To provide support for on-going extension programs
- To provide a local communications link in assessing local needs and determining program assistance through the university
- To assist local extension agents and specialists in establishing program priorities

Selecting an Advisory Committee

Select persons who are concerned about the activities, problems and concerns to be looked at by the committee. Select those who represent a variety of ideas or represent different groups of people in the county or community. Select those who have enough personal time and energy to participate.

It works best to have a revolving committee with one-third of the members replaced every year. Simple "job descriptions" for committee members are helpful. These might include:

- A statement describing the purpose and composition of the committee
- How and when the committee is appointed
- Responsibilities or descriptions of the activities requested of the committee members

Size of Advisory Groups

The size of an advisory committee will depend on the purpose of the group, the availability of representatives, travel distances and motivations of persons in the group.

Research tells us the best size for *effective* group discussion is from five to nine people. The maximum number is probably 25 to 30. With larger groups, the confidence of the leader has a great deal to do with the success of the discussion.

Communication in Small Groups

Research (Gibb, 1961) shows that one or more of the following behavior characteristics will be present in groups. A group will function better if the supportive behavior characteristics are stronger.

Supportive Climates	Defensive Climates
Description – non-judgmental questions or statements	*Evaluation* – to pass judgment or to blame; causes one to be "on guard".
Problem orientation – communicate a desire to define and solve problems	*Control* – attempts to change attitudes or behaviors of others in group; creates defensiveness
Spontaneity – honesty and straight-forwardness	*Strategy* – to "manipulate" others; control of group
Empathy – expressions of respect for other group members	*Neutrality* – expresses lack of concern for others in the group
Equality – to enter discussions and planning with mutual respect	*Superiority* – air of being superior to others in the group
Provisionalism – to investigate issues and not take sides; open to other points of view	*Certainty* – to be dogmatic; to know all the answers; doesn't care to listen to what others say

The types of interpersonal communication often found in groups include:

- Verbal
- Nonverbal (body language)
- Vocal (a giggle or snicker)
- Pseudo affective (to say you feel good but don't)
- Phatic (small talk, "Hi, what's new?")
- Terminal ("Oh, yeah"; Sorry buddy"; "I'm following orders")
- Metaphysical (communication between humans and the world beyond)
- Mediational (use of a middleperson)
- Irrational (not limited to psychotic)
- Instrumental (something happens: "shut the door", "type this letter")
- Olfactory (smells)
- Tactile (handshake, kiss)
- Pharmacogenic (mood modifiers)

In groups, we need to be aware that up to 80 percent of meanings of messages are communicated nonverbally.

Factors Which May Affect Group Behavior

- Each group member is an individual and often will behave as such.
- Some members may feel that other group members are a threat to their egos.
- Groups tend to develop structure whether there are formally organized officers or not.

(REPRINTED BY PERMISSION)

- Groups like to set goals and attempt to reach them as efficiently as possible.
- Advisory groups often develop plans to the "demanding" stage and get upset if their ideas are not immediately implemented.
- Power plays may be involved; some come from an outside position of importance or wealth, but may often arise from the behavior in a group.

Checklist for Small Committees

Committee motivation
Physical environment will affect committees.

Check these:

Yes	No	
___	___	Is the room too hot or too cold?
___	___	Does the ventilation system work to remove smoke or other odors?
___	___	Are comfortable chairs provided?
___	___	Have "breaks" been provided for?
___	___	Was an agenda sent out ahead of time?
___	___	Do committee members receive due recognition and thanks for their efforts?
___	___	Have you provided adequate paper and pencil supplies for note taking?
___	___	Is lighting adequate and non-glaring?
___	___	Is the room large enough?
___	___	Are acoustics good so all committee members can hear?
___	___	Are members sitting so they can have eye contact with other committee members?

Committee Involvement

|		
___	___	Is the atmosphere or tone such that each person can Participate?
___	___	Are committee members aware of the progress they are making?
___	___	Are committee members' personal concerns and values compatible to committee objectives?
___	___	Has the committee selected a feasible task?
___	___	Do committee members know their roles or what is expected of them?
___	___	Have you encouraged council members to discuss the issues or items with other people in an effort to come up with positive solutions?
___	___	Have you developed committee "job descriptions"?

Other Resources

Cheavens, Frank. Leading Group Discussions, Austin, Texas: University of Texas: *The Hogg Foundation for Mental Health.* 1958.
Films: *How to Conduct a Discussion, Encyclopedia Britannica Films. Inc.,* and
    How to Organize a Discussion Group, Encyclopedia Britannica Films, Inc.

INTRODUCTION

I. PURPOSE

II. FUNCTIONS
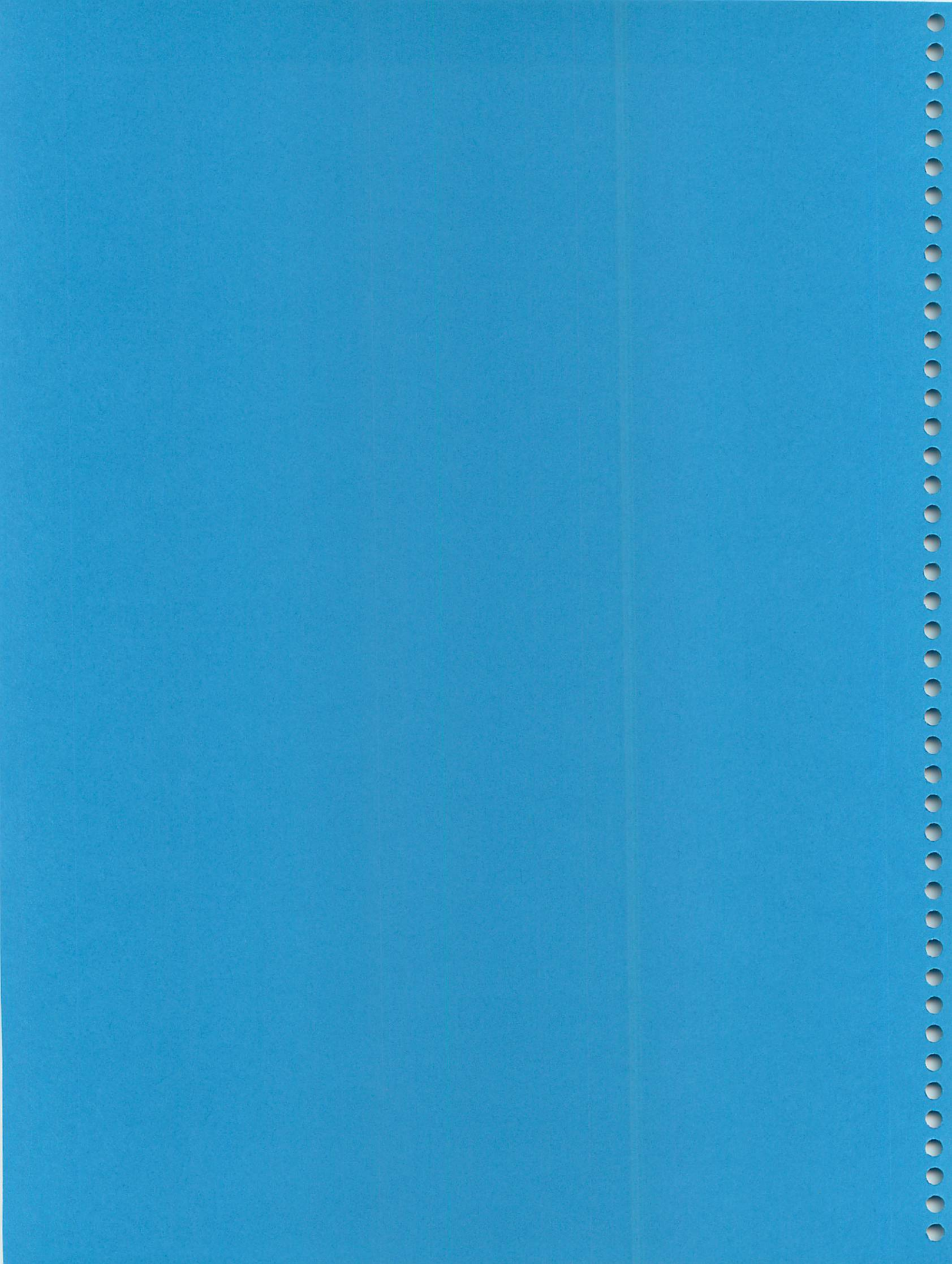
INTRODUCTION

This handbook will help Cooperative Extension Service (CES) faculty and staff develop and use an advisory committee structure for effective program planning. The handbook focuses on an overall advisory committee structure with members representing all program areas. Principles described in this handbook can also be applied when developing specific program advisory committees.

An advisory committee only does one thing - advises or recommends. It is not a task-oriented committee, but its actions put the stamp of approval on CES programs. An advisory committee does not make CES policy, although a good advisory committee will define how the total Cooperative Extension Service program works best in that county. An advisory committee, together and individually, has a special insight when interpreting local information and it is the best communication link between CES and other local groups or persons.

This handbook describes how to get started with an advisory committee, and describes functions and roles of CES faculty and committee members, as a group and as individuals. The handbook helps identify potential committee members and explains how to recruit the best ones. The handbook also helps with orientation for new committee members, and will help develop meeting agendas.
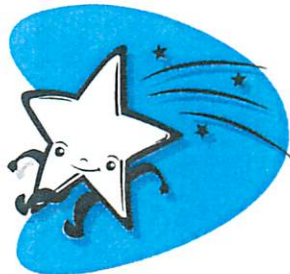
PURPOSE

Advisory committees are an integral part of the history and philosophy of the Cooperative Extension Service and the concept of lifelong learning. Extension's mission is to "...disseminate and encourage the application of research-based knowledge and leadership techniques to individuals, families and communities." Cooperative Extension programs are practical, problem centered and situation based. The objective is to improve the quality of life for people of the state.

The Cooperative Extension Service is unique because it has always been a grass-roots organization. The earliest Extension programs were developed by local people, and the same is true today.

Extension faculty act like specialized chemicals -- catalysts -- to reach this objective. But the people Extension works with have to see a need for change before they will change their behavior. An advisory committee that is involved in creating local CES programs ensures the focus is on relevant, local problems, which means there is a greater chance of bringing about change.

Involvement in local program planning also creates the opportunity for personal growth by advisory committee members. They learn leadership and problem-solving skills. The committee becomes a way to help other people sort out objectives and reach goals related to life skills development.

Affirmative action is always an element of program development. A good advisory committee should be a cross section of the county's population, which structures the committee to help with affirmative action efforts.

It is a policy of the New Mexico State University Cooperative Extension Service to establish advisory committees in each county. These committees need to be truly representative of the county, and communities in the county, so that every demographic segment can have access to the program development process.

A good advisory committee.....

✓ Establishes lines of communication between the Cooperative Extension Service and groups of people, and the community as a whole

✓ Legitimizes programs and strengthens the role of faculty as educators

✓ Improves community understanding of, and support for, the Cooperative Extension Service and its programs

✓ Finds local resources to help with programs

✓ Ensures participation of more people in programs

FUNCTIONS

All county Extension faculty must be involved in organizing an overall advisory committee. County faculty should agree on functions, faculty roles in relation to the committee, membership, and expectations of committee members.

An advisory committee can perform many functions. Keep in mind that the primary purpose of the committee is program development. The list on the following page identifies some program-related functions of an advisory committee. Use it as a checklist to identify functions that are important in the county. Prioritize the functions checked.

There are some things an advisory committee **should never** be expected to do. These include writing major program plans or annual reports. Advisory committee members should not be advocates of a political issue in the name of the New Mexico State University Cooperative Extension Service. They can be advocates of Cooperative Extension, and do so in reporting to government agencies or elected officials.

There should be clearly-defined expectations of what CES faculty expect of the advisory committee, as well as what the advisory committee expects from county Extension faculty. In addition to carrying out specific functions, the Cooperative Extension Service expects committee members to participate in meetings and program events, and to interact as committee members.

CHECKLIST

CHECKLIST OF ADVISORY COMMITTEE FUNCTIONS

Identify and prioritize the functions most important to your county.

_____ Advisory to County Extension faculty

_____ Analyze the county situation

_____ Interpret needs in relation to CES resources and potential programs

_____ Prioritize programs

_____ Legitimize programs and roles of county faculty

_____ Communicate to the public or community

_____ Advise faculty on their roles

_____ Communicate with other groups or agencies

_____ Assure a balanced program effort in the county

_____ Evaluate program efforts at the end of the year

_____ Help identify priorities and ensure program continuity when there is a faculty vacancy

_____ Report to elected officials on program efforts and accomplishments

_____ Influence policies through proper channels

_____ Facilitate inter-agency cooperation

_____ Activate needed resources

_____ Turn negative criticism into positive programs

_____ Other... (list)

_____

_____

_____

_____

_____

In interviews with Advisory Council members in Florida, the following committee expectations of the Cooperative Extension Service were identified. (Claudio, 1988)

Advisory committee members expect:

✓ To feel welcome at committee meetings

✓ To receive a thorough orientation

✓ To feel needed and wanted and that they make a valuable contribution

✓ Leadership from CES faculty to get things going

✓ CES faculty to help the committee feel a sense of accomplishment

✓ To have specific problems to work on

✓ To be kept active and receive communications from CES between meetings

---

One New Mexico advisory committee member says she expects "a clear explanation of their role, reasonable expectations of what the committee should do, and what CES faculty should do as a result of their participation."

EXPECTATIONS

Both Extension faculty and committee members have ideas on how they would like the committee to operate and what it should accomplish. When expectations involve someone else, they should be communicated clearly and be realistic. At a committee meeting, complete the following individually and then discuss as a group. Reach a consensus on what is expected of Extension faculty and committee members.
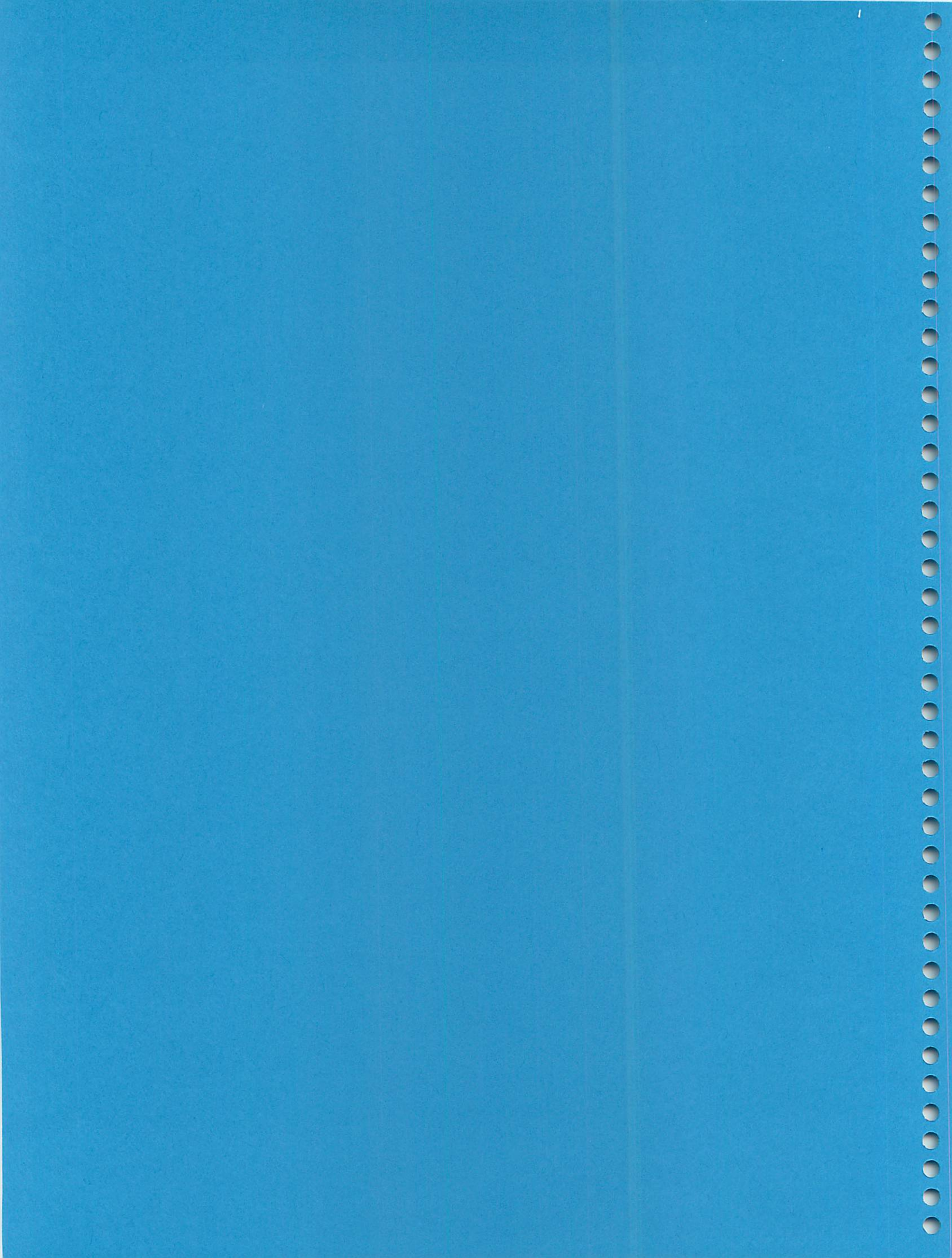
WHAT CES FACULTY EXPECT OF ADVISORY COMMITTEE MEMBERS

WHAT ADVISORY COMMITTEE MEMBERS EXPECT OF CES FACULTY

III. ROLES OF FACULTY

ROLES OF FACULTY

What is or should be the role of Cooperative Extension faculty in developing and continuing an effective advisory committee in all the counties of the state? There is support available from district and state department heads and specialists. Don't hesitate to call on others for help.

ROLES OF COUNTY COOPERATIVE EXTENSION FACULTY

- ✓ Organize and maintain an advisory committee structure.

- ✓ Serve as a consultant or resource person to the committee.

- ✓ One faculty person in each county should be designated as the individual to work with the committee chair in planning and carrying out meetings.

- ✓ Determine replacement and rotation policy.

- ✓ Contact prospective members.

- ✓ Provide technical information that serves as a basis for discussion and recommendations.

- ✓ Arrange facilities for meetings.

- ✓ Serve as a liaison between the advisory committee and other community groups, organizations and agencies.

- ✓ Coordinate the overall advisory committee with planning groups in program areas.

- ✓ Provide recognition for volunteers involved in advisory committee activities.

ROLE OF DISTRICT DEPARTMENT HEAD (DISTRICT DIRECTOR)

- ✓ Encourage county faculty to develop and maintain an advisory committee structure.

- ✓ Train county faculty how to develop an advisory committee or improve the effectiveness of the current committee.

- ✓ Participate in committee meetings or orientations and provide an overview of broader goals of the Cooperative Extension Service.

- ✓ Help county faculty translate priorities into a plan of action.

- ✓ Evaluate program development efforts with county faculty.

- ✓ Communicate and clarify Extension program development policies to the county.

ROLE OF THE EXTENSION DEPARTMENT HEADS

✓ Provide criteria for an effective program in their program area.

✓ Provide information about major issues and trends in their program area.

✓ Serve as a consultant or resource person to the committee and promote effective decision making and priority setting.

✓ Train county faculty on program development as needed and appropriate.

✓ Assist in evaluation of programs and program development efforts.

✓ Help establish, clarify and encourage acceptance of program development policies for the Cooperative Extension Service.

ROLE OF EXTENSION SPECIALISTS

✓ Provide pertinent data and technical information in a specialty field to county faculty.

✓ Serve as a consultant or resource person to program planning committees and county faculty.

✓ Provide innovative program ideas, educational methods and support materials to solve identified problems.

✓ Help with reports and evaluation.

ROLE OF ADMINISTRATION

✓ Establish the direction and organizational framework for program development efforts.

✓ Clarify, stress the importance of, and promote acceptance of, program development policies among Cooperative Extension Service faculty.

✓ Within the resources available, provide program development training for all faculty.

Seaman Knapp, the father of the Cooperative Extension concept, on the qualities of an agent:

"a recognized leader, progressive, influential and able to carry public opinion."

Who's Doing the Work?

Alwyn Ann Wegenhoft
Home Economist
Louisiana Cooperative Extension Service
Louisiana State University-Baton Rouge

Barbara A. Holt
Associate Professor
School of Vocational Education
Louisiana State University-Baton Rouge

A Test for the Agent	Agent	Advisory Committee
1. Who decides what problems the community has?	_____	_____
2. Who sets priorities?	_____	_____
3. Who suggests solutions?	_____	_____
4. Who sets and carries out goals?	_____	_____
5. Who identifies community resources?	_____	_____
6. Who promotes program goals?	_____	_____
7. Who gathers information needed for program evaluation?	_____	_____
8. Who judges program results?	_____	_____

Take the short test above to find out who's doing the work in your advisory committee. If you answered "the agent" to most of these questions, you're carrying the load. But your advisory committee can effectively carry out these and other tasks and you'll be doing your lay leaders a favor if you let them!

The philosophy of Extension has historically focused on involving people in the program development process. According to Flint, one of the most effective ways of involving people is through advisory committees - but do agents maximize this potential? (1)

Impact Study

An impact study assessed the effectiveness of advisory committees in helping Extension personnel to plan, execute, and evaluate educational programs. (2) Of the 363 groups studied, 263 were chaired by the agent and only 100 were chaired by lay members. Further analysis of the same data revealed that agents who did not chair committees perceived the committees to be more effective in programming and group process skills. (3)

Developing Working Committees

Cole and Cole suggest that agents should allow members to take leadership roles. (4) Agents may be reluctant to do this. Taking control of the committee themselves may be easier and save time, and they are sure that things get done. But does this develop members' leadership abilities? Turning over control may be a gradual process, but learn to relax and let members begin to assume more responsibility.

Step 1: Develop Confidence

The first step is to develop confidence in your lay leaders. Get to know your committee members - what they do for a living, their hobbies and interests, organizations they belong to and their families. You don't have to make your committee members your best friends, but get a feel for how they will act or respond.

Step 2: Choose Lay Chairperson

Second, if you have been chairing a committee, let a member take on that responsibility. Selecting a chairperson shouldn't be a hasty decision made by you or the committee, but should be well thought out by both. Select nominators to choose possible candidates and ensure a better choice.

After the officers are elected, provide adequate training. Hold workshops to help develop leadership qualities. Provide the officers with literature and suggest a visit to the library for information on leadership, meeting management, and working with members. Phone or visit them frequently to keep communication lines open. Let them know they can call on you, too. Officers should understand not only their roles, but also the importance they play in developing good educational programs for their community.

Step 3: Develop Relationships

After officers are selected, the third step is to develop a good relationship with the chairperson. This rapport will allow you to acquaint the chairperson with the advisory committee's purposes and its desired outcome. Work individually on areas of concern that may not be covered in the general training. In other words, your chairperson should be as familiar with the process of leading the advisory committee as you would be.

Although it will take time to develop this understanding, in the long run the leadership role and much of the responsibility that goes along with it will be in the hands of the chairperson. Thus, the advisory committee begins to work for you instead of you working for it.

Step 4: Be Prepared

The fourth step is to be prepared for the advisory committee meetings. Meet with the chairpersons and officers to develop an agenda so everyone will know what is to be covered. Have the agenda typed and copies made for all members. Make sure arrangements have been made for the meeting place, including time and any other details. Inform members of upcoming meetings. Personal contacts and phone calls are better than letters and postcards for initial contacts, but follow up the phone calls with mailed reminders.

After the meeting, see that copies of the minutes are sent to all members. A note of appreciation for their help can ensure future participation.

Step 5: Include Goals and Evaluation

Step five is to continue including the advisory committee in carrying out the program goals and evaluation. This can help recruit people to be involved in the programs, develop the programs, secure materials, or even conduct them. Don't forget that evaluation-advisory committee members can become involved here, too. What better way for members and officers to see if their ideas and plans worked?

By involving the advisory committee in these ways, they gain broader knowledge, understanding and support for Extension. As Raudabaugh said, "If local people are involved in the planning, they perceive the resulting program as one that includes the problems they wanted solved." (5)

Step 6: Let Go

The sixth and final step is to remember yourself. You need confidence to let go of a task you may have been involved in for many years. Seek opportunities that will prepare you for helping your advisory committee work for you. Request and participate in training sessions so you can learn to foster leadership in others. Then relax and watch your lay leaders go to work!

Summary

These six steps won't eliminate all the work for the agent involved in creating a successful advisory committee, but they can help prepare lay members to take a major part of the responsibility. By developing confidence in them, letting them take on more tasks, maintaining good relationships, preparing thoroughly for meetings, including them in all parts of the program, and keeping yourself up to date, you can help them develop their own leadership capabilities. The next time you take the test about who assumes tasks for the advisory committees, instead of "the agent," all the answers could be "the advisory committee"!

Footnotes

(1) B. Flint, Program Development in the Louisiana Cooperative Extension Service (Baton Rouge: Louisiana Cooperative Extension, 1970), p. 6.

(2) Report of the Impact Study on Extension Advisory Committees Involving Field Staff Reactions to the Effectiveness of the Committee They Are Working With (Baton Rouge: Louisiana Cooperative Extension Service, 1985).

(3) A. A. Wegenhoft, A Comparison of Agent Perception of Parish Extension Advisory Committees Chaired by Agents and by Lay Members (Master's thesis, Louisiana State University, Baton Rouge, 1986).

(4) J. M. Cole and M. F. Cole, Advisory Councils: A Theoretical and Practical Guide for Program Planners (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1983), p. xi.

(5) G. M. Beal and others, Social Action and Interaction in Program Planning (Ames: Iowa State University Press, 1966), p. 27.

This article is online at *http://www.joe.org/joe/1988summer/a4.html*.

Managing Advisory Committees

By Jaime Castillo, PhD

The Cooperative Extension Service (CES) is charged with developing and delivering research-based education programs in the areas of agriculture and natural resources, 4-H youth development, economic development, and home economics based upon identified needs. The CES has maintained bragging rights for 100 years in its ability to deliver practical, focused, and timely educational programs to its constituency based upon relevant needs. One strategy for this success is the development and effective use of advisory committees.

Since the inception of the CES in 1914, advisory committees have been used to gain program-planning input from the grassroots level, which has contributed to Extension's success. This success, however, does not come easy. Managers of advisory committees must keep a few strategies in mind to reach the full value of an advisory committee.

These strategies include:
- ❖ Communicating the purpose of the advisory committee
- ❖ Key membership is critical for leveraging success
- ❖ Orient!
- ❖ Productive meetings
- ❖ Communicating accomplishments and providing rewards

Communicating the Purpose of the Advisory Committee

There is a fine line that must be delineated between advice and oversight. The purpose of an advisory committee is to provide input and make suggestions on relevant educational program needs, nothing further. Those who receive input from advisory committees must not allow committees to become empowered to make managerial decisions regarding their employment or judge the quality of their work. This can be avoided by providing advisory committee members with a job description. The job description should include a job title, a description of the work to be done, how the work will be done, time commitment, required qualifications and skills, and the names of individuals with whom committee members will work. Advisory committees may be called upon from time to time to support Extension initiatives so it may be wise to explain this in the job description as well. Job descriptions can also lead to individuals eliminating themselves from further consideration to serve on the committee once they read what would be expected from them. The next step in forming the advisory committee is to determine the appropriate size.

> For those people willing to put in the effort necessary, advisory committees provide program-planning input from the grassroots level.

Key membership is Critical for Leveraging Success

Quantity and quality are important when creating an advisory committee. The advisory committee should be made up of 5-10 members, but the members have to be the RIGHT ones. Advisory committee members should be selected based upon the various interests, businesses, and communities that the educational programs serve. Some recommendations for advisory committee members include highly involved individuals who support community initiatives; key leaders of the community, such as the mayor and county commissioners; and business representatives.

Membership diversity is also an important factor to consider with advisory committees for two reasons. First, diverse ethnic and gender representation will help focus outreach efforts to underrepresented and underserved communities. Second, it is easy to ask those whom we are familiar with what we should be doing, but what about those that we aren't working with? What are their needs? Diversity of members in ethnicity, gender and background also yields diversity of thought. If we fail to ask those who are not like us what their educational needs are, then we have more problems than an advisory committee can resolve.

Orient!

Most of us have heard the saying, "failing to plan, is planning to fail". The same goes for designing an effective advisory committee. Failing to properly orient an advisory committee is surely failing to plan. An effective advisory committee is not the result of chance. Advisory committee members must be oriented. Following is a list of topics that should be included in an orientation:

✓ The role of the advisory committee

✓ Job descriptions

✓ Bylaws (including staggered term lengths)

✓ Time commitment requirements

✓ Overview, including organization chart and brief history of the organization

✓ Brief training, including:
　o Program Planning Process
　o Group Process Skills
　o Data gathering and interpretation skills

A newly formed advisory committee can be oriented all at once. New members should be oriented as needed.

Productive Meetings

Advisory committee members are volunteers and as volunteers they are taking time away from their own jobs to help us find direction in ours. For this reason it is imperative that advisory committee meetings be productive. Consider the following suggestions for conducting effective advisory committee meetings:

✓ List the intended objectives of the meeting

✓ Provide a written agenda

✓ Stay on track

✓ Assign key discussion leaders

✓ Encourage participation

✓ Summarize accomplishments and assign tasks

✓ Start and end on time

Advisory committee meetings should be scheduled on a quarterly basis with communication between each meeting. Failure to meet on a regular basis may lead advisory committee members to believe that the committee's existence is only on paper.

Communicate Accomplishments and Rewards

While all strategies for creating effective advisory committees are essential, communicating and providing appropriate rewards is one that should not be taken for granted. Quarterly summaries of accomplishments toward program goals should be provided during advisory committee meetings. This strategy is important for two reasons: 1) advisory committee members have the opportunity to see accomplishments of program goals, which they helped establish; and 2) `knowledge of accomplishments may serve as an intrinsic reward for committee members.

Remember that not all individuals welcome every type of reward. Some people are content with a simple thank you, while others like to read their name in the newspaper. The key here is to make sure that you are creative in the types of rewards given to advisory committee members. If you are not sure what types of rewards would be appropriate for advisory committee members, ask them. Providing input is in their job description.

Jaime Castillo is an Extension Civil Rights & EEO Specialist with the New Mexico State University Cooperative Extension Service. (July 2003)
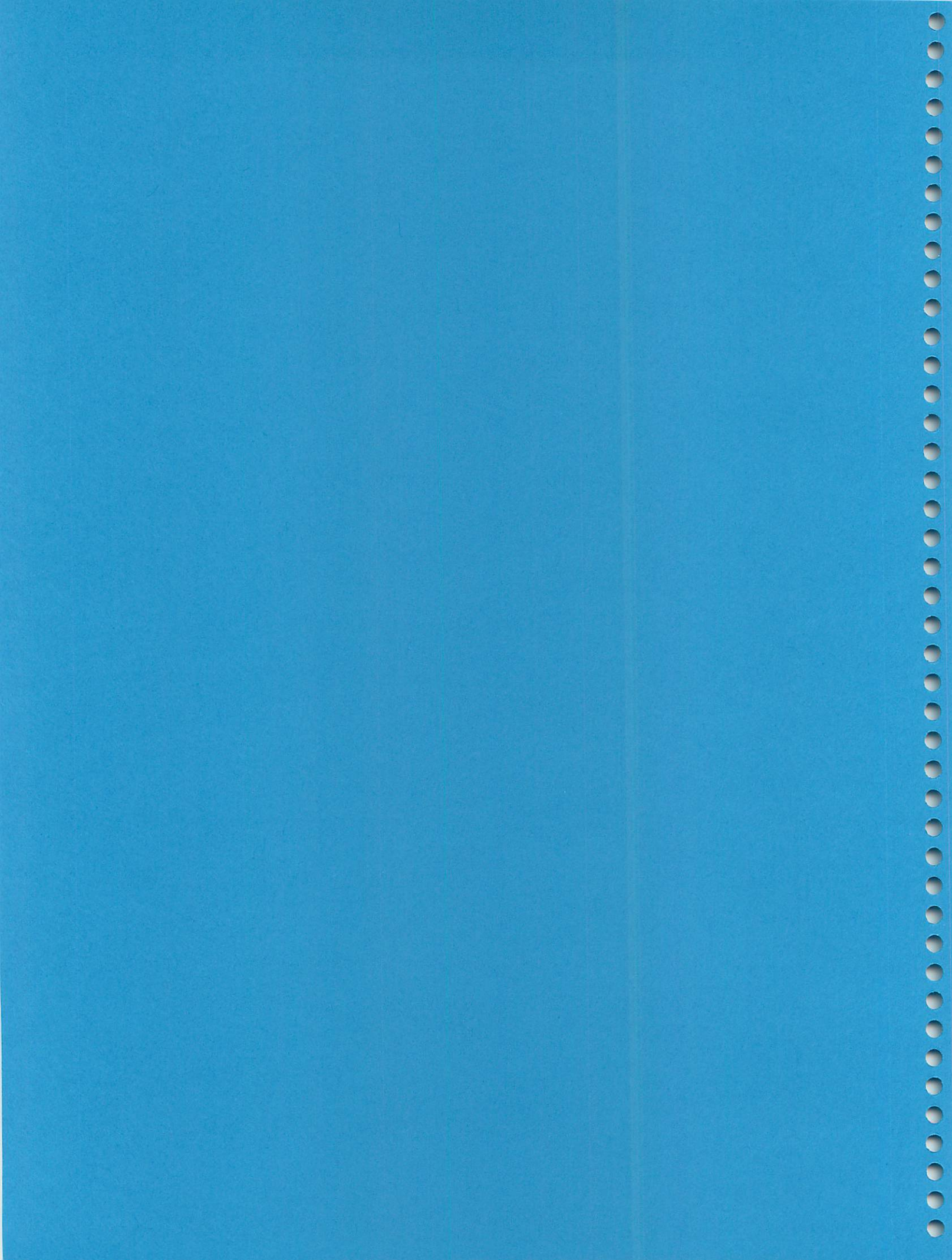
IV. MEMBERSHIP

Getting representative membership on the advisory committee is a planned process, not a chance occurrence. All county faculty should review who is already serving on program committees and how long each has served. Next, determine who should serve on an overall advisory committee and then identify other community people to appoint to the committee.

Identifying community leaders to serve on the advisory committee, helps link CES with its public. There are several systematic approaches to identify leaders.

Position: Analyze community structure and identify those in formal positions such as county commissioner, mayor, minister, school superintendent or bank official.

Reputation: Ask known community leaders to identify other leaders who influence decision making.

Personal influence or opinion leadership: Identify persons who do not hold public office but whose opinions are respected. These opinions can be specific to an area of expertise.

Decision making: Select a county or community issue and trace the decision-making process. Who was involved and what did they do?

Social participation: Identify people who are the most active in voluntary organizations.

The best approach to leader identification combines all methods. Identify community leaders using each method. The result will be a good list of local leadership with major segments of county interests represented. On pages 20 and 21 are two worksheets to generate names by the position, reputation and decision making methods.
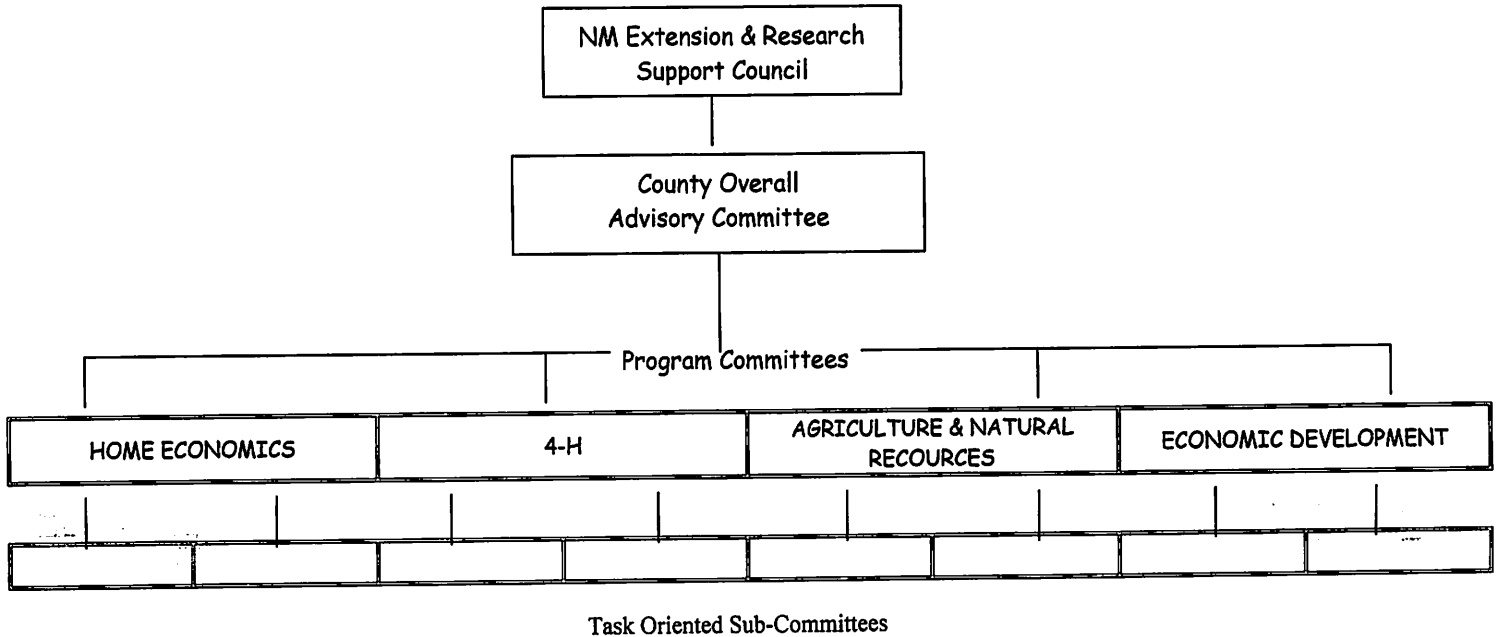
STRUCTURE

Cole and Cole (1983) propose three components in an organized advisory committee. They are: structural components (purpose, power, membership and bylaws); programming components (actual work of the committee); and group behavior components (how the committee works as a group; how the members relate to each other). This handbook emphasizes structural components.

MODEL FOR NEW MEXICO

The following model is recommended for county Cooperative Extension advisory committees in New Mexico:

```
                    ┌─────────────────────────┐
                    │ NM Extension & Research  │
                    │    Support Council       │
                    └─────────────────────────┘
                                │
                    ┌─────────────────────────┐
                    │     County Overall       │
                    │   Advisory Committee     │
                    └─────────────────────────┘
                                │
        ┌──────────────┬────── Program Committees ──────┬──────────────┐
  ┌──────────────┬──────────────┬─────────────────────┬──────────────┐
  │ HOME ECONOMICS │    4-H      │ AGRICULTURE & NATURAL│ ECONOMIC      │
  │              │              │      RECOURCES       │ DEVELOPMENT   │
  └──────────────┴──────────────┴─────────────────────┴──────────────┘
```

Task Oriented Sub-Committees

Membership of the overall advisory committee should include representatives from the program committees plus other community leaders or individuals in related areas. The county representative(s) to the New Mexico Extension Support Council should either serve on the committee as an official member or be a non-voting committee member.

The committee size depends on the population of the county, the number of Extension faculty in the county, and the number of people involved in programs. The number of program committees also depends on the number of faculty in the county and the scope of program. Some program committees, such as Home Economics and Community Development, may be combined.

Ideally, program committees of 8 to 10 people and overall advisory committees of 10 to 15 will work for most New Mexico counties. Some counties may choose to only have an overall advisory committee without program committees. This is permissible but can result in more frequent meetings to address program issues and topics.

Obviously, all the individuals who serve on program committees cannot serve on the overall advisory committee. A process to elect or appoint people to serve on the overall advisory committee can be developed by county faculty.

ATTRIBUTES

As county faculty, identify the personal attributes of potential committee members that will be important, review the personal attributes of leaders that have been identified and what each can contribute to the group structure and refine the list of names by comparing desired attributes with known attributes of individuals.

Attributes of advisory committee members:

✓ Personal interest in total community development

✓ Respect of others

✓ Commitment of time and energy to the committee

✓ Ability and willingness to objectively represent the views of others

✓ Capacity to work with and influence others

✓ Ability to see and reflect needs of people that can be addressed by the Cooperative Extension Service

✓ Ability to gain and maintain the support of others

✓ Capacity to think long-term
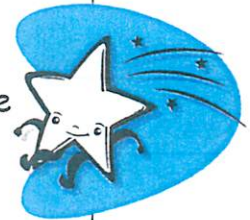
REPUTATION

Who has a **reputation** for community leadership?_____

_____

_____

_____

DECISION MAKING

What is a recent community issue? _____

_____

_____

_____

Who was actively involved in resolving this issue?_____

_____

_____

_____

Advisory committee members do not have to know the CES organization and its mission. This can be learned and people who are not familiar with CES can sometimes bring a new perspective to programs.

Use a membership grid or matrix to finalize the identification process. This helps visualize countywide representation. Group and prioritize names so alternates are available for recruitment if someone declines to serve on the committee.

POSITION

Fill in the actual names of people in the following positions that you might contact to serve, or for suggestions on who should serve on your advisory committee.

MAYOR_____

CITY COUNCIL MEMBER _____

COUNTY COMMISSIONER _____

CHAMBER OF COMMERCE OFFICIAL _____

BANK OFFICIAL or AG REPRESENTATIVE _____

SCHOOL SUPERINTENDENT or PRINCIPAL _____

PTA REPRESENTATIVE _____

SERVICE CLUB PRESIDENT _____

REPRESENTATIVE OF A PROFESSIONAL ORGANIZATION _____

CLERGY _____

SOCIAL WORKER _____

FARM ORGANIZATION OFFICIAL _____

RADIO, TELEVISION or NEWSPAPER MANAGER _____

FCE or EXTENSION HOMEMAKER REPRESENTATIVE _____

4-H LEADERS' ORGANIZATION PRESIDENT _____

GROWER, PRODUCER or COMMODITY GROUP REPRESENTATIVE _____

YOUTH (NOT A 4-H MEMBER) _____

OTHERS: _____

_____

_____

_____

_____

RECRUITMENT

There is no perfect way to recruit advisory committee members. The choice of a recruitment method depends on personality, experience, the county environment and the individual being asked.

Extension Advisory Council members in Alaska, for example, are responsible for finding their own replacements. This helps spread out the responsibility. If committee members choose this approach, they need to be trained in the membership identification process and how to use the membership matrix.

Some Extension faculty prefer personal contact with the person to first find out if the individual is interested in serving on the committee. This can be followed with a letter and information about the Extension Service. Others prefer to send the letter first, followed by personal contact.

When the prospective member is approached be sure to clearly explain what they will be involved in; expectations relative to the time commitment; who they are representing; and how and why they were selected. A good selling point is the unique contribution the individual can make to the advisory committee.

COOPERATIVE EXTENSION ADVISORY COMMITTEE
MEMBERSHIP GRID

New Mexico State University Cooperative Extension Service

County: _____

Agent: _____

Advisory Committee Type: 4-H___ Ag___ HEc___ Over all___ Other___

Category	Subcategory																									
Program Area	4-H																									
	Community Dev.																									
	Home Economics																									
	Agriculture																									
Community Represented																										
Representation	Other																									
	Social Services																									
	Medical																									
	Small Business																									
	Media																									
	Church																									
	Youth																									
	Education																									
	Government																									
	Law Enforcement																									
	Agriculture																									
	Young Families																									
	Seniors																									
	Homemakers or FCE																									
Race or Ethnic Origin	Other																									
	Hispanic																									
	American Indian																									
	Black																									
	White																									
Sex	Female																									
	Male																									
Age	Over 75																									
	51 – 75																									
	37 – 50																									
	20 – 36																									
	19 or Younger																									
	Year of Appointment																									
Name of Member																										

25

Revised 05/14/03

In a personal visit with a prospective committee member, be prepared to answer questions about the Cooperative Extension Service. Following are some examples of the kind of questions that a prospective advisory committee member might ask.

Questions

What is the purpose of the organization?

✓ How does the organization carry out this purpose?

✓ What is the program of work?

✓ What are some of the projects and accomplishments of the past?

✓ How is the organization financed?

✓ How is the money spent?

✓ What is the size of the current enrollment or participation in programs?

✓ What is the history of the organization?

✓ What can average members do to help promote the work of the organization?

✓ Who are the officers of the committee and what are their responsibilities?

✓ What are the personal benefits of membership on the advisory committee?

TENURE

The tenure of committee members can be left to the discretion of the group but should be formally decided and incorporated in the bylaws. People are far more willing to volunteer for something that has a definite time frame than to make an open-ended commitment. In most advisory committee structures two three-year terms is the maximum, with the opportunity to serve again after one year off. In a totally new committee, appoint approximately 1/3 to a three-year term, 1/3 to a two-year term and 1/3 to a one-year term. If a committee is just organizing and there are no strong feelings about the term of membership, members can draw slips of paper for terms with approximately 1/3 of the slips for one, two, or three years. Another alternative is to have two-year terms with half the committee going off each year. This, however, is a higher level of turnover and can make finding replacements more difficult in some counties. In addition, a two-year term may not provide the continuity and support needed for effective programming.

Keeping members:

✓ Meet regularly

✓ Help members feel they have an important job to perform

✓ Communicate with members between meetings

✓ Treat members like other volunteers

✓ Recognize the efforts of the committee

JOB DESCRIPTION

SAMPLE JOB DESCRIPTION
FOR A MEMBER OF
AN OVERALL ADVISORY COMMITTEE

On behalf of the New Mexico State University Cooperative Extension Service (NMSU CES), I want to take this opportunity to welcome you as a new member of the _____ County Overall Extension Advisory Committee. The purpose of this document is to explain the role and function of the Advisory Committee and your role as a member.

The Extension Service in _____ County is a publicly supported educational program which exists to serve the educational needs of the people of the county. The CES is unique in a number of ways:

- There is an Extension program and staff in every county of the state.
- Programs are primarily in the areas of agriculture, home economics, economic development, and 4-H and youth development.
- Program ideas originate from local people in all the counties and are based on research from the land-grant university, NMSU.
- Specialists at NMSU help deliver research-based information.
- CES staff are faculty members of NMSU.
- Trained volunteers play a major role in conducting Extension programs in every county.
- CES is supported by county, state, and federal funds.
- The U.S. Department of Agriculture is the federal partner of CES.

Now you may begin to see that we are called the Cooperative Extension Service because of the several levels of government (federal, state and local) which support our programs.

In spite of federal and state involvement in our programs, we exist for one purpose only - to serve the people of this county.

Role of Overall Advisory Committee

With this brief background we now turn to the role that you will play as a member of our Overall Advisory Committee and the role of the Overall Advisory Committee itself.

The function of the Overall Advisory Committee in _____ County is basically different from the roles of our commodity or program advisory committees. In the _____ County Extension office, we currently have _____ commodity or program advisory committees. They are as follows:

(List County Program or Commodity Committees)

The individuals who serve as members of these advisory committees are directly involved on a personal or economic basis in the subject matter identified. Their function is to provide direct grassroots input into the identification of problems facing the commodity, suggestions as to what educational programs might be desired, and finally, what the priorities should be where Extension involvement is concerned. The individuals who serve on these committees are representative of the local clientele involved in each commodity area.

The Overall Extension Advisory Committee serves a much broader role.
The Overall Advisory Committee in _____ County is made up of __ members, ___ of whom serve on commodity or program advisory committees and ___ of whom serve on an at-large basis.

As stated earlier, Overall Advisory Committee members represent the entire Extension program in _____ County. Even though they may also serve on a commodity advisory committee, their perspective on the Overall Committee should be broad and general, and concerned with the entire program, not one particular segment.

Members chosen for inclusion on the Overall Committee are not only leaders and innovators in their field, but also community leaders. They are individuals deeply involved in their community and respected by their peers and the community at large.

As a member of the Overall Extension Advisory Committee in _____ County, you will be looked upon to provide advice and assistance to the County Extension faculty in the following areas:

(**NOTE:** County Faculty should review the following expectations carefully and change them to reflect the specific role of the committee in your county.)

1. Broad program goals and efforts of the local Extension program, including advice on new program efforts and the phasing out of any programs no longer deemed relevant.
2. Advice on the relative mix of program efforts, such as more emphasis on energy programs, for example. The Committee will offer advice on whether too many resources are being allocated to a certain program in contrast with high priority needs in other program areas. The Committee will provide advice if the program mix should be shifted or altered.
3. The Committee will at times act as spokesperson for the local Extension program before County Commissioners concerning budgetary needs. Committee members, as individuals and as a group, will lend their support to the budgetary needs of the Extension program when these needs are consistent with the Committee's own feelings and beliefs.
4. The Committee will advise on programmatic staffing needs consistent with the Committee's agreed upon view of these needs.
5. The Committee will act as a sounding board within the community and will alert the County Program Director to comments, suggestions, and criticisms of Extension programs and staff which Committee members may obtain from the community at large.
6. The Committee will assist the county faculty in determining priority program efforts on a continuing basis.
7. The Committee will be kept fully informed on the local Extension program through regular meetings and written materials and reports submitted by the local Extension faculty.
8. The Committee will establish effective lines of communication with the County Commissioners, the County Manager, the state Extension administration, the media, and local community leaders concerning any relevant matter affecting the local Extension program.

Meetings and Time Commitment of Committee

The Overall Extension Advisory Committee of _____ County will meet _____. There will be an Executive Committee made up of the President, Vice-President, and Secretary, plus one additional member. The Executive Committee will meet as needed. There will be one additional annual meeting each year which will involve the Overall Committee plus members of all Extension commodity and program advisory committees.

Each Overall Advisory Committee member is chosen for a _____ year term of office with new officers chosen annually.

Service on the Overall Extension Advisory Committee of _____ County will not be overly burdensome as far as time or effort is concerned. However, it will require a commitment of some time and effort if the Committee is to function effectively. Service on the Committee is an important community service and will result in important and meaningful contributions to the citizens of _____ County.

(Adapted from Cole and Cole, 1983, Appendix B)

JOB DESCRIPTION OUTLINE

1. Job Title: Advisory Committee Member, _____ County.

2. Describe what will be done:

3. What type of job is it? Describe and suggest the level of leadership needed:

    ➢ Where will the job take place?

    ➢ When does the job need to be completed?

    ➢ How much time is involved each day? Each week? Each month?

    ➢ How long is the volunteer (committee member) expected to work (hours, weeks, months, years)?

4. With whom will the volunteer (committee member) work when doing the job?

5. Who should be called when the volunteer (committee member) is unable to perform responsibilities?

6.   What characteristics or qualifications might the volunteer (committee member) contribute to this job?

- List the skills necessary to do this job.

- State suggested training to help insure success.

- List resources needed to help assure success on the job.

7.   Are there costs (time and/or money) involved in doing the job?

8.   What information can be completed at the time of recruitment?
List the following:

(a) Name of person responsible for Advisory Committee Members:

(b) Name of recruiter(s):

(c) Name of volunteer (committee member) who accepted the job:

(d) Date: _____

MEMBERSHIP PROCESS

EXPECTIONS/CLIMATE

IMAGE   SELECTION   RECRUITMENT

ORIENTATION

CONTINUING EDUCATION/
RECOGNITION/ROTATION

SEPARATION

EFFECTIVENESS
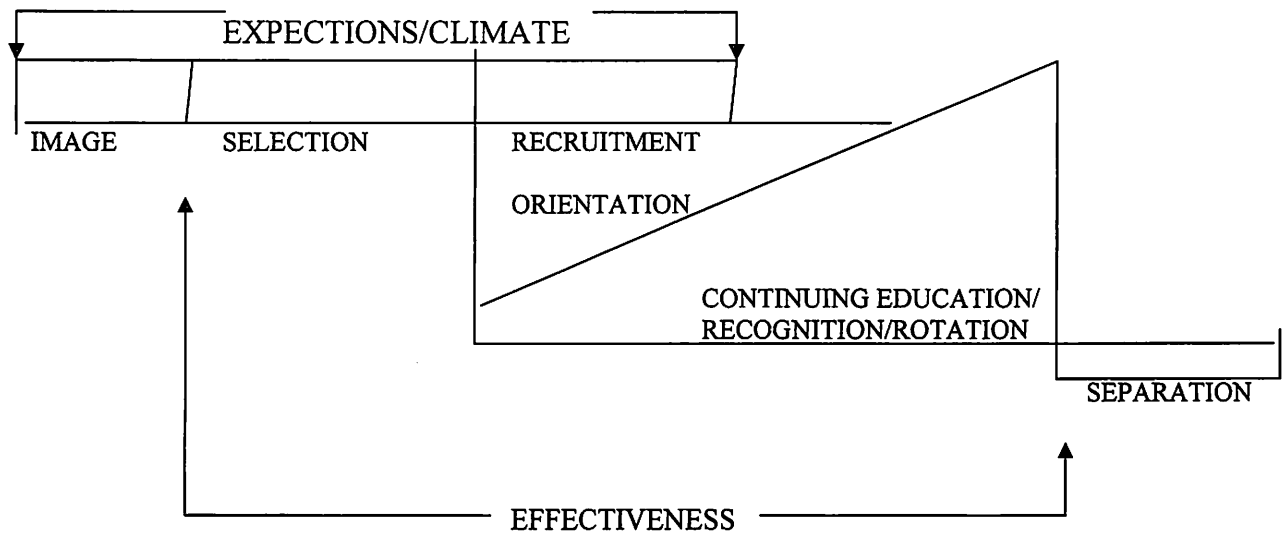
INVOLVEMENT – CONTRIBUTION RATIO

LEVELS

PARTICIPATION

OBSERVATION

AFFILIATION
(Selection
Recruitment
Orientation)

AWARENESS
(Image)

CONTRIBUTIONS

1   2   3   4   5

TIME
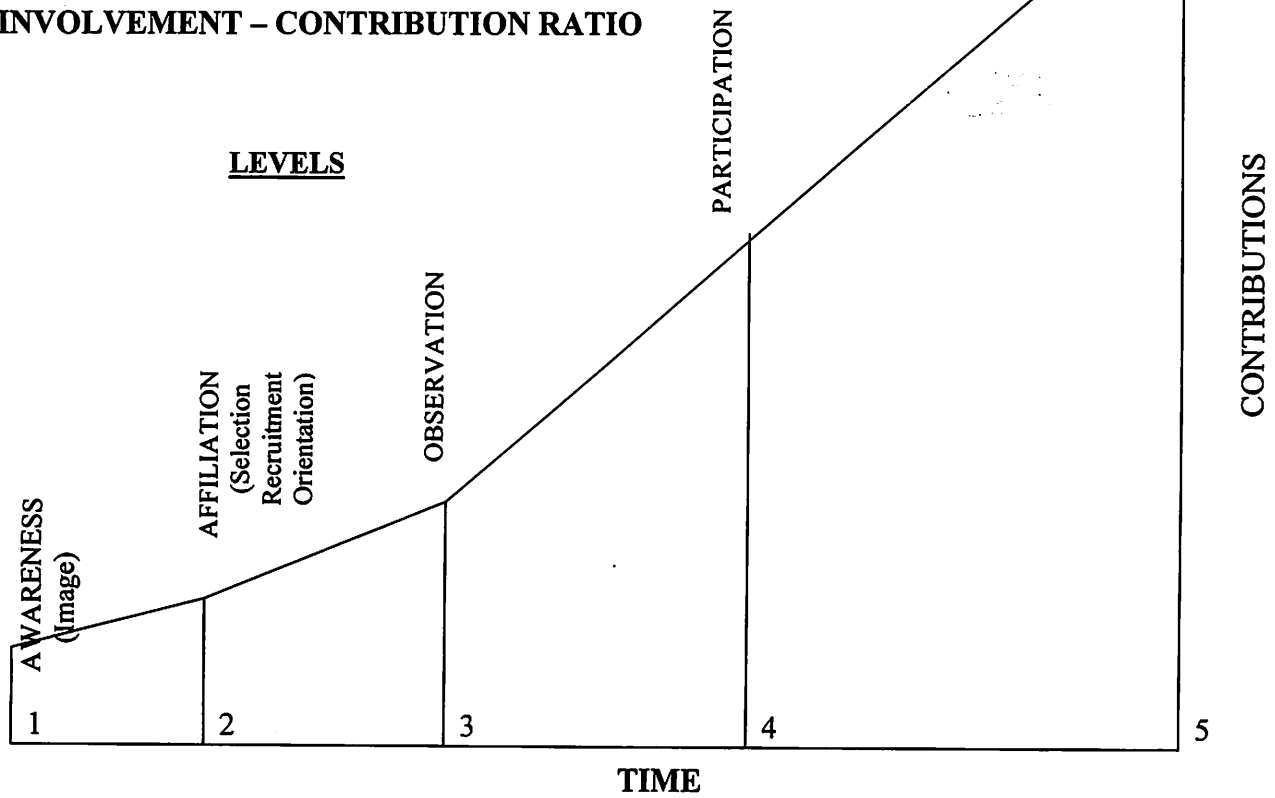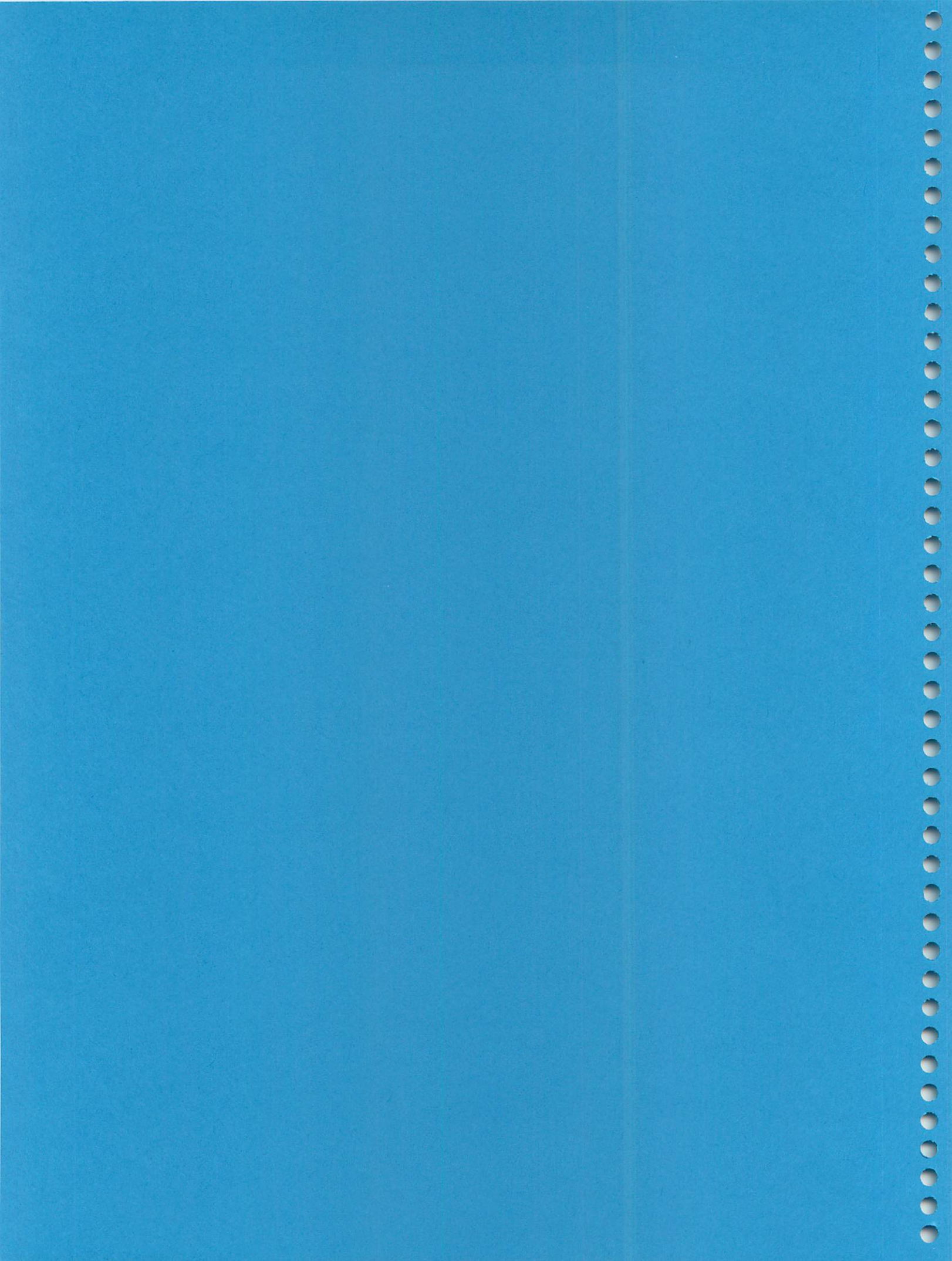
V. ORIENTATION

ORIENTATION

Orientation begins where recruitment ends. In recruitment, prospective committee members are only given an overview of the organization. Orientation provides an in-depth look at what the Cooperative Extension Service does.

For a totally new committee, orientation can be a part of the first meeting. If only part of the committee is new, conduct the orientation just before a meeting or at another convenient time. If the committee has been inactive, orientation can reaffirm the purpose and functions of the committee.

Prepare a notebook for all committee members for orientation materials, minutes, list of members and other materials.

Orientation should include:

- ✓ History of the organization
- ✓ Mission statement
- ✓ Organizational structure and funding
- ✓ Annual report
- ✓ Committee structure and relationship to program committees

As part of orientation, visit the office and introduce the staff and other county faculty, study the job description for advisory committee members and be sure that each member has a list of names, addresses and telephone numbers of all committee members and county Extension faculty.

Involve chairs of other program committees, as well as the chair of the advisory committee, to help with orientation. Other county faculty might also be involved by describing their program area and job responsibilities. Materials to support orientation might include:

- ✓ County Situation Statement
- ✓ NMSU College of Agriculture & Home Economics Organizational Chart
  http://cahe.nmsu.edu/directory/images/CAHEorgChart.pdf
- ✓ History of Extension
  http://www.csrees.usda.gov/nea/food/efnep/pdf/update_history.pdf
- ✓ Volunteers in the Cooperative Extension Service (under construction)
  http://www.4hvolunteersusa.org/
- ✓ Search Engine for Extension
  http://search.extension.org/

UNDERSTANDING COOPERATIVE EXTENSION

Background

Congress created CSREES through the 1994 Department Reorganization Act. The former Cooperative State Research Service (CSRS) and the former Extension Service (ES)—two unique USDA agencies—were combined that year into a single agency. This move united the research, education, and extension portfolios of both agencies and consolidated their expertise and resources under one leadership structure. This year (2004), CSREES observed its 10th anniversary with the launch of its new Web site.

CSREES' unique mission is to advance knowledge of agriculture, the environment, human health and well-being, and communities by supporting research, education and extension programs in the Land-Grant University System and other partner organizations. CSREES doesn't perform actual research, education or extension, but rather, helps fund it at the state and local level and provides program leadership in these areas.

CSREES' targeted areas of interest—its 59 identified programs—are grouped in the following National Emphasis Areas:

- Agricultural & Food Biosecurity
- Agricultural Systems
- Animals & Animal Products
- Biotechnology & Genomics
- Economics & Commerce
- Families, Youth & Communities
- Food, Nutrition & Health
- Natural Resources & Environment
- Pest Management
- Plants & Plant Products
- Technology & Engineering

CSREES' two key mechanisms for accomplishing its mission of "advancing knowledge" are:

- **National program leadership.** We help states identify and meet research, extension and education priorities in areas of public concern that affect agricultural producers, small business owners, youth and families and others.
- **Federal assistance.** We provide annual formula funding to land-grant universities and competitively granted funds to researchers in land-grant and other universities.

CSREES collaborates or has working partnerships with many institutions and individuals. Our key partners are the institutions of higher learning making up the Land-Grant University System. We also partner with other federal agencies within and beyond USDA; non-profit associations; professional societies; commodity groups and grower associations; multi-state research committees; private industry; citizen groups; foundations; regional centers; the military; task forces; and other groups.
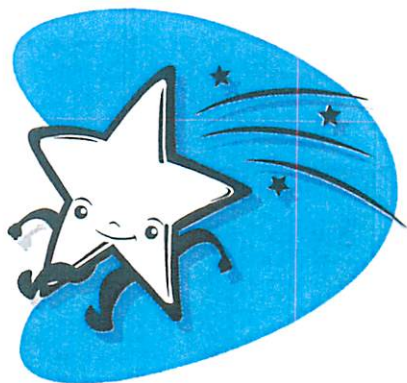
CSREES and its partners focus on critical issues affecting people's daily lives and the nation's future. The advanced research and educational technologies we support empower people and communities to solve problems and improve their lives on the local level.
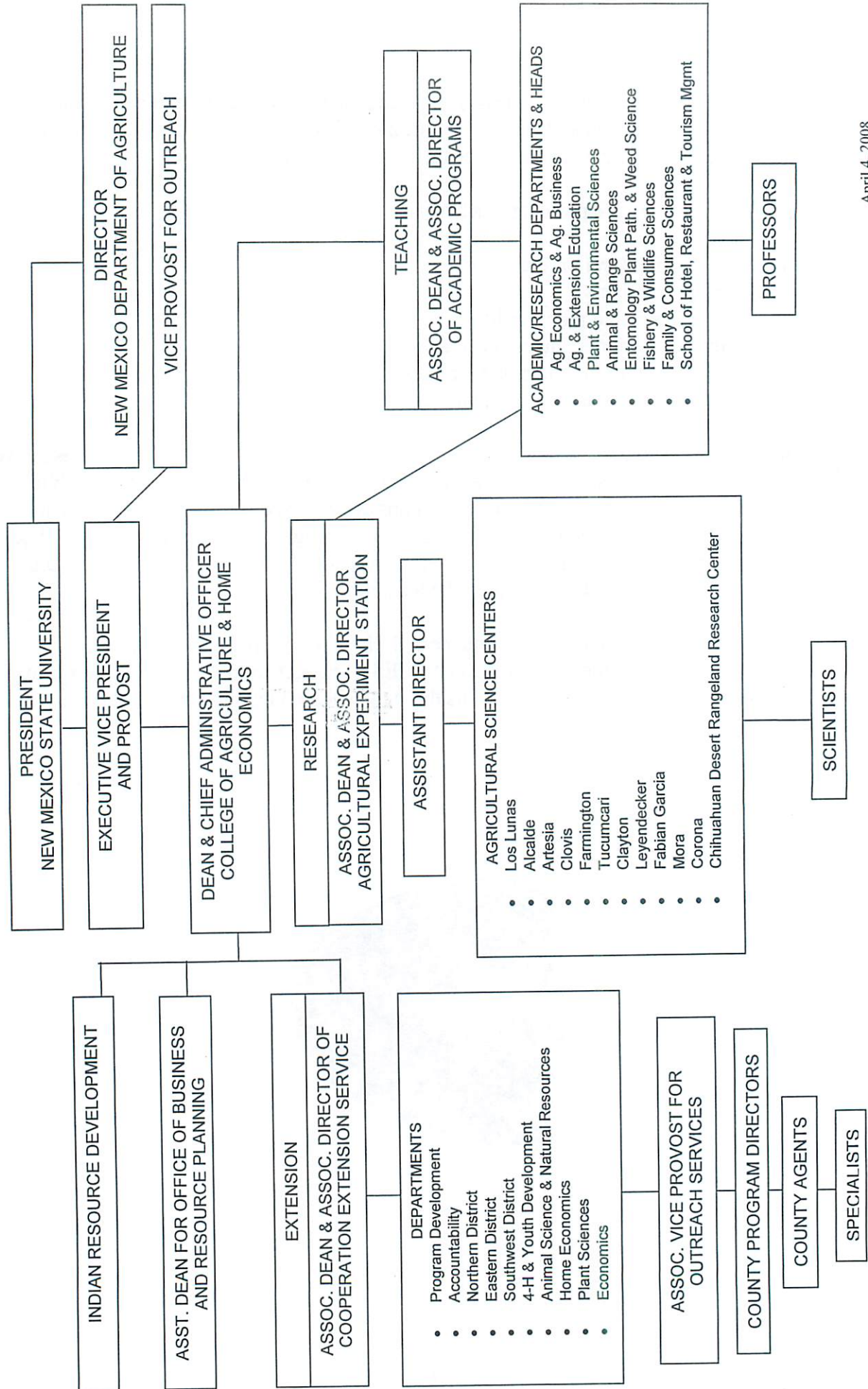
We respond to quality-of-life problems such as:

- Improving agricultural productivity
- Creating new products
- Protecting animal and plant health
- Promoting sound human nutrition and health
- Strengthening children, youth and families
- Revitalizing rural American communities

We do this through an extensive network of state, regional, and county extension offices in every U.S. state and territory. These offices have educators and other staff who respond to public inquiries and conduct informal, noncredit workshops and other educational events. You are connected to this system—which is now 90 years old—through your nearest extension office, which provides answers to commonly encountered problems through educational materials (print, video, CD), Web-based information, the telephone, and other means.

With support from more than 600,000 volunteers, 4-H—USDA's 102-year-old youth development program administered through CSREES—engages more than 6.5 million young people every year and teaches them life skills through hands-on learning and leadership activities.

NMSU COLLEGE OF AGRICULTURE AND HOME ECONOMICS

PRESIDENT
NEW MEXICO STATE UNIVERSITY

DIRECTOR
NEW MEXICO DEPARTMENT OF AGRICULTURE

VICE PROVOST FOR OUTREACH

EXECUTIVE VICE PRESIDENT
AND PROVOST

DEAN & CHIEF ADMINISTRATIVE OFFICER
COLLEGE OF AGRICULTURE & HOME
ECONOMICS

INDIAN RESOURCE DEVELOPMENT

ASST. DEAN FOR OFFICE OF BUSINESS
AND RESOURCE PLANNING

TEACHING

ASSOC. DEAN & ASSOC. DIRECTOR
OF ACADEMIC PROGRAMS

ACADEMIC/RESEARCH DEPARTMENTS & HEADS
- Ag. Economics & Ag. Business
- Ag. & Extension Education
- Plant & Environmental Sciences
- Animal & Range Sciences
- Entomology Plant Path. & Weed Science
- Fishery & Wildlife Sciences
- Family & Consumer Sciences
- School of Hotel, Restaurant & Tourism Mgmt

PROFESSORS

RESEARCH

ASSOC. DEAN & ASSOC. DIRECTOR
AGRICULTURAL EXPERIMENT STATION

ASSISTANT DIRECTOR

AGRICULTURAL SCIENCE CENTERS
- Los Lunas
- Alcalde
- Artesia
- Clovis
- Farmington
- Tucumcari
- Clayton
- Leyendecker
- Fabian Garcia
- Mora
- Corona
- Chihuahuan Desert Rangeland Research Center

SCIENTISTS

EXTENSION

ASSOC. DEAN & ASSOC. DIRECTOR OF
COOPERATION EXTENSION SERVICE

DEPARTMENTS
- Program Development
- Accountability
- Northern District
- Eastern District
- Southwest District
- 4-H & Youth Development
- Animal Science & Natural Resources
- Home Economics
- Plant Sciences
- Economics

ASSOC. VICE PROVOST FOR
OUTREACH SERVICES

COUNTY PROGRAM DIRECTORS

COUNTY AGENTS

SPECIALISTS

April 4, 2008

38

VI. MEETINGS

MEETINGS

Bylaws are a guide to operation for a group that meets regularly. They can also be helpful if there is a change in county extension faculty. Bylaws define the group's purpose, membership, tenure, offices, executive committee, number and stated times of meetings, subcommittee structure and functions. Bylaws of the New Mexico Extension Support Council (p.51) can be used as guides.

OFFICERS

If the advisory committee members are to develop personally, the county extension agent should only serve as an advisor or facilitator to the committee. Elected officers should perform the major functions of committee meetings. This requires work and guidance behind the scenes with the officers and enhances their leadership and decision making skills. (Journal of Extension, "Who's doing the work?" in Section III, Roles of Faculty.)

For a new advisory committee, wait until at least the second or third meeting before electing officers. Focus the first meeting on the purpose and function of the group and expectations. Help members get to know each other and the total Cooperative Extension Service organization. Don't assume someone who has been active in one program area and becomes a member of the overall advisory committee knows about all the things the Extension Service does. Involvement in one area is usually due to vested or personal interests. It is surprising how little some individuals know about the total program despite extensive involvement in one program area.

ARRANGING FACILITIES

The meeting room and its furnishings will contribute significantly to an effective meeting. When facilities are proper, they go unnoticed. When they are inadequate or too elaborate, they can distract from the meeting.

On-site meeting rooms are usually convenient and low cost. This makes them attractive considerations. However, being convenient for participants also makes them convenient for interruptions. Occasionally an on-site room will not be the right size for a particular meeting. Be willing to look elsewhere for a proper meeting place.

The need for participants to be physically comfortable should not be overlooked. If a meeting is to last over an hour, chairs should have cushions. Heating/cooling, lighting, and ventilation should be adequate for the size of the group and activities planned.

A table is required only when it has a use, (i.e. to write on, spread out maps, charts, computer printouts, etc.). While tables are standard in most meeting rooms, consider your need. Perhaps a better room arrangement would be available without one.

When setting up the room, be guided by the communication needs for the type of meeting you plan to hold. As a rule of thumb you want those talking with each other to maintain eye contact. Information meetings should have participants facing the front of the room, while decision-making meetings should have participants facing each other. Examples of different room arrangements are shown on the following pages.
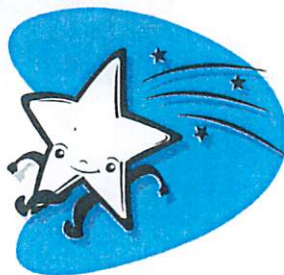
SAMPLE ROOM ARRANGEMENT #1
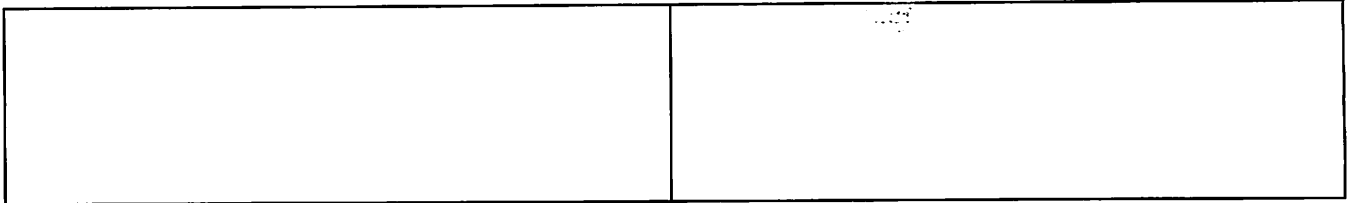## for **INFORMATON MEETINGS**

Minimum 5 foot
Lenticular Screen

Easel with paper

Overhead
Projector

Table Top
Lectern
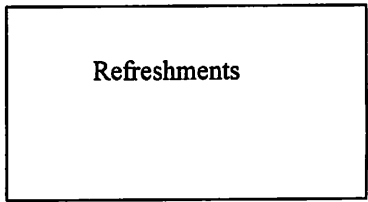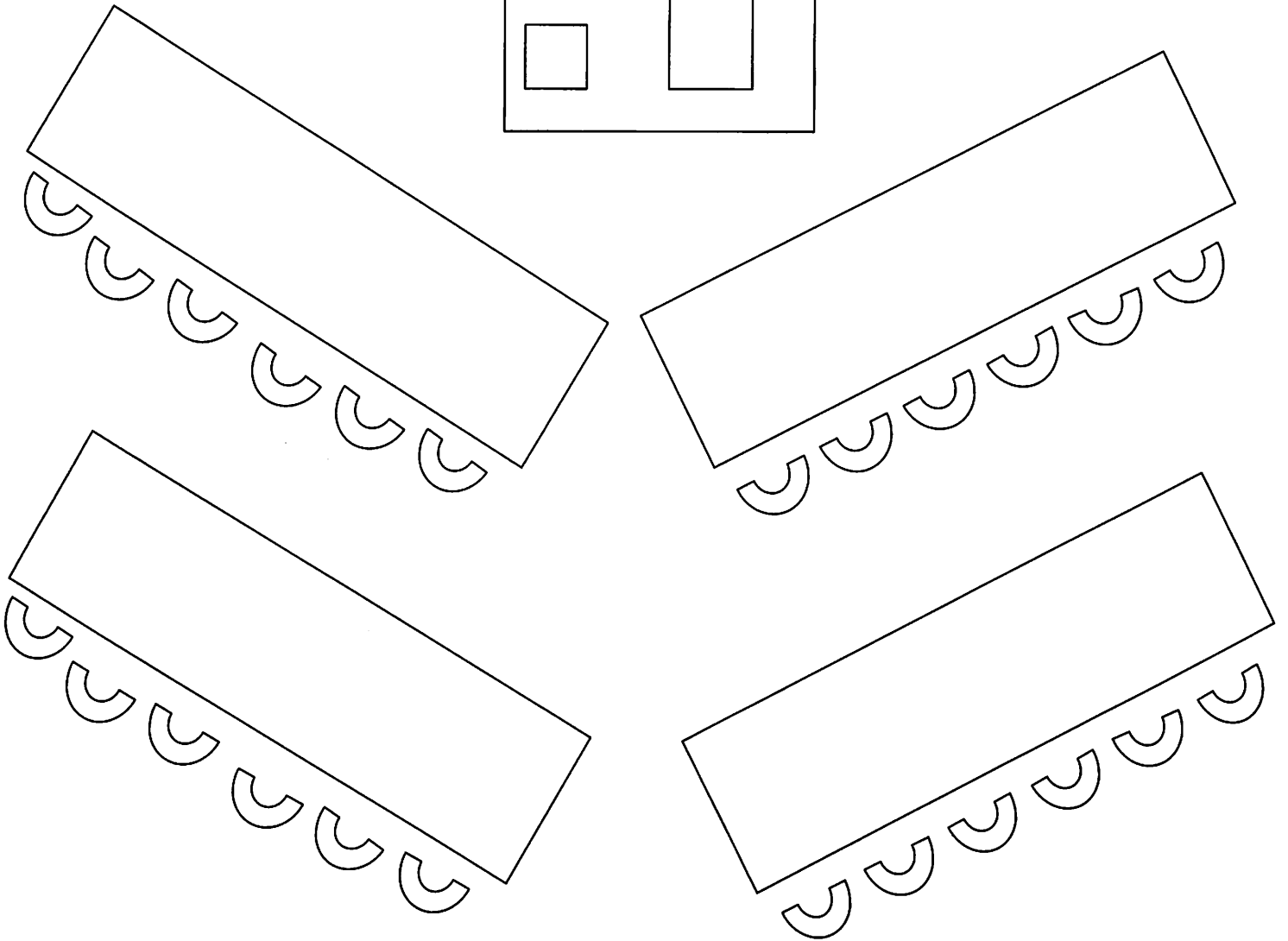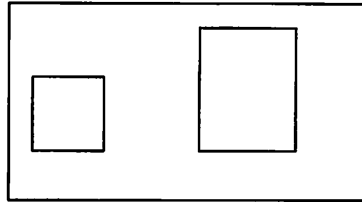
Refreshments

SAMPLE ROOM ARRANGEMENT #2
for **INFORMATON MEETINGS**

Minimum 5 ft
Lenticular screen

Easel with paper

Overhead
Projector

Table Top
Lectern
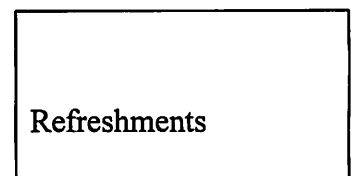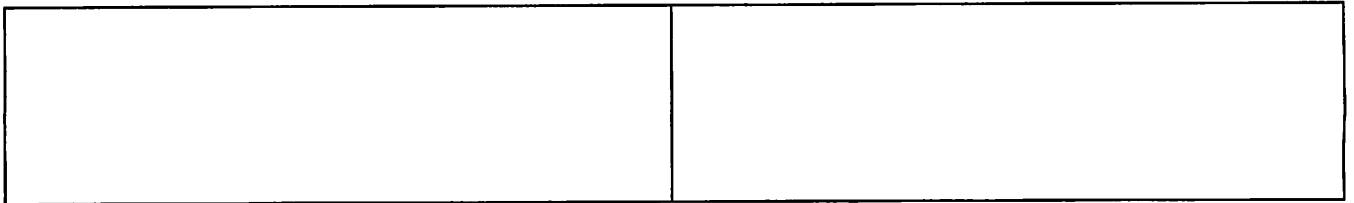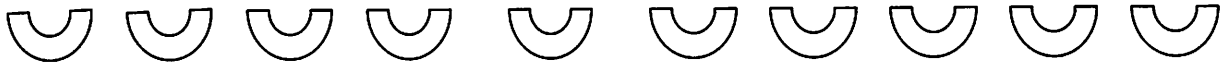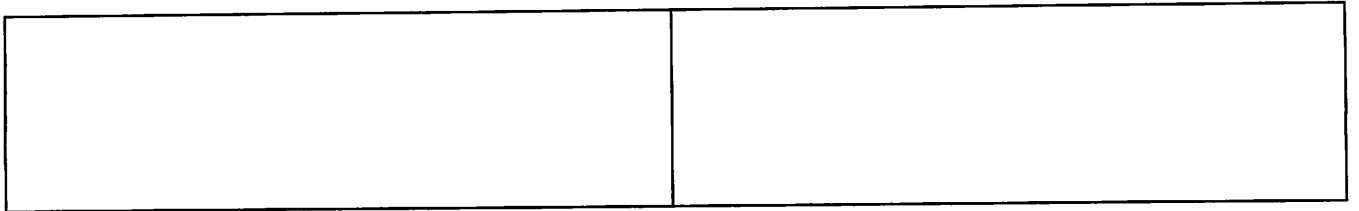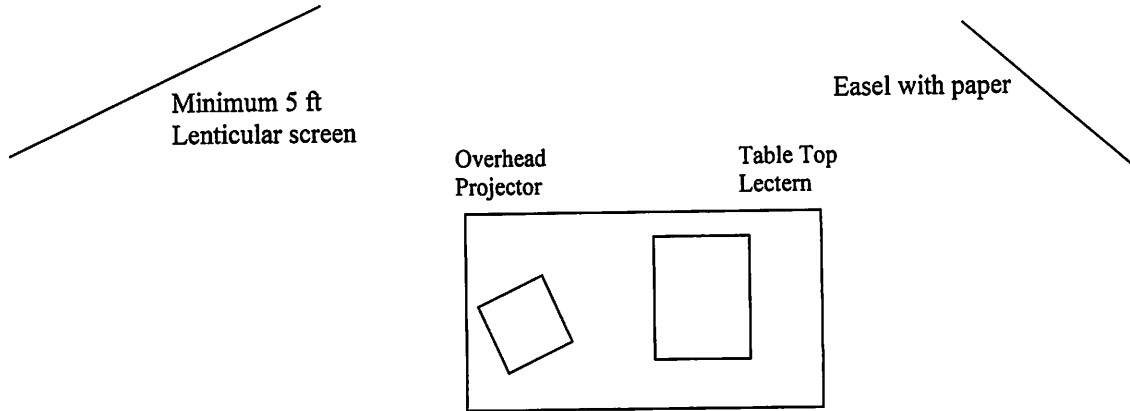
Refreshments

SAMPLE ROOM ARRANGEMENT #3
for **INFORMATON** or
DECISION MAKING MEETINGS

Minimum 5 ft
Lenticular screen

Easel with paper

Overhead
Projector

Table Top
Lectern
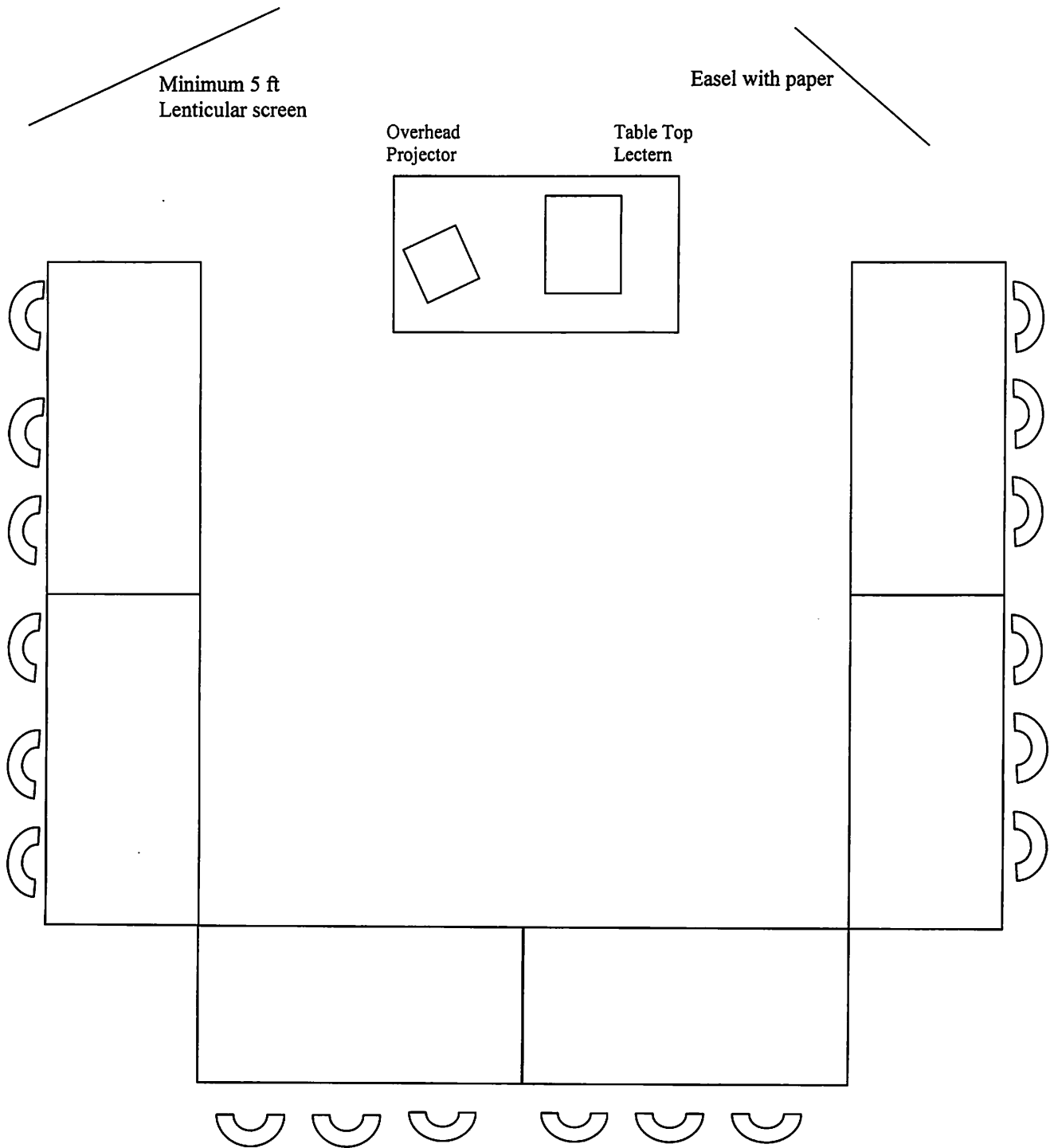
Refreshments

SAMPLE ROOM ARRANGEMENT #4
for DECISION MAKING MEETINGS
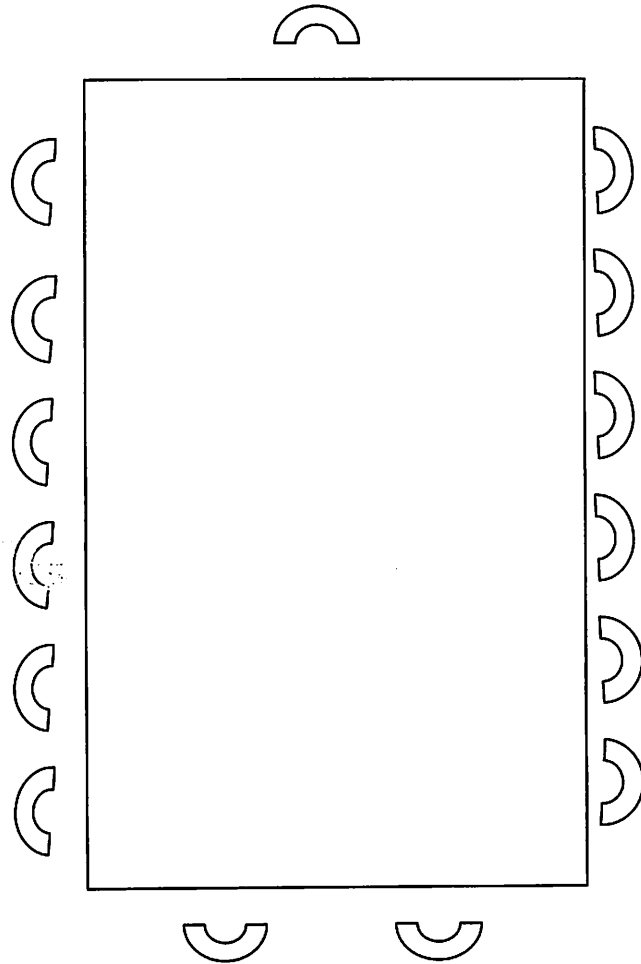
Easel with paper

Refreshments

SAMPLE ROOM ARRANGEMENT #5
for DECISION MAKING MEETINGS

Easel with paper
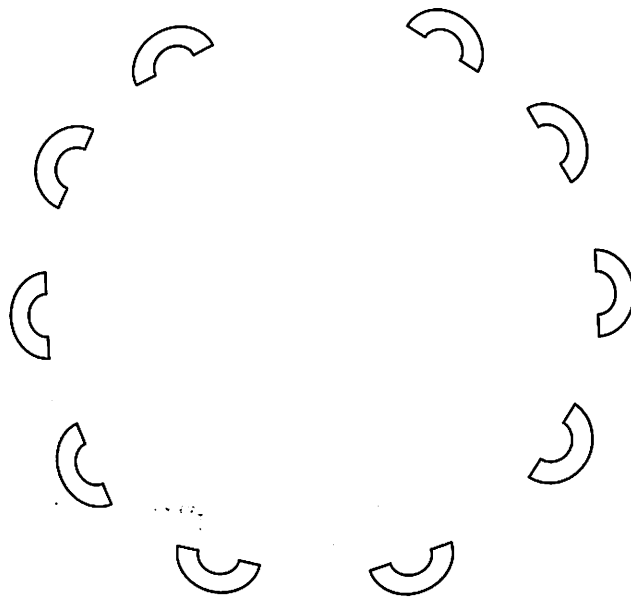
Refreshments

AGENDA DEVELOPMENT

A meeting agenda should be distributed with the meeting notice. A well-planned agenda gives focus and direction to the meeting. The agent and committee chair should develop this agenda together. Tropman (1980, p.68) recommends a bell-curve meeting agenda:

SAMPLE AGENDA #1

Middle 1/3 has quality of:
1. psychological alertness
2. physiological alertness
3. attention
4. attendance

Easy Items			Hard Items		Discussion	
Item 1 Minutes	Item 2 Announcmnts	Item 3 Easy	Item 4 Moderate Difficulty	Item 5 Hardest Item	Item 6 For Discussion Only	Item 7 Easiest Item
10 mins.	15 mins.	15 mins.	15 mins.	25-40 mins.	15-30 mins.	10 mins.

1/3 4o mins.   2/3 80 mins.
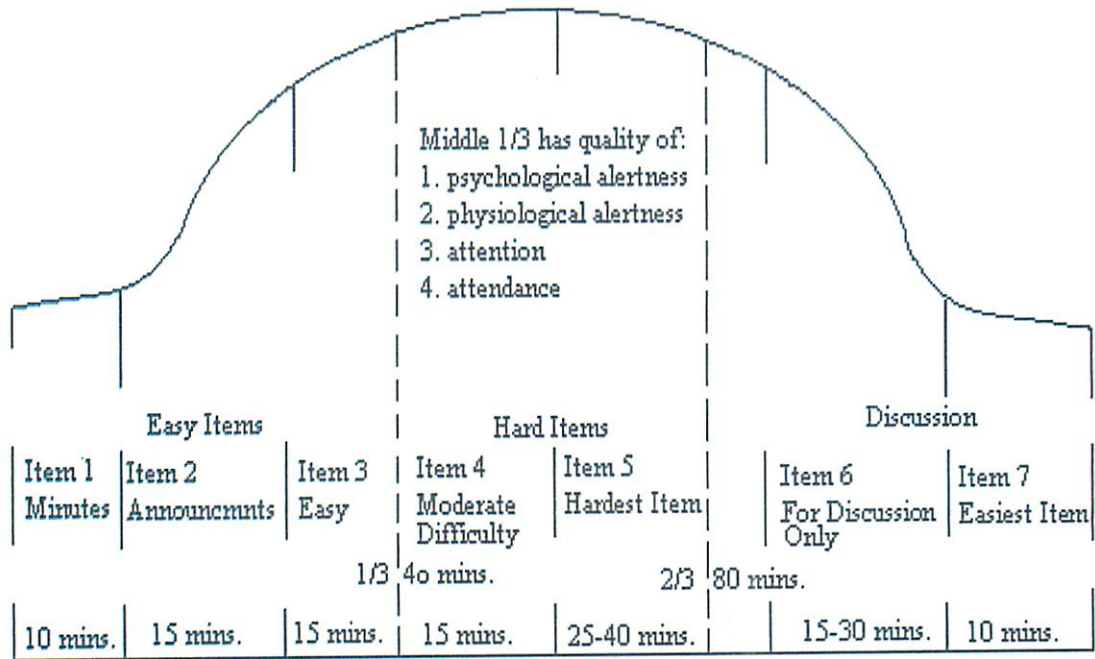
SAMPLE AGENDA #2

1. Enter brief agenda-relevant minutes.
2. Make informative announcements.
3. Decide less controversial items.
4. Consider the most difficult item.
5. Break.
6. Talk over "for discussion only" items.
7. Consider the least difficult item(s).
8. Adjourn.

(Tropman, 1980, p.67)

SAMPLE AGENDA #3

MEETING OBJECTIVE(S):
1. _____
2. _____
3. _____

LOGISTICS:	GROUP MEMBERS:
DATE:	
	1. _____
TIME:	(LEADER)
	2. _____
LOCATION:	(FACILITATOR)
	3. _____
BRING (MATERIALS):	(RECORDER)
	4. _____
	5. _____
	6. _____
	7. _____
PREPARATION REQUIRED:	8. _____
	MEETING CALLED BY:
	_____
	TELEPHONE:
	_____

AGENDA ITEM	PROCESS	TIME	PERSON(S) RESPONSIBLE

SAMPLE AGENDA #4

Call to order by chair

1. Roll call or introductions

2. Reading of the minutes of previous meeting

3. Review of the agenda and additions or changes

4. Consideration of any routine business items

5. Consideration of what has transpired since the last meeting

6. Consideration of problems or questions easily disposed of

7. Major topic for meeting

8. Plans for the next meeting

9. Adjourn

SAMPLE AGENDA #5
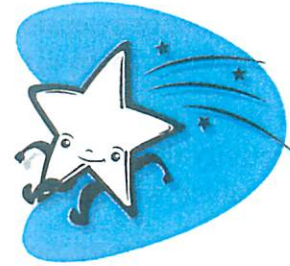
❖ **Call meeting to order:**   *chair*

❖ **Roll call:**   *Secretary*

❖ **Secretary's report:**   *Secretary*

❖ **Correspondence:**

❖ **Committee reports:**
   (list each committee and person to report)

   _____
   _____
   _____
   _____

❖ **Old business:**
   (list each item)

   _____
   _____
   _____
   _____

❖ **New Business:**
   (list each item)

   _____
   _____
   _____
   _____

❖ **Announcements, reminders and messages**

❖ **Program** *(if any)*

❖ **Adjourn**

AGENDA FOR THE FIRST MEETING OF A NEWLY FORMED COMMITTEE

1. The county extension faculty responsible for the committee introduces him/herself as temporary chair, distributes copies of the agenda and appoints a temporary secretary.

2. Others are introduced - county faculty and committee members. Use a 'get acquainted' activity that helps committee members get to know each other, and how or why they got involved with the CES.

3. Discuss the purpose of the committee and its functions. Involve the district and state department heads.

4. Discuss expectations and the job description of committee members. Be realistic.

5. Describe the steps to be taken in setting up the operating structure of the committee. Appoint a committee to review sample bylaws to bring to the next meeting.

6. Review the mission and accomplishments of the county Cooperative Extension Service. Use the most recent annual report. Involve other county faculty and representatives of program area committees.

7. Identify major areas the committee will address at future meetings.

8. Set the date, time and place for the next meeting. If the committee is new, they may want to meet fairly soon to approve bylaws and elect officers.

9. Temporary chair adjourns the meeting.

AGENDA FOR THE SECOND MEETING OF A NEWLY FORMED COMMITTEE

1. Call to order by county extension faculty, temporary chair

2. Introduction of members present

3. Temporary secretary reads minutes of first meeting

4. Review proposed bylaws as rules of operation; discuss and approve section by section

5. Appoint a Nominating Committee to present a slate of officers at the next meeting

6. Set dates, times and places of future meetings and identify major topics to be addressed

7. Adjourn

AGENDA FOR THE THIRD MEETING OF A NEWLY FORMED COMMITTEE

1. Call to order by county extension faculty, temporary chair
2. Introduction of members present
3. Temporary secretary reads minutes of previous meeting
4. Election of permanent officers
5. Turn meeting over to new officers
6. Continue with meeting agenda and programs
7. Adjourn

REORGANIZATION OF AN INACTIVE ADVISORY COMMITTEE

It is usually easier to organize an advisory committee from the beginning than to try to reactivate one that has ceased to function effectively. However, sometimes this can't be avoided. Some tips on proceeding:

1. Become familiar with any records that exist regarding the operation of the committee.
2. Identify as many of the current members of the advisory committee as possible.
3. Discuss the problem of reactivating the committee with the county faculty and district department head.
4. Visit with each of the advisory committee members to discuss the future of the committee and to secure additional help in identifying and locating any members still among the unknown. Explain to each committee member that you will soon call a meeting to consider what actions need to be taken.
5. Call a meeting of the remaining members. The agenda should include:
   - ❖ Introductions
   - ❖ A review of the current status of the committee
   - ❖ A review of any bylaws used for committee operation
   - ❖ A statement by the county extension faculty of the potential value of the committee to the program and what he/she would like to see happen
   - ❖ The replacement of non-active members and the changing of the membership (Krebs, 1965, p.12)

MEETING TIME

Advisory committee meeting times should be convenient for committee members. Be innovative and consider some times that can revolve around other activities. This is particularly important in rural counties where considerable distance must be traveled, or in relation to the work schedules of members. As an example, an urban county in Florida meets at 6 p.m. with a light supper and begins the meeting at 6:30. This brings the group together before they go home for the evening. If space is available, meeting around meal times is good.

Above all else, start the meeting on time and adjourn at the stated time. Don't punish those who arrive promptly or keep people at a meeting beyond reason. There may be occasions when meeting over CENTRA is preferred. Contact Ag Communications for details.

NOTIFICATION

Set the meeting dates as far in advance as possible. **Make these dates a priority.** Follow up with written notification and the agenda two to three weeks before the meeting. As a reminder, have the office secretary call people the day before the meeting.

FOLLOW-UP

After the meeting, thank people for their contribution. Review the minutes with the chair and take any needed actions, such as appointing a committee or providing additional information to the committee. Discuss how the committee meeting went and make recommendations for adjustments if necessary. Discuss the committee meeting at a county staff meeting and get input from all county faculty on how they feel the committee is functioning.

A GOOD ADVISORY COMMITTEE MEETING...

- ✓ Starts on time
- ✓ Has a written agenda
- ✓ Has someone taking minutes
- ✓ Has an informal and flexible atmosphere
- ✓ Lets all members express their opinion
- ✓ Stays on topic
- ✓ Has a chair who guides the committee to make a definite decision
- ✓ Is effective
- ✓ Ends on time

SAMPLE BYLAWS
Revised May, 2004

ARTICLE I - NAME

The name of this organization shall be the New Mexico Extension and Research Support Council. The term *"Council"* when used in this document refers to the New Mexico Extension and Research Support Council.

ARTICLE II - PURPOSE

The purpose of the Support Council is:

A. To provide input and support to New Mexico State University (NMSU) Cooperative Extension Service (CES) and the New Mexico Agricultural Experiment Station (AES)

B. To keep council members fully informed regarding CES and AES programs and its needs throughout the counties, district, state, and nation

C. To develop and maintain a system to acquaint public officials (county, state, and federal) and other opinion leaders about the program and budget needs of the CES and the AES

D. To support and promote the programs of the CES and AES in any way possible

E. To conduct Council activities in a non-profit manner with no personal gain to accrue to any member

F. To educate Council members on their role and responsibility as a member

ARTICLE III - MEMBERSHIP

SECTION 1 - Composition

A. The Council shall consist of a member and an alternate member from each county with up to 50,000 population; up to 4 members and 4 alternate members from each county with 50,000 to 200,000 population; and up to 6 members and 6 alternate members from each county with population over 200,000. A member and an alternate member will represent each of the Agricultural Science Centers. The Department Head will represent each of the Academic Departments in the College of Agriculture and Home Economics. The alternate member(s) will attend when the primary member is unable to do so.

B. Members shall be elected by the CES Advisory Councils in their respective counties and by the advisory committee to each of the AES Science Centers. If there is no Advisory Council or Advisory Committee or if it fails to elect a member, members may be appointed by the County Extension Director or Superintendent.

C. The alternate from the unit from which the President is elected will become the primary member from that unit and another alternate may be elected.

D. Any person is eligible to serve as a member of the Council regardless of race, color, religion, sex, age, handicap, or national origin.

E. Membership shall include representation from 1)Extension and 2)Research categories.

53

SECTION 2 – Membership Terms

A. A membership shall be elected for an initial two-year term and may be re-elected for an additional two-year term.
B. A membership term will begin June 1 and end May 31 of the second year.

SECTION 3 – Role and Responsibility

A. The Council member shall:

1. Provide input through County Council and Agricultural Science Center Advisory Committee methods to assist and support NMSU CES and AES in the development, maintenance and continued success of programs.
2. Advocate at the local, state and national level for Council approved issues.
3. Participate in County Council and advisory committee meetings, surveys, and other activities.
4. Encourage the participation of other residents in County Council activities.

ARTICLE IV - OFFICERS

SECTION 1 – Elected Officers

A. The elected officers of the Council shall be a president, a vice president, a secretary-treasurer, a parliamentarian, and a representative from each Extension Administrative District, each tribal administrative unit, each Experiment Station unit, and the Academic Department group to serve as a District Representative.
B. Officers shall be elected at the annual meeting of each year for a one-year term or until their successors are elected. Officers shall be eligible for successive terms.

SECTION 2 – Vacancy in Office

If there is a vacancy in any office other than President, it shall be filled by ballot vote of the Executive Committee unless otherwise provided in these bylaws.

SECTION 3 – Duties of Officers

A. The President shall:

1. Be the official representative for the Council.
2. Perform the duties prescribed by these Bylaws and by the parliamentary authority adopted by the Council.
3. Serve without vote except in the event of a tie.

B. The Vice President shall:

1. Assume such duties as are assigned by the President or the Executive Committee of the Council and preside in the absence of the President.
2. Succeed to the office of the President for the unexpired term (in the event of a vacancy in the office of the President).

C. The Secretary-Treasurer shall:

1. Record the proceeding of all meetings of the Council and the Executive Committee. Minutes shall be transcribed and sent to the President not more than 45 days after the meeting.
2. Following approval of the minutes by the President, send minutes of all meetings to the State CES Associate Director and State AES Director for distribution to all Council members, county offices, Agricultural Science Centers and Academic Departments.
3. Maintain all records of the council.
4. Receive and disburse Council funds as directed by Executive Committee or the Council with such funds to be audited annually by a committee of three Council members appointed by the President with the approval of the Executive Committee.
5. Perform other duties assigned by the President, the Executive Committee, or the Council.

D. The Parliamentarian shall:

Advise the President and other officers, committees and members on matters of Parliamentary procedure.

E. The District Representative shall:

1. Serve on the Executive Committee to represent his/her respective district, Science Center or Academic Department group.
2. Communicate with Council members in his/her district.

ARTICLE V - MEETINGS

SECTION 1 - Meetings

A. Meetings of the Council shall be held at the call of the President or three members of the Executive Committee.
B. An annual meeting shall be held each year. Written notice of the annual meeting shall be given to all members at least thirty days in advance.

The purpose of the State meeting is to:

- ❖ Provide input to NMSU CES and AES on local issues
- ❖ Educate Council members on Extension and Research issues, policy, activities, and other business pertinent to Council member, to include but not to be limited to, advocacy, technology, and funding
- ❖ Educate Council members on their role and responsibility as a Council member

SECTION 2 - Quorum

Fifteen voting members shall constitute a quorum.

ARTICLE VI – EXECUTIVE COMMITTEE

SECTION 1 - Composition

    A.   There shall be an Executive Committee composed of the elected officers and the immediate past president. The State CES Associate Director or designated appointee, the State AES Associate Director or designated appointee, and the three CES district department heads are non-voting members. One representative from the advisory committees of the state AES will serve as member with voting privileges. One representative of the tribal community shall serve as a member with voting privileges.

    B.   The Extension and Research Council President may vote on the Executive Committee.

SECTON 2 - Meetings

The Executive Committee shall meet at the call of the President or four voting members of the Executive Committee.

SECTION 3 - Quorum

The quorum for the Executive Committee shall be four voting members.

SECTION 4 - Actions

The Executive Committee may act in an emergency declared by four voting members of the Committee and may authorize the expenditure of Council funds by the Secretary-Treasurer under such an emergency. The expenditure of funds shall be authorized by four voting members of the Executive Committee, not including the Secretary-Treasurer. Emergencies and expenditure of funds under emergency conditions by the Executive Committee must be reported to the Council membership at the next Council meeting following the action.

ARTICLE VII - COMMITTEES

SECTION 1 - The Standing Committee shall be the Auditing Committee.

SECTION 2 - Ad hoc committees may be appointed as necessary to carry out the business of the Council.

ARTICLE VIII – PARLIAMENTARY AUTHORITY

Robert's Rules of Order, Newly Revised shall govern the proceedings of the Council in all cases not provided for in these bylaws.

ARTICLE IX - AMENDMENT

SECTION 1 - These bylaws may be amended at any Council meeting by a two-thirds vote of those attending, provided notice of the proposed change is sent to all Council members at least thirty days prior to the meeting or by unanimous vote at any meeting.

SECTION 2 - Any member may propose a bylaws change. Members should have proposed changes to the President in writing at least 45 days prior to the annual meeting. The change should be approved by the Executive Committee and mailed by the President to each member at least thirty days prior to the annual meeting.

VII. PROGRAM
DEVELOPMENT
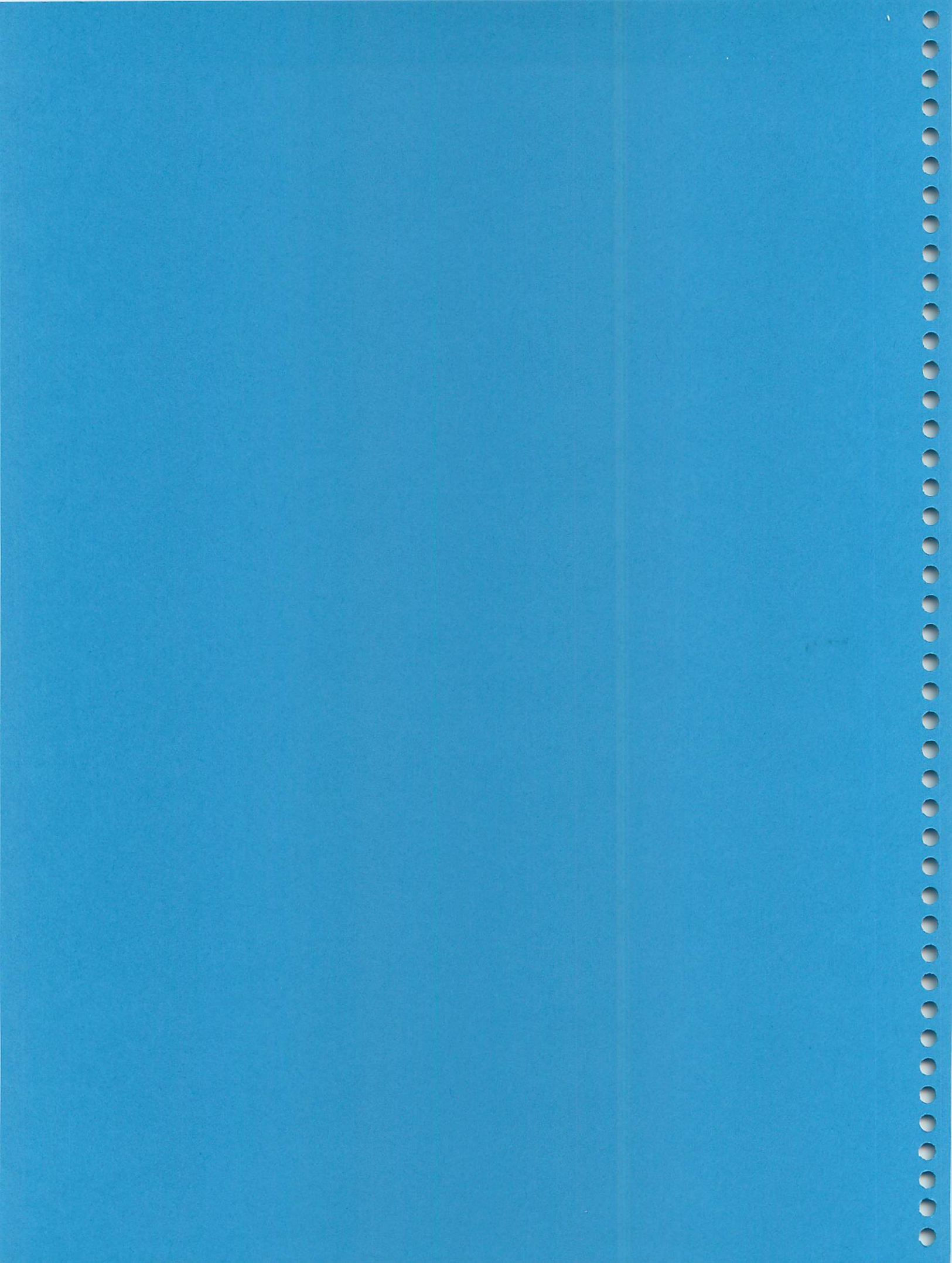
PROGRAM DEVELOPMENT

Program development in the Cooperative Extension Service is the total process of planning, designing, implementing, evaluating and reporting an extension education program. The role of the overall advisory committee is primarily in the planning, evaluating and reporting stages. The advisory committee should look at the total county situation, identify problems, establish priorities and make program recommendations. They may also be involved as program participants. After programs, they can help evaluate and make further recommendations for program changes.

Situational Analysis

Now is a good time to update the county situation statement. What is known about people, communities and agriculture in the county? What are some of the changes which have occurred recently? What are the trends which may lead to issues that should be addressed in the future?

The county situational analysis should be an active file that all county faculty contribute to regularly. Keep information from newspapers, regular and agricultural censuses, and reports published by other state agencies - such as the Department of Health.

If the county situation statement is not current, either:

1. Appoint a study committee that will help the advisory committee look for information, or
2. Conduct a needs assessment.

Study Committee

A good analysis of the county situation based on current facts will result in relevant programs. An outline from the North Carolina Agricultural Extension Service is included in this handbook. It identifies broad categories of information that could be obtained. This is a guide for you or a study committee. In large counties the study committee could focus on one or two related areas.

The suggested steps for the study committee are:

1. Focus attention on the known problems and concerns that exist in the group's area of study and collect related information.

2. Look for important facts, conditions, major changes or significant trends that need to be brought to the attention of the overall advisory committee.

3. Determine what factors are influencing or causing these conditions, trends or changes.

4. Constantly seek additional information that may shed light on the true situation in the county.

5. Identify other problems and opportunities which were not recognized in the beginning and develop related information.

6. Compile a written statement of findings which will point out new opportunities or major problems that need attention in the county program.

7. Present the report to the overall advisory committee.

There are many sources of information to explore. Don't overlook information compiled by others.

Some New Mexico sources that can help the committee to get started include:

Census Data	**Mass Media**
School District Office	**Law Enforcement Agencies**
State Dept. of Agriculture	**Area Agency on Aging**
Financial Institutions	**Utility Company**
Chamber of Commerce	**State Dept. of Health**
State Dept. of Labor	

When the relevant information is collected, the committee must then interpret it in terms of the needs for specific clientele groups.

Needs Assessments

After identifying specific clientele groups, the advisory committee may want to conduct a needs assessment of that group to identify these needs. This is a time consuming process, but it involves a target public in identifying their own needs and increases the commitment to the extension education program. Contact your District Department Head or the NMSU CES Associate Dean and Associate Director for more information on how to conduct a needs assessment.

Refining Needs

It is very easy for an advisory committee to identify a broad range of problems and needs, turn them over to the extension faculty and walk away from them with instructions to go ahead with problem solving. A good advisory committee goes further in the process and not only refines needs and problems, but also establishes program priorities. The advisory committee needs to put the identified problems through a sieve of questions or criteria.

CRITERIA

- ✓ Can education help alleviate the problem?
- ✓ Does the problem fall within the scope of CES?
- ✓ Does Extension have resources to deal with the problem?
- ✓ How urgent is the problem?
- ✓ How serious is the problem?
- ✓ What is the scope of the problem?
- ✓ Who else is addressing the problem?
- ✓ Who's affected? Are they interested in change?
- ✓ Is it practical at this time to do something?

A program priority matrix can be used to help sort out important problems. Committees should also identify programs to de-emphasize or drop. Extension has a practice of adding new programs and never dropping any. A good assessment of the current program, and the available resources, can help identify things to be dropped. If committee members are committed to decision making, they must also recognize that they have a responsibility to support that decision.

Examples of a program priority matrix from the Alaska and Florida Extension Service are included in this handbook. Feel free to adapt these models to your situation.

As the committee moves forward with macro objectives identified from problems, it is the responsibility of the county faculty to translate these objectives into teaching objectives and educational strategies.

Evaluation and Accountability

Evaluation and accountability has two perspectives for the committee. One requires evaluating the extension program and being accountable to the public. The other is evaluating how the committee is operating.

Program results should be reported to the committee. How well are programs addressing a need? What are some accomplishments of the program? What results should be reported to elected officials? Committee members can take an active role in presenting program results to the county commissioners.

The other aspect of evaluation is for the committee to ask, "How well are we functioning as a committee?" This includes how the committee feels about what it has accomplished, and how individuals feel about the committee as a functioning group. In this kind of evaluation, there must be open and free discussion, and comments should not be directed at specific individuals or taken personally.

Group evaluation leads to the final section of this handbook. How does a group improve its functioning? How does a chair person control a difficult committee member? Developing skills in working with groups is an ongoing process.

Planning	Design & Implementation		Evaluation & Accountability	
The Organization & its Renewal Process	Linking the Organization to its Publics	Designing the Planned Program	Implementing the Planned Program	Evaluating the Planned Program
Understanding of and commitment to the functions of the organization: Mission Philosophy Objectives

Understanding and commitment to the organization's structure: Roles Relationships

Knowledgeable about and skilled in organization's processes: Supervision Staff development Evaluation Accountability

Understanding of and commitment to a tested conceptual framework for programming

Understanding and commitment to continuous organizational renewal | Study, analysis and mapping of the organization's publics

Identifying target publics

Identifying and interfacing with leaders of target publics

Collaborative identification, assessment, and analysis of needs specific to target publics | Translating expressed needs into macro needs

Translating macro needs into macro objectives

Specifying general educational strategies

Specifying macro outcomes of the planned program | Developing plans of action: *Translating needs into teaching objectives *Specifying learning experiences for each teaching objective *Developing plans for evaluating learner outcomes and assessing learning experiences

Developing and implementing strategies and techniques for marketing the plans of action

Developing and following through on plans to recruit and train leaders-learner resources

Monitoring and reinforcing the teacher-learner transaction | Determining and measuring program outputs/impacts

Assessing program inputs

Using evaluation findings for program revisions, organizational renewal, and for accounting to publics, parent organization, funding sources, the profession, and where appropriate, the governance body |

The Extension education process model

BACKGROUND INFORMATION

KINDS OF BACKGROUND INFORMATION NEEDED

Information of a general nature about the county will help the committee get an overview of their county. Examples of this kind of information include:

Location with respect to:
- Metropolitan areas
- Industrial centers
- Markets
- Transportation facilities
- Recreation and tourist attractions

Geographic features such as:
- Rivers and river junctions
- Natural or potential harbors
- Natural scenery
- Lakes
- Shorelines
- Topography

Climatic characteristics:
- Length of growing season
- Average date of first and last frost
- Annual rainfall data
- Humidity
- Temperature range

Historical facts about:
- Early settling and organization of the county
- Migration of people
- Development of agriculture and industry
- Discovery of important natural resources
- Development of social and cultural characteristics

Demographical Characteristics:
- Number of Families
- Youth 18 yrs. and younger
- High School Graduation Rate
- Health Incidents
- Crime Rate

STEPS IN PLANNING

Step 1. List needs, interests, concerns or problems expressed by group participants.

Step 2. Break down the interests or needs into groups of related topics.

Step 3. Set goals.

Step 4. List available resources and consider alternatives.

Step 5. Select appropriate techniques.

Step 6. Develop a plan of action and assign responsibilities.

COOPERATIVE EXTENSION SERVICE
PROGRAM PRIORITY MATRIX

OVERALL PROGRAM OR RESPONSIBILITY		WHO'S RESPONSIBLE NAME & % FTE		CHECK APPROPRIATE BOX FOR EACH FOCUS ITEM			DREAM		NEW		ONGOING		DE-EMPHASIZE		DROP	
	Education or Administrative Focus	Paid Staff	Volunteer	Essential	Important	Nice	Current	Recommended	Current	Recommended	Current	Recommended	Current	Recommended	Current	Recommended

CRITERIA GRID for PROGRAM DEVELOPMENT	PROBLEMS OR NEEDS			
Mission: Problem correlates with CES mission and support base (high, medium, low, or none)				
Need: Identified by key informants (most, some, none, n/a)				
Importance to citizens (major, minor, no concern, n/a)				
Importance to others (major, minor, no concern, n/a)				
Requests to CES office (number, percent of requests)				
Identified by program funders (yes, no)				
Identified by other agencies (many, some, none)				
Defined in other sources (yes, no)				
Community Support: Support by program funders (high, medium, low)				
Support by other agencies (high, medium, low)				
Community barriers (yes, no)				
Public interest (high, medium, low)				
Impact: Previous success (much, some, none, n/a)				
Expected payoff (great, medium, small)				
Time to show results. (immediate, short range, long range)				
Organizational Support: Correlation with state or county program priorities (high, medium, low, none)				
Staff competency to address the problem (high, medium, low, none)				
Availability of teaching materials (plenty, too few, none)				
Funds for consumables (plenty, too few, none)				
Availability of facilities and equipment (yes, no)				
OTHER CRITERIA:				

(Smith, M., 1983, p. 25)

GROUP PROCESS

Awareness of how individuals function in a group is critical to group success. Domineering members and hidden agendas need to be handled. The chair and county extension faculty need to be aware of what's happening between people as well as keeping the group on track. The overall goal for the advisory committee to achieve is "maturity, a state in which the group is both efficient and effective." (Cole and Cole, 1983, p. 94)

In the study of groups, a distinction is usually made between functions that relate to the purpose or task assigned to the group and the functions that relate to the interactions between people.

Robinson and Clifford (1972) call these functions, process and content. Content relates to data, information or tasks, and process is understanding, structuring and developing personal group behavior and organization behavior. Examples of process skills are leadership styles, team development, conflict management, implementing change, behavior analysis and goal setting.

As Extension faculty work with both individuals and groups on a daily basis, process skills are important. Development of these skills comes from experience and study.

It is up to you to add new information on a regular basis to this section of your handbook. Include information from journals and magazines, as well as professional development material. The Family Community Leadership project (http://www.nafce.org/htmls/fam_com_lead.html), has materials on conflict management, leadership styles, group climate setting and networking.

Get on the mailing list of some publishers that emphasize process skills. Some good sources are:
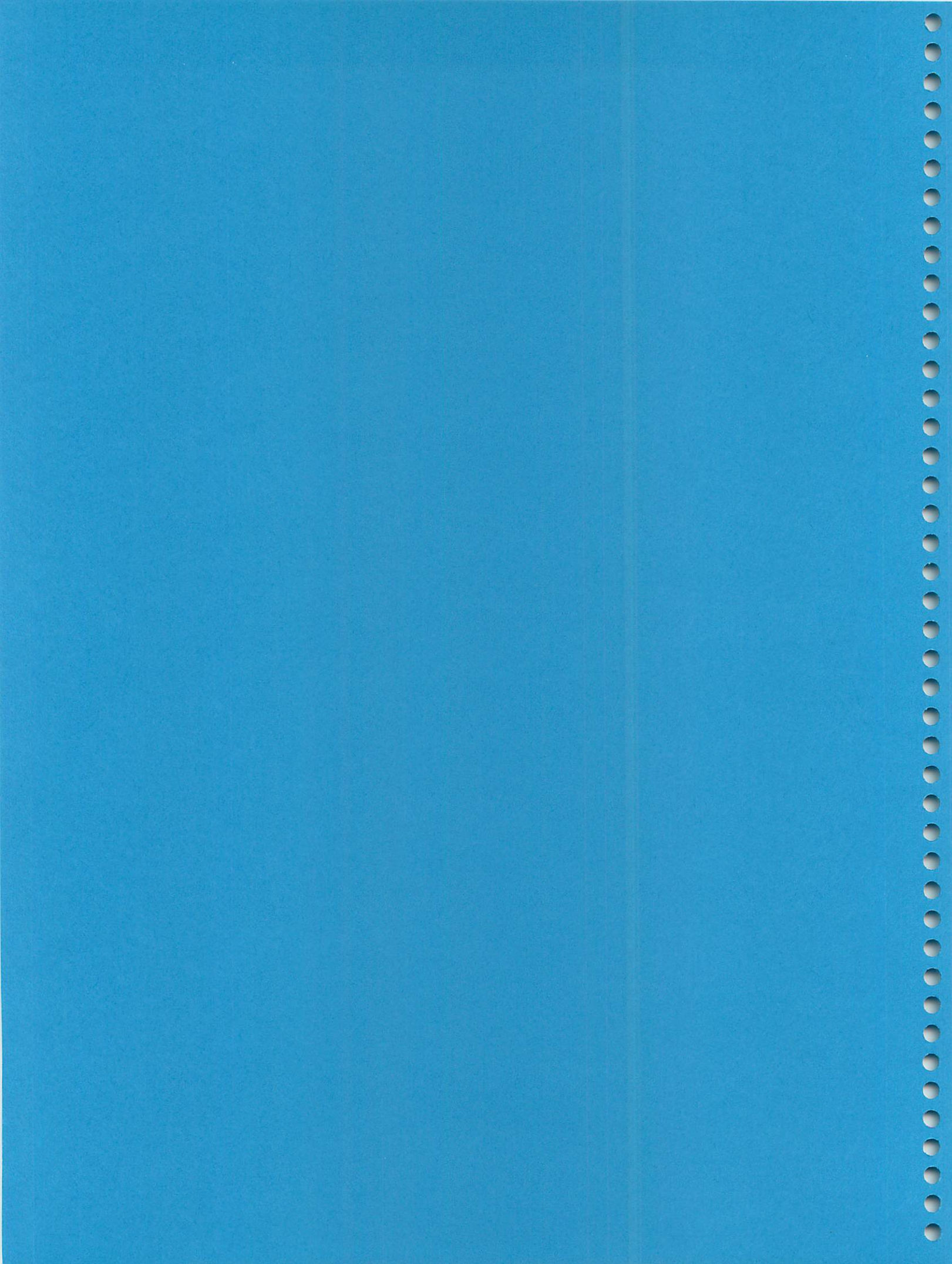
Jossey-Bass: http://www.josseybass.com/WileyCDA/

Sage Publications: http://www.sagepub.com/

American Society for Training and Development: http://www.astd.org/astd

REFERENCES

REFERENCES

Worden, Phyllis. 1988. *Working With Advisory Committees*. Colorado State University Extension Service.

Bailey, Joseph C. 1971. Seaman A. Knapp: *Schoolmaster Of American Agriculture*. New York: Columbia University Press.

Wegenhoft, Alwyn A. and Barbara A. Hoft. 1988. *Who's Doing the Work?*. Baton Rouge, Louisiana. Louisiana State University Cooperative Extension Service.

Castillo, Jaime X. 2003. *Managing Advisory Committees*. Las Cruces, New Mexico. New Mexico State University Cooperative Extension Service.

Cole, Jacquelyn M. and Maurice F. Cole. 1983. Advisory Councils: *A Theoretical And Practical Guide For Program Planners*. Englewood Cliffs, NJ: Prentice Hall, Inc.

Cooperative Extension Service, University of Alaska. 1987. *Extension Area Advisory Council Reference Notebook*. Fairbanks, AL: University of Alaska.

Haynes, Marion E. 2005. *Effective Meeting Skills*. Houston, Texas.

Tropman, John E. 2003. *Effective Meetings*. Beverly Hills, CA: Sage Publications.

New Mexico Extension and Research Support Council. 2004. *Sample Bylaws*. Las Cruces, New Mexico. New Mexico State University.

ADVISORY COMMITTEE SAMPLE LETTERS

LETTER CALLING AN ADVISORY COMMITTEE MEETING:

Each year around this time we meet with our Quay County Extension Advisory Committee. The Advisory Committee is vital to our operations; because it helps us focus our efforts in the areas of importance to the communities we serve. You have been carefully selected as a person that we have assisted or as a representative of an agency that we have worked with in the past. In addition, you also represent the area of the county in which you live. The committees rotate, so each year we have new members and some with experience.

This year's meeting will be November 29 at 5:30 p.m. at the Extension Office. We will be providing you with dinner. The planned format of the meeting will be a brief overview of the Extension programming from last year and introductions of our new staff followed by break out sessions for each of the three Extension program areas; 4-H, Home Economics, and Agriculture. During the break out sessions we will be asking you to share the needs or issues in our county as you see them, determine which needs to address, and help us to develop some ways to address the needs over the next couple of years.

We would like to thank you for participating in what makes the Extension Service unique among governmental agencies, grassroots-driven programming. We're looking forward to meeting with you on the 29th.

LETTER THANKING THOSE WHO ATTENDED AN ADVISORY COMMITTEE MEETING:

Thank you for attending our Annual Advisory Committee Meeting we hope you enjoyed the meal and conversation. Several great ideas were developed that we hope to be able to implement in the next year or two. Your input was greatly appreciated. Attached are the notes we took from each group with a summary of our ideas on how to implement your suggestions.

We appreciate all you do for our communities and for the Extension Service. Please do not hesitate to call if you have questions about the information from the Advisory Committee meeting.

THANK YOU LETTER FOR THOSE UNABLE TO ATTEND AN ADVISORY COMMITTEE MEETING:

We are sorry that you were unable to attend our Annual Advisory Committee Meeting. We would like to share with you what occurred. During the meeting each our agents presented a PowerPoint with information on the activities and programs we have conducted over the last year we are sending you a handout of our slides and a short summary of the presentation. After the presentation we divided into respective committees representing 4-H, Home Economics, and Agriculture. During these meetings we discussed needs of the community and ideas for programs to meet those needs. Attached are the notes we took from each committee with a summary of our ideas on how to implement your suggestions.

We appreciate all you do for our communities and for the Extension Service. Please do not hesitate to call if you have questions about the information from the Advisory Committee meeting or additional suggestions which we should look at.

LETTER INVITING COMMISSIONERS AND MEDIA TO ANNUAL ADVISORY COMMITTEE MEETING:

The Quay County Extension service would like to invite you to dinner and to participate in our grassroots planning session. Each year the Quay County Extension Service holds an advisory committee meeting where we listen to the needs of the communities in our county, and with the help of the committee prioritize and make plans for the upcoming year. We would like for you to take part in the planning session and to hear about our previous year's accomplishments.

This year's meeting will be November 29 at 5:30 p.m. at the Extension Office. We will be providing you with dinner. The planned format of the meeting will be a brief overview of our programming of last year and introductions of our new staff followed by break out sessions for each of the three Extension program areas; 4-H, Home Economics, and Agriculture. You may choose to join any group you are interested in.

This grassroots-driven programming is what makes the Extension Service unique among governmental agencies and allows us to be timely in helping the families on Quay County. We hope you can join us on the 29th.

Contributed by Brenda Bishop, Quay Co. Extension County Director (March 2008)

Empowering & Motivating

Extension Advisory Boards, Committees and Councils
A Hands On Practical Approach

Michael F. McKinney
c/o Leadership Dynamics
1850 Ravenridge Street
Wesley Chapel, FL 33543
mckcar@msn.com
813-973-4263

Document Revised: 3/25/2005

INDEX

Empowering & Motivating Extension Advisory Groups
A Hands On Practical Approach

INTRODUCTION:
Working with your Advisory Boards, Committees or Councils should be one of the most rewarding experiences in your Extension career. At times it can also be the most challenging. This training manual, Empowering & Motivating Extension Advisory Boards, Committees and Councils...A Hands On Practical Approach, is designed to give you a practical look at ideas and examples that have worked for me and other Extension educators.

Today's political, social and economic conditions call for strong volunteer advisory groups to extend the mission of Extension education. Not only can they expand Extension=s presence in a community, but they can represent our needs to governing bodies and decision makers at all levels. In order for them to represent us, we must first make it a priority to empower, motivate and train our Extension Advisory Members.

WORKING DEFINITIONS:
1. Extension Faculty/Educator/Agent. . . is the professional person designated to work with their Advisory Group.
2. Empowerment. . . giving your Advisory Members responsibility along with the authority and resources to accomplish the mission of the board, committee, or council.
3. Motivation. . . instilling a sense of enthusiasm and ownership so your Advisory Members will want to accomplish their mission.

TYPES OF EXTENSION ADVISORY GROUPS: 1. Administrative. . . A group that has a legal or administrative function such as personnel, evaluation, budget, etc. Legitimization. . .This kind of group has no function other then to serve as a A Rubber Stamp for the educator or organization.
2. Volunteer Advisory. . . This format serves as a vehicle for local residents to participate, influence and provide support in the planning and implementation of Extension education programs within their community.

THE SELECTION PROCESS:
Selection . . . is one of the most critical components of establishing or maintaining a viable working Advisory Group. The people you select will ultimately determine the direction your organization will follow in serving the needs of your community.

Who Should I Select To Serve On My Advisory Group?
1. Select individuals with a genuine interest in your organization or program and look for people who communicate well with others.
2. Look for individuals with a proven record for volunteering, but don=t overlook those citizens without prior volunteer service or past association with Extension.
3. Avoid personal friends and individuals with a personal agenda. Example: The angry father who's daughter was disqualified from the county horseshow might not be the most objective person to serve on your Advisory Group.
4. Try to balance your committee with individuals who bring a wide range of interests and backgrounds to your group. Example: A typical Overall Advisory Council might look like this: Homemaker, School Administrator, Chamber of Commerce Rep., Retired Senior Citizen, Public Relations Consultant, Banker or Real Estate Broker, Teacher, Nonprofit Agency Director, Farmer, Elected Decision Maker, Collaborative Agency, Community Activist, Environmentalist, Former Policy Maker, Newspaper Editor, Faith Community.

When selecting your Advisory Group, it is extremely important to have a diverse committee. One should always consider the gender and racial make up of your community when selecting your membership. In addition, things like geographical boundaries, program representation, and community profile are key factors in the selection process. It is important to have a good mix of those with a strong tradition and affiliation with Extension and those with no prior association with Extension. From time to time it might be necessary to unseat a member from your group. Usually this is facilitated by poor attendance. For your convenience, I have included a sample letter of dismissal in the attachment section.

How Big Should My Advisory Group Be?
Some states may have different guidelines regarding size, but I have found it useful to use the rule of thumb that boards and program committees should have between eight to 12 members and an overall advisory group should have between 15 to 25 members.

How Long Should Committee or Council Members Serve?
Again, this will depend on your own situation and/or administrative directive. However, it is extremely important to be up front with your prospective member and let them know in advance the amount of time and commitment necessary to fulfill their obligation. I have found that program committees generally tend to be less formal and require fewer meetings in order to complete their task. Overall Extension Advisory Groups, however, require more structure and commitment. This type of Advisory Group needs to have some structure in the form of by-laws or operating procedures in order to cover such things as term limits, attendance, duties of the officers and a clear mission and vision of the group.
It is important to constantly bring in new people with new ideas. The fastest way to generate an inefficient and stagnate Advisory Group is to retain the same members year after year. Ideally, people will commit to serve a minimum of three years on an Overall Advisory Group.

Empowering Yourself To Serve Others:
One of the best ways to recruit a volunteer is to be a volunteer yourself. Remember, Extension is not the only show in town. Other educational, governmental and nonprofit organizations will be contacting you to serve on their committees too. Through this collaborative effort, you will soon be recognized as a team player and a community resource. It is amazing how many organizational contacts you will make from this endeavor. Your collaborative effort will open up all kinds of professional opportunities for you. Not only will you obtain greater knowledge of your community, but you will expand your presence in the community and have an opportunity to promote Extension and educate other professionals about the many resources available through our University and County Extension offices.

ORIENTATION OF ADVISORY MEMBERS:
Orientation. . . is a way of leveling the playing field for your new members and a perfect time to establish ground rules and to review the group=s mission and vision.

Why Is Orientation Important?
1. Orientation allows an individual to join a committee or council in progress as an informed equal with the existing advisory members.
2. When orientation is not provided, volunteers report being less motivated to serve the organization.
3. The orientation session provides the perfect forum for the educator to explain the expectations, goals and objectives for serving on the Extension Advisory Group.

What Should Orientation Training Include?
1. Include a brief history of the Advisory Group and review any documents like the By laws or past Minutes.
2. Define their role as an Advisor and their limitations.
3. Define your role as the Extension Educator and your limitations.
4. Provide other pertinent information such as: What is Cooperative Extension and what are the relationships with
the federal, state and county partners.
5. Introduce your new members to your office faculty and staff.
6. Give your new members a tour of your Extension facility.

Suggestions When Conducting New Member Orientation:
1. Don't overwhelm your new members with a lot of statistical data.
2. Keep the orientation session short (60 minutes or less is ideal).
3. Make the session relaxed and comfortable (provide refreshments).
4. Share a little of yourself with the group (let them get to know you as a person as well as an educator....and do the same with them).
5. Give your new members an orientation packet to take home.
6. It may be necessary to provide this orientation training one-on-one if a member cannot attend the scheduled group session.

MOTIVATION: How Do I Motivate My Advisors?
The answer seems almost too elementary, but it is so true. The best way to motivate your volunteers is to be motivated yourself. Motivation and enthusiasm are both extremely contagious. Most Extension committees and councils are just waiting to be infected! The simple truth is that we hold the keys to motivating our advisors and we have to assume the blame if we fail. Here are some simple suggestions on how you might motivate your committee members:
1. Project a friendly and positive persona even when you have one of those down days. How can we expect our volunteers to be excited about our program when we ourselves fail to project a positive image? 2. Meeting Frequency: In a study conducted among six states Extension Advisory members reported that meeting frequency played a major factor in their levels of motivation. When a board committee or council had three or fewer meetings a year volunteers reported being poorly motivated, while those attending four or more meetings......65.5% reported being extremely motivated.
3. Meaningful Tasks and/or Projects: In the same study Extension Advisory members said underutilization was one of the root causes of poor motivation and group apathy. It is critical that Extension educators utilize their committees to the fullest.
4. Be Creative: The picture shows an Extension educator utilizing a role-playing game to creatively prioritize program objectives. Getting people out of their seats and engaged in physical activity will greatly enhance the motivation factor in any Advisory group.
5. Be a Listener: Advisory members are least motivated when educators dominate over 50% of the discussion. As members assume a greater portion of the dialog and discussion the motivation factor increases dramatically.

EMPOWERMENT: What Can I Do To Empower My Advisory Group?
1. Understanding the Concept: An educator's ability to successfully manage his or her Advisory Committee or Council is greatly influenced by several factors, including experience, training and a personal commitment to the concept of empowering volunteers. In order to empower, one has to share ownership. For some educators, giving up control can be extremely threatening.
2. Setting the Rules: There are certain things an Advisory Group should not get involved in, especially if they serve in a volunteer capacity. Administrative items need to be left to the administrators, but they may provide input. Things like agent/educator evaluations, professional salaries, and administrative policies would fall under this category.
3. Putting Your Advisory Group to Work: Advisory Boards, Councils and Committees can

play a vital role in dialoging with decision makers, fund raising, recommending program priorities and being a sounding board to the community.

4. The Benefits of Empowerment: When Extension educators give their Advisory Groups meaningful assignments, not only will meeting attendance and motivation skyrocket, but the educator receives the satisfaction of knowing he or she has been responsible for developing LEADERSHIP!

WHAT CAN I DO IF MY COMMITTEE REFUSES TO BE EMPOWERED?

This may be the case, especially if you inherit your committee from a predecessor. Just take it slow and let your Advisory Group feel your passion and enthusiasm. It is contagious!

If a committee fails to feel empowered, that may signal that other problems exist.

In every group there must be a certain degree of mutual trust, respect, and friendship. Members learn from one another as well.

IDEAS THAT WORK: (Empowering & Motivating)

1. Lobbying Efforts: Local Advisory Groups are very effective in lobbying county officials for additional resources. The Educator should not be seen as the coordinator of this effort.

2. Program Planning: Give your Advisory Group responsibility for planning special programs or events during the year. Example: Annual Volunteer Recognition Program, Candidates Breakfast, Tour, or sponsoring the Friend in Government Award. It is important for the educator to let them carry out the task and take ownership of the project.

3. Award Recognition: It is important to reward committee members for a job well done. This can be done with a special public recognition or a simple personal thank you. It is our job as educators and professionals to always make our committee members feel SPECIAL! Extension Advisory Groups can also be the award givers as well. It could be extremely timely for an Advisory Group to award a AFriend in Government or Friend of Extension award to a deserving decision maker or community citizen. 4. Public Relations: Feature your committee members on your Extension radio your television show, or feature them in your Extension newspaper column. Also, give them the opportunity to speak in support of Extension education in your community. 5. Utilize Special Talents: Each Advisory Member will bring a special talent to the group. Be observant and recognize these talents. You may want to establish sub-committees within your Advisory Group in order to allow members an opportunity to specialize in areas of special interest. Example: Fund Raising, Promotion and Recruitment, Long Range Planning, Speaking, and Special Events. 6. Evaluation: Ask Advisory Groups to evaluate different Extension programs and welcome their feedback and comments. Sometimes an Advisory Group can give you a prospective that you have not thought of. 7. Courtesy: Show your appreciation to your Advisory Group by always having refreshments available during meetings and always follow-up with a thank you note. (See attachments)

INSURING EFFECTIVE ADVISORY MEETINGS: A Check ( ) List For Success:

1. Did I consider my group when selecting a date, time and location for the meeting, or did I routinely make the arrangements to fit my schedule?

2. Did I give my members ample advance notice of the meeting?

3. Did I convey the purpose and importance of the meeting?

4. Did I prepare and distribute an agenda? (Possibly in advance)

5. Did I get input from the Committee Chair in developing the agenda?

6. Have I utilized available resources to insure the meeting is going to be interesting and designed to encourage group participation? (Example: Visuals, Guest Speakers, Various Communication Techniques.)

7. Oops, did I send out a reminder notice or call the membership a few days prior to the meeting? And did I request an RSVP?

8. The Day Of The Meeting: (Is my meeting room ready?)

Do I have the room arranged to maximize communication? Do I have adequate light and temperature in the room? Have I promoted my Land Grant School (banners, posters, etc.)? Do I have the necessary equipment and supplies?

9. Meeting Courtesy:
Was I present to greet my volunteers as they arrived at the meeting? Did I open the meeting by Thanking the volunteers for coming? Did I make sure that all members were given an opportunity to participate in the dialog? Did I provide refreshments for my volunteers when they arrived? Did I/we establish a date, time and location for the next meeting?

10. Special Considerations:
Did we provide ample parking and consider those with special needs?

11. Meeting Follow-up:
Did I send follow-up correspondence with minutes? (See Attachment) Did I communicate with those not in attendance? (See Attachment) Did I follow through with recommendations and/or suggestions made by the Advisory Group?

WALKING THE EXTRA MILE: Why Say Thank You?
Extension volunteers are busy people. They are doing us a tremendous favor by serving on our Advisory Boards, Committees and Councils. We need to constantly think of them as our guests . They are serving at our request and they are giving us many gifts in return, such as wisdom, commitment, and loyalty. As Extension Educators we need to honor, respect, and appreciate these gifts.

How Do I Say Thank You?
The first step is to make their appointment to your Advisory Group a special acknowledgment. Here are a few suggestions:
1. Letters of Appointment: (See Attachment) Present each new member with a Letter of Appointment from your University and County administrators. This formality makes it extra special and will help reinforce the importance we place on volunteers and advisors. 2. Installation Ceremonies: Take a little extra time to install your Advisory Members and officers at the beginning of each program year. 3. Introduction and Promotion: Announce your appointments in your program newsletter and in local newspapers. Pictures are even better! 4. Rewards: Reward your volunteers for special accomplishments. This can be , as formal as presenting a plaque at a public occasion or as personal as picking up the telephone. 5. Communication: (See Attachments) Never pass up an opportunity to communicate with a member of your Advisory Group. If you see a newspaper clipping about that person, clip it out and send it along with a personal note. If a member is extra helpful to you or your program, take time to send them a thank you note. If you are aware of an occasion in the life of a committee member (birth announcement, anniversary, family death) send the appropriate note.

SPECIAL NOTE:
One would think the courtesy of saying Thank You would be automatic, but we live in such a hectic world. . . we really need to remind ourselves from time to time how important this simple task is in managing our Advisory Group.

SELF EMPOWERMENT:
We have devoted this publication to the empowerment of others, but before we can successfully empower others, we must first be empowered ourselves. This includes: 1. Ownership: Don't be afraid to share or even give up ownership to a special project, program or issue.

2. Leadership & Citizenship: Establish yourself as a community leader and be known as someone who can get the job done. (Volunteer to serve on another agency=s advisory committee, join a community service club, be an active private citizen in your community.)

3. Partnering and Collaboration: Extension no longer enjoys the luxury of being the only show in town. Today, many organizations and groups are involved in the same community issues that we are. Rather than consider these groups as competition, why not engage them in partnering and collaboration. Extension can be the catalyst and facilitator in bringing these groups together. In many of our communities, Extension is still the best kept secret in town.

RESOURCES AND OPPORTUNITIES: Where Do I Find Help?
There are many resources and books available on leadership styles and dynamics. In-service training and experiential opportunities are critical in teaching Extension educators how to successfully recruit, train, empower, motivate and reward their Extension Advisory Groups. Extension educators in five of the six states surveyed felt they were not receiving adequate training and instruction in managing their Advisory groups. It is important for you to communicate your training needs with your administration.
The best place to find help is to look within. If we become threatened in sharing leadership, if we are not enthusiastic about our own program or if we fail to properly recognize the importance of our volunteers; that might explain why we=re having problems with our Advisory Group.

SUMMARY: PERSONAL NOTE:
1. Empowerment and Motivation are the key elements to a progressive and dynamic Extension Advisory Group.
2. Empowerment is directly linked to Motivation.
3. Under-utilization of Extension Advisory Members is one of the root causes of poor levels of motivation.
4. Meeting frequency has a direct connection to motivation and satisfaction levels of our volunteers.
5. Orientation of new Advisory Members will produce higher levels of motivation.
6. Motivation and Enthusiasm are contagious. You can never say AThank You enough.
7. As educators, we must be willing to share ownership of our program and be empowered ourselves.
8. An Extension educator must put a high priority on his/her commitment to Volunteer Leadership Development and share in the personal belief in the concept of empowerment and motivation.

The greatest professional compliment one educator can give another is to take their information and expand upon it to fit their own professional needs. I hope this Training Manual will be helpful in doing just that. I extend to you my heartiest wishes for success in working with your Extension Advisory Group.
Michael F. McKinney
Extension Faculty Member for Public Policy University of Florida/Hillsborough County
COOPERATIVE EXTENSION
Sources:
Cole, Jacquelyn/Maurice F., ADVISORY COUNCILS A THEORETICAL and PRACTICAL GUIDE for PROGRAM PLANNERS, 1983
McKinney, Michael F., EMPOWERING & MOTIVATING EXTENSION ADVISORY COUNCILS. . .a comparative study, 2000
Practical Experience: Thirty-five years of working with some of the best Advisory Groups in Indiana and Florida in the areas of 4-H, Agriculture, Administration, and Public Policy Education.

Acknowledgments:
1. Extension professionals and volunteers who participated in the researched based study on Empowerment & Motivation of Extension Advisory Groups and their Extension Administrations for allowing me to conduct the study in their states: University of Florida, Cornell University (New York), Michigan State University, Purdue University (Indiana),

University of Minnesota and Texas A&M University.
2. To my own Extension Administration for supporting me in this endeavor.
3. Hillsborough County Cooperative Extension for clerical assistance and the printing of this document.

PROGRAM FORMAT: This program is designed to be a practical hands-on approach to better managing and utilizing Extension Advisory Groups. The format can be changed to meet the specific needs of the host organization.
*Hillsborough County Extension is a cooperative service of Hillsborough County Board of County Commissioners and the University of Florida

Prepared by the Joint Council of Extension Professionals

Evaluation Tools that Work Across Disciplines

April 2008
Extension In-Service Training
Wendy V. Hamilton

(With contributions from Drs. Del Campo and Jacobs)

Why Do We Need to Evaluate Programs?

- To know if learning took place

- To tell funders the impacts made in peoples' lives

- To communicate program impacts

How Do We Evaluate Our Programs?

- Select one or more program objectives
- Select an evaluation tool
  - Pre- post
  - Post
  - Post-post
- Collect and analyze information gained from the tool

What is a Program Objective?

- An objective states the *level or degree of expected change*

Example:
Following training, at least 75% of participants will have increased their understanding of agricultural science by at least 50% (participants will double their knowledge of the topic).

A Program Objective "Speaks" to Measuring Change

- Changes in:
  - *knowledge*
  - *awareness*
  - *attitudes*
  - *skills*

Change In What?

- Changes in *knowledge*
  (Now I know agricultural science includes plant breeding and disease control.)
- Changes in *awareness*
  (I thought agriculture only meant picking crops in the field.)
- Changes in *attitudes*
  (I think I might like a career in agricultural science.)
- Changes in *skills*
  (After completing this program, I know I can complete a basic research project.)

1

Sample Evaluation Tools

- Sample evaluation tools can be re-worded to work across disciplines:

  Conifers and their Pests
  Vertebrate Pest Management
  Cattleman's Survival Course
  Youth ASSURED Program

What are you Looking For: How Many and How Much?

Evaluation data is collected and tallied to measure:

How many participants increased their understanding of agricultural science?

and

By how much did participants increase their understanding?

Score the Pre- and Post Tests

Calculate the scores on the pretest

and

the posttest.

Total the Scores and Look at the Data

- Program Evaluation

#	Pretest Score	Posttest Score
1.	125	500
2.	225	450
3.	225	125
4.	200	175
5.	150	475
6.	175	500
7.	150	425
8.	300	500
9.	125	500
10.	150	400
TOTALS	1,825	3,600

From the Data it Appears that:

Two participants did not increase their scores.

3. Pretest Score __225   Posttest Score__125
4. Pretest Score __200   Posttest Score__175

1st Set of Calculations: Calculate % (How Many) Increased their Understanding

Example:
There are 10 people who took the pre- and posttest. Eight people scored higher on the post test.

What % of people increased their scores and thus their understanding of agricultural science?

Calculate % (How Many) Increased their Understanding

Number who improved scores (8)

divided by ÷

total number of participants (10)

=

who improved scores (80%)

(8 improved people ÷ 10 people total = 80%)

Evaluation (or Impact) Statement

10 program participants attended the youth ASSURED summer agriculture science program to develop a broader understanding of agricultural science. A comparison of pre- and post test scores showed that 80% of the participants improved their understanding of agricultural science.

2nd Set of Calculations: Calculate % (How Much) Understanding was Gained (for Pretest)

- Total pretest points together
  1825

- Divide total points by number of participants for an average score 1825 ÷ 10 = 182.5

- Divide average score by total points possible
  182.5 ÷ 500 =

- This is the % of knowledge reported on pretest
  36.5%

Calculate % (How Much) Understanding was Gained (for Posttest)

- Total posttest points together 3600
- Divide total points by number of participants for an average score 3600 ÷ 10 = 360 pts
- Divide average score by total points possible
  360 ÷ 500 =
- This is the % of knowledge gained on the posttest
  72.0%

Calculate % (How Much) Group Understanding Gained (Overall)

Post test % score 72.0%

minus -

Pretest % score 36.5%

equals =

% increase in understanding 35.5%

Compare Objective to Accomplishments

Objective:
Following training, at least 75% of participants will have increased their understanding of agricultural science by at least 50%.

Results:
Ten program participants attended the youth ASSURED summer program to develop a broader understanding of agricultural science. A comparison of pre- and post test scores showed that 80% of the participants (how many) improved their understanding of agricultural science by a 35.5% (how much) gain in understanding. From these evaluation results, it was determined that although program content seems strong, future mentor training will include more strategies on how to help participants experience a broader spectrum of opportunities in agricultural science.

Evaluations that Work
Across Disciplines

- 4-H Youth and Adult Volunteer Programs
- Vertebrate Pest Management
- Master Gardener Programs
- Dairy Producer Trainings

Look at your plans of work at
http://pow.nmsu.edu
to see what you have decided to evaluate.

Evaluations that Work
Across Disciplines

- Provide a program objective from your plan of work.
- Select an evaluation tool and customize it to address knowledge, attitudes, behavior and/or skill changes.
- Collect and analyze the information gained from the tool.
- Write your program results or impacts based on what your evaluation data tell you.

Thank You & Safe Travels

Agricultural Science Summer Undergraduate Research & Education Development Program
Student Self-Assessment

Check the Boxes that Best Describe What You Knew <u>Before</u> Attending the ASSURED Program

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4
What agricultural science is				
Areas of research in chile science				
Careers in agricultural science				
What a university researcher does				
Why 'ethics in research' is important				

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4
What agricultural science is				
Areas of research in chile science				
Careers in agricultural science				
What a university researcher does				
Why 'ethics in research' is important				

What did you benefit most from in the ASSURED Summer experience?

How can the ASSURED Program be improved?

What do you plan to do with the experience in the future?

This sample post evaluation tool can be revised to fit a program where self-assessment of a change in knowledge, attitudes, skills and/or awareness, is desired.   wvh 4/4/08

Conifers and their Pests

BEFORE today's discussion, what level of understanding did you have of:	Low 1	2	3	High 4
A. Conifer identification of common trees in NM landscapes				
B. Insect identification that feed on trees				
C. Knowledge of insects in the area that feed on trees				
D. Knowledge of control options for various pests				

AFTER today's discussion, how would you rate your *current* understanding of:	Low 1	2	3	High 4
A. Conifer identification of common trees in NM landscapes				
B. Insect identification that feed on trees				
C. Knowledge of insects in the area that feed on trees				
D. Knowledge of control options for various pests				

What is your current position?

_____Forester _____Nursery Employee

_____Master Gardener _____Business Person

_____Retiree _____Home Owner

_____Extension Employee _____Other_____

Please rate this session in terms of the presenter's Expertise, Clarity, Time Management, and Responsiveness to your educational needs. Provide any additional feedback in the Comments section:

RATING SCALE:	1 = LOW		3 = MEDIUM		5 = HIGH
A. Expertise:	1	2	3	4	5
B. Clarity:	1	2	3	4	5
C. Time Management:	1	2	3	4	5
D. Responsiveness:	1	2	3	4	5

Comments:

This sample post evaluation tool can be revised to fit a program where self-assessment of a change in knowledge, attitudes, skills and/or awareness, is desired.   wvh 4/4/08

<u>Vertebrate Pest Management Workshop</u>

**BEFORE** today's discussion, what level of understanding did you have of:	Low 1	2	3	High 4
A. Proper use of rodenticides and fumigants for controlling small vertebrate species				
B. Trapping methods for controlling garden pests				
C. Efficacy of repellants for controlling nuisance wildlife				
D. Social considerations when implementing an animal damage control program				

**AFTER** today's discussion, how would you rate your _**current**_ understanding of:	Low 1	2	3	High 4
A. Proper use of rodenticides and fumigants for controlling small vertebrate species				
B. Trapping methods for controlling garden pests				
C. Efficacy of repellants for controlling nuisance wildlife				
D. Social considerations when implementing an animal damage control program				

Check the descriptions that most closely identify your current positions?

_____State Employee   _____ Rancher/Farmer
_____County Employee   _____ Producer
_____Retired Resident   _____ Business Owner
_____Home Owner   _____Other _____
_____Renter

Please rate this session in terms of the presenter's Expertise, Clarity, Time Management, and Responsiveness to your educational needs. Provide any additional feedback in the Comments section:

RATING SCALE:	1 = LOW		3 = MEDIUM		5 = HIGH
A. Expertise:	1	2	3	4	5
B. Clarity:	1	2	3	4	5
C. Time Management:	1	2	3	4	5
D. Responsiveness:	1	2	3	4	5

Comments:

This sample post evaluation tool can be revised to fit a program where self-assessment of a change in knowledge, attitudes, skills and/or awareness, is desired. wvh 4/4/08

Cattleman's Survival Course

BEFORE today's discussion, what level of understanding did you have of:	Low 1	2	3	High 4
A. Proper beef quality assurance practices				
B. Prices of calves relative to their breed and weaning background				
C. New Mexico livestock identification laws				
D. Persistently infected cattle				

AFTER today's discussion, how would you rate your current understanding of:	Low 1	2	3	High 4
A. Proper beef quality assurance practices				
B. Prices of calves relative to their breed and weaning background				
C. New Mexico livestock identification laws				
D. Persistently infected cattle				

What is your current position? (Check all that apply)

_____Rancher   _____Extension Employee

_____Business owner   _____Professional Association representative

_____Retired   _____Other_____

Please rate this session in terms of the presenter's Expertise, Clarity, Time Management, and Responsiveness to your educational needs. Provide any additional feedback in the Comments section:

RATING SCALE:	1 = LOW	3 = MEDIUM		5 = HIGH

A. Expertise:	1	2	3	4	5
B. Clarity:	1	2	3	4	5
C. Time Management:	1	2	3	4	5
D. Responsiveness:	1	2	3	4	5

Comments Section:

Which ideas presented today will be most useful to you?

What did you like best about today's workshop?

What did you like least about today's workshop?

This sample post evaluation tool can be revised to fit a program where a change in knowledge, attitudes, skills and/or awareness, is desired. wvh 4/4/08

Example Pre/Post Scores

Check the Boxes that Best Describe What You Knew <u>Before</u> Attending the ASSURED Program

① (Before / After – Example)

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is	✓				25
Areas of research in chile science	✓				
Careers in agricultural science	✓				
What a university researcher does	✓				
Why 'ethics in research' is important	✓				125

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is				✓	100
Areas of research in chile science				✓	
Careers in agricultural science				✓	
What a university researcher does				✓	
Why 'ethics in research' is important				✓	500

②

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is	✓				25
Areas of research in chile science		✓			50
Careers in agricultural science			✓		75
What a university researcher does		✓			50
Why 'ethics in research' is important	✓				25

225

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is				✓	100
Areas of research in chile science			✓		75
Careers in agricultural science				✓	100
What a university researcher does			✓		75
Why 'ethics in research' is important				✓	100

450

③

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is		✓			50
Areas of research in chile science		✓			50
Careers in agricultural science		✓			50
What a university researcher does	✓				25
Why 'ethics in research' is important		✓			50

225

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is	✓				25
Areas of research in chile science	✓				
Careers in agricultural science	✓				
What a university researcher does	✓				
Why 'ethics in research' is important	✓				

125

⑤

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is	✓				25
Areas of research in chile science	✓				25
Careers in agricultural science		✓			50
What a university researcher does	✓				25
Why 'ethics in research' is important	✓				25

150

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is			✓		75
Areas of research in chile science				✓	100
Careers in agricultural science				✓	
What a university researcher does				✓	
Why 'ethics in research' is important				✓	

475

④

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is		✓			50
Areas of research in chile science	✓				25
Careers in agricultural science		✓			50
What a university researcher does	✓				25
Why 'ethics in research' is important		✓			50

200

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is		✓			50
Areas of research in chile science	✓				25
Careers in agricultural science		✓			50
What a university researcher does	✓				25
Why 'ethics in research' is important	✓				25

175

⑥

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is		✓			50
Areas of research in chile science	✓				25
Careers in agricultural science	✓				25
What a university researcher does	✓				25
Why 'ethics in research' is important		✓			50

175

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is				✓	100
Areas of research in chile science				✓	
Careers in agricultural science				✓	
What a university researcher does				✓	
Why 'ethics in research' is important				✓	

500

⑦

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is	✓				25
Areas of research in chile science	✓				25
Careers in agricultural science		✓			50
What a university researcher does	✓				25
Why 'ethics in research' is important	✓				25

150

Check the Boxes that Best Describe What You Knew <u>After</u> Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is			✓		75
Areas of research in chile science				✓	100
Careers in agricultural science			✓		75
What a university researcher does				✓	100
Why 'ethics in research' is important			✓		75

425

over //

8)

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is		✓			50
Areas of research in chile science		✓			50
Careers in agricultural science			✓		75
What a university researcher does		✓			50
Why 'ethics in research' is important			✓		75
					300

Check the Boxes that Best Describe What You Knew After Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is				✓	100
Areas of research in chile science				✓	
Careers in agricultural science				✓	
What a university researcher does				✓	
Why 'ethics in research' is important				✓	
					500

9)

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is	✓				25
Areas of research in chile science	✓				25
Careers in agricultural science	✓				25
What a university researcher does	✓				25
Why 'ethics in research' is important	✓				25
					125

Check the Boxes that Best Describe What You Knew After Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is				✓	100
Areas of research in chile science				✓	100
Careers in agricultural science				✓	100
What a university researcher does				✓	100
Why 'ethics in research' is important				✓	100
					500

10)

Before Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is	✓				25
Areas of research in chile science		✓			50
Careers in agricultural science	✓				25
What a university researcher does	✓				25
Why 'ethics in research' is important	✓				25
					150

Check the Boxes that Best Describe What You Knew After Attending the ASSURED Program

After Attending the ASSURED Program I Knew About:	Low 1	2	3	High 4	
What agricultural science is			✓		75
Areas of research in chile science				✓	100
Careers in agricultural science			✓		75
What a university researcher does			✓		75
Why 'ethics in research' is important			✓		75
					400