



UNIVERSITY of CALIFORNIA
Agriculture & Natural Resources

COOPERATIVE EXTENSION • ACADEMIC ASSEMBLY COUNCIL
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December 4, 2003

W. R. Gomes
Vice President-Agriculture & Natural Resources
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Oakland CA, 94607-5200

Dear Reg,

Enclosed with this letter is the Assembly Council Welfare and Benefits Committee report: *Final Report to the Academic Assembly Council on Salary and Cost of Living Issues for Cooperative Extension Advisors*. This letter transmits several very specific actions we would like you to undertake as the CE Advisor representative to UC Administration.

Over the past several years, President Atkinson as well as Vice President for Budget Larry Hershman, and Dean Van Alfen have stated that competitive compensation for faculty and staff remains a high budget priority for UC. While we believe this commitment to be sincere, we also believe the Extension Advisors who work in the Division of Agricultural and Natural Resources for Cooperative Extension have been excluded from this imperative.

The University of California Cooperative Extension Advisor and Specialist Salary Study conducted in 1995-96 determined that Advisors had no peers in the comparable institutions studied. No action was taken to find comparable groups outside the "Comp 11" Institutions. While it is true that many extension agents in other states are paid far less than UCCE Advisors, the extension agents have never had the same educational or academic requirements demanded by the UCCE system. Since 1996 however, advisors have only had salary increases through cost of living adjustments. The de-linking of Advisor and Specialist salaries have meant that the Advisor salary increases between 1996 and the present have not even kept pace with inflation'. Between 1996 and 2001 Specialist pay increases were on average 39% greater than those of Advisors (see report, Table 1)

In 2001 at the request of our constituents, the Academic Assembly Council directed the Welfare and Benefits (WB) sub-committee to examine the salary issue once more. The WB Committee spent the last 4-5 months of 2002 gathering information about salary growth for the years 1996 through 2001, both within the University of California and in a variety of employment sectors/job titles that could be held by people with a similar skill set and level of responsibility as UCCE advisors. The salary increases described in the report are for increases within the same

¹ <ftp://ftp.bls.gov/pub/special.requests/cpi/cpiiai.txt>



title and rank. The study was formally accepted by Assembly Council vote in May of 2003 and the Council voted to bring the report forward to you at the September 2003 meeting, with copies as noted in this letter. Following the September meeting the report was posted on the AAC website and distributed to Advisors via their county staff meetings.

In summary, UC Cooperative Extension Advisor salaries have languished during a period in which all similar employment segments examined in our study saw robust growth ranging between 4 to 6 percent annually. This inequity was further affirmed in an article on U. S. salary increases in the June 25, 2003 issue of the Sacramento Bee Business Section². In part the article states that, "This is the first time in 10 years that the median salary-budget increases have moved significantly below 4 percent...".

In the past, UCCE Advisors had many tangible benefits that made up for salaries that may not have been competitive with private industry. We now work in a climate of restrictions on sabbatical leaves, minimal support for professional development, ever-increasing workloads, lack of job security, and erosion of take-home pay with increasing insurance costs and lack of adjustments for inflation and cost of living. Recent search committees have had poor applicant pools (resulting in multiple searches), and have lost top candidates to other opportunities. Young advisors have left UC Cooperative Extension to find brighter employment prospects in private industry.

The Academic Assembly Council makes the following recommendations:

- **Recommendation # 1** - Begin discussions with President Dynes and the Regents to increase Advisor salaries by 10% each year for four consecutive years. Increases to commence as soon as the University budget picture improves.
- **Recommendation # 2** - Conduct a complete review of the recruitment and retention of Cooperative Extension Advisor Series since 1999. Create and maintain a comprehensive and centralized database of this information so that the University can strategically hire and retain the best possible Advisors. Evaluate these data to determine recruitment and retention effectiveness for CE Advisors.
- **Recommendation # 3** - Examine policies within other university systems in which extension educators are faculty. Expand the definition of excellence in scholarship in the UC system to include CE Advisors so they can be re-linked to CE Specialist salary scales. Please refer to the attached information from the University of Nevada for a relevant model.
- **Recommendation # 4 - Desired Timetable**
 - o Initiate discussions with Dynes 1/1/2004, complete a draft salary plan by December, 2004
 - o Complete data consolidation on recruitment and retention by July 1, 2004, analysis by December 2004
 - o Develop proposal for re-linking advisors and specialists by December 2004.

² Sacramento Bee, June 25, 2003 Andrea Coombes. Outlook gloomy for pay raises pages D1-2

These issues have been on the agenda of the AAC in one form or another for more than 10 years. As our "bargaining representative", we ask that you act swiftly to restore competitive compensation to the UC Cooperative Extension Advisor series in order to retain your valued employees.

We will look forward to your advocacy of these issues on our behalf. As you establish committees to act on these recommendations, we ask that the Chair of our Welfare and Benefits Committee be included. I hope you will be able to establish a process and timeline by early 2004 to address these critical issues.

Sincerely,

A handwritten signature in black ink, reading "Daniel B. Marcum". The signature is written in a cursive style with a large initial "D".

Daniel B. Marcum
Assembly Council President
03-04

cc: AVP Programs, L. Lund
Deans Ludden, Van Alfen, Osburn, Angle
Regional Directors Gonzalez, Manton, Rodrigues

**FINAL REPORT TO THE ACADEMIC ASSEMBLY COUNCIL ON
SALARY AND COST OF LIVING ISSUES FOR COOPERATIVE EXTENSION
ADVISORS**

Welfare and Benefits Subcommittee
Respectfully Submitted May 20th, 2003
Barbara Reed, Chair

1) Compensation

SUMMARY:

Previous discussions related to salary equity for Cooperative Extension Advisors focused on finding "comparable groups or institutions for comparison. This was covered in the University of California Cooperative Extension Advisor and Specialist **Salary Study** conducted in 1995-96. According to that report, "there was no clear match found of the duties and responsibilities assigned to UCCE advisors with any other identified positions at the Comp 11."

While that report established UCCE advisors did not have a peer group, it did not address issues related to salary growth over time for persons with similar duties and responsibilities outside of the Comp 11. The AAC Benefits and Welfare Committee spent the last 4-5 months of 2002 gathering information about salary growth for the years 1996 through 2001, both within the University of California and in a variety of employment sectors and titles that could be held by people with a similar skill set and level of responsibility as UCCE advisors.

In all comparisons noted, UCCE Advisors fell far behind all other job classifications examined, for salary increases overtime for the period 1996 to 2001. This was a limited project, done without funding augmentation to the Benefits and Welfare Committee. The committee recommends that a more comprehensive examination of this issue be initiated by the Academic Assembly Council either with AAC funding or through the Academic Personnel Office of the Division of Agriculture and Natural Resources.

a) University Salary Growth and commitment to competitive wages

In the AES Currents newsletter of August 9th, 2002, Neal Van Alfen reported on the budget, including salary information. He reported that the staff salaries had increased 23.4 percent and faculty salaries had increased 17.8 percent between 1998-99 and 2001-02. In the report on the budget from President Atkinson, November 2002, he stated "... we must provide salary increases for staff and faculty so that we do not fall further behind the market. Competitive salaries are key to quality - we must prevent further salary erosion and also begin to close the salary gap." During this same period (98-02), Cooperative Extension Advisor salaries increased an anemic 6.2 percent. Table 1 shows the divergence in salary growth for Cooperative Extension Specialists and Advisors between 1996 and 2001. Laosheng Wu reported on UC SRA salary information obtained from

UCR Payroll. The percent change from '99 to '01 was 6% -12 %, with the biggest increase occurring from '99 to '00.

President Atkinson reiterated his November message in his budget report on 4/15/03. He stated that, "maintaining competitive compensation for faculty and staff remains a high budget priority for UC....." This was further emphasized by Vice President for Budget, Larry Hershman. In the same communication, Hershman said that, "system-wide faculty salaries are expected to lag U.C.'s comparison institutions by approximately 9 percent next year, and that this continued erosion of competitive faculty compensation is putting real pressure on the University's recruitment and retention efforts. He also noted that faculty undergo extensive peer reviews every three years to determine merit and promotion status, and that a serious inequity would occur for the one-third of the faculty scheduled for review in a given year if faculty merit increases were not paid in that year. Cooperative Extension Advisors are no different from any other academic classification within the UC when it comes to being competitive in the marketplace. The data presented below-shows UCCE Advisor salary growth lagging behind all other groups surveyed.

b) Outside of UC

i) Department Heads: Barbara Reed collected information on this-group. As equivalent positions to County Directors, Glenn County Department Heads had an increase in salaries between 1996 and 2002 averaging 32.2% (Table 2). This salary increase brought County employees' salaries in line with surrounding counties. An inquiry into State Labor Market information for the general search "department heads" found the following information. The mean annual wage for general and operations managers for 2001 is \$87,462. The description follows below:

(1) General and Operations Managers (SOC 11-1021)

Plan, direct, or coordinate the operations of companies or public and private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Include owners and managers who head small business establishments whose duties are primarily managerial.

ii) Agriculture Biologists- County positions: Barbara surveyed a limited number of Counties to find the change in salary over time for Agricultural Biologist positions. These positions generally require a B.S. as well as licensing (and several years of experience for the higher steps). For the counties that responded, increases were between 4-5% per year between 1997 and 2002.

- iii) Human Resources Personnel: Dorothy Smith examined public health nutritionist (Table 3). salaries in Arizona and public health physician's salary nation wide. She also contacted several California County Health Departments. Most had information about current salaries. Historical data was not readily available but could be obtained via a written request. In her discussions with Human Resource staff regarding salary, they indicated that salaries were adjusted approximately every two- three years to stay level with the current market (not COLA). Follow-up calls requesting how this market adjustment was determined revealed that in 90% of the cases "in-house staff did a very informal market salary survey."
- iv) Youth Development Personnel: Marilyn Johns provided data on similar positions for those working with youth, including educators in the Public School Systems and -Park and Recreation Departments that do youth development programming. and found salary growth averaging 5-6% per year (Table 4).

Table 1.

Growth in Specialist and Advisor Salaries between 1996 and 2001.			
	Specialist Salary Growth		% Advisor Salary Growth
	Step	1996-2001	1996-2001
Assistant	1	54.9%	10.9%
	2	55.2%	10.9%
	3	54.4%	9.8%
	4	54.9%	9.6%
	5	53.7%	10.0%
	6	52.5%	10.1%
Associate	1	53.6%	9.9%
	2	52.4%	10.0%
	3	52.8%	9.9%
	4	54.9%	9.9%
	5	54.3%	9.7%
Full	1	43.8%	9.7%
	2	44.2%	9.9%
	3	42.4%	9.8%
	4	41.2%	9.8%
	5	40.8%	8.8%
	6	40.5%	8.8%
	7	40.1%	-10.0%
	8	36.3%	8.8%

Table 2.

Glenn County Salary Changes 1996-2002			
	1996	2002	% increase
Agricultural Commissioner	\$54,028.00	\$85,800.00	37.03%
Animal Control	\$30,576.00	\$40,248.00	24.03% ^a
Assessor	\$50,154.00	\$80,412.00	37.63%
Building Director/inspector	\$44,382.00	\$65,561.00	32.30%
Probation	\$49,894.00	\$78,416.00	36.37%
County Counsel	\$67,473.00	\$100,630.00	32.95%
Director of Finance	\$53,846.00	\$85,800.00	37.24%
Public Works	\$64,142.00	\$91,104.00	29.59%
District Attorney	\$65,728.00	\$91,104.00	27.85%
Health Services	\$65,832.00	\$95,742.00	31.24%
Human Resource Agency	\$65,832.00	\$95,742.00	31.24%
Personnel	\$52,702.00	\$72,779.00	27.59%
Public Guardian	\$34,632.00	\$50,356.00	31.23%
Sheriff	\$58,006.00	\$89,273.00	35.02%
		\$80,211.93	32.24%
		Average Salary	Avg. increase all classes

Table 3.

Public Health Nutritionist Salaries in Arizona and Nationwide Public Health Physicians Salaries			
Public Health Nutritionist			
	'97	'02	% Increase
Nut I	\$11.98	\$15.16	20.97%
Nut II	\$13.70	\$17.59	22.1%
Nut III	\$14.70	\$18.94	22.38%
Public Health Physicians			
	'98	'00	% Increase
	\$120,810	\$133,218	9.3%

2) REGIONAL COST OF LIVING ADJUSTMENTS-Our committee was also charged with examining compensation models that are adjusted for geographic differences in cost of living. Marilyn Johns provided this information both from a private employer (FedEx) and online relocation calculators.

a) Salary Adjustments for Geographic Areas - FedEx

i) FedEx uses a market.level program because prevailing local wage rates vary from one area to another. The program tailors FedEx wages to local rates.

ii) Determination data to establish appropriate market level:

- (1) Local Wage rates. A Prevailing Wage Rate Index is provided by the Economic Research Institute (ERI). Local rates are compared to national rates and a market level established. If the local wage rate is higher than the national average wage rate, the wage index would be a percentage of the national rate, and a market level assigned.
- (2) Competitor company wage rates, local recruitment and retention data, rates for existing neighboring staff, recommendations of local management
- (3) In certain premium market level designations, a geographic pay differential (GPD) for salaried employees is also given. It shows up as -a separate pay line on the payroll check stub. It is identified as a percentage of salary, and tied to specific market level' designations.
- (4) Data is adjusted quarterly. Cost of living is a factor that can influence prevailing wages in a local area, and thus adjust market level designation. Cost of living is considered as a factor, but the primary emphasis is on the overall prevailing wage rates of the local community,

b) Relocation Calculator Information

i) Compare cost of living in hundreds of cities, across states, etc.

- (1) <http://www.homefair.com/homefair/calc/salcalc.html>
- (2) <http://www.onlinerelocation.com/cola.htm>
- (3) <http://cgi.money.cnn.com/tools/costofliving/costofliving.html>
- (4) <http://www.news.cornell.edu/releases/May97/ilrwebsite.dg.html>

ii) One of the most interesting links sends browsers to the Salary Relocation Calculator supplied by the Center for Mobility Resources. The calculator compares cost of living figures for various cities. Here, browsers can enter the city and state in which they work and then their current wage. By clicking. on another city, the Salary Relocation Calculator will compute how much money one needs to earn in that city to maintain a suitable quality of life. According to the Salary Relocation Calculator, \$75,000 in San Francisco is equivalent to \$40,000 in Syracuse, and a \$100,000 salary in Manhattan is comparable to one of \$35,444 in Mobile, Ala.

Table 4.
**Research in HR Area – 4-H Youth Development Advisor
 Similar Job Classifications**

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Difference (last les first)	Overall % change	# Years (first to 2002)	Change per year
Recreation Director* Employer – City	80,537			85,446					120,473	39,936	49.6%	8	5.2%
Elem School Principial Employer – School District		56,910		61,589		72,782		87,024		30,114	52.9%	7	6.3%
Education Director* County Office of Education				61,656		64,188	73,788		73,300	16,644	27.0%	5	4.9%

Notes

Figures are from salary schedules at lowest step. Education director position salary doesn't include health insurance contribution (reported at \$500-\$800/month employee cost).

Challenges/Barriers to Obtaining Information

1. No obtainable aggregate database across state.
2. Considerable variability within and across counties - each school district different and each city different
3. Historical data available only via personal visit to HR personnel.

Current salary and job description were obtainable via web sites, per specific city or school district. Information about salaries from previous years was much more difficult to obtain, requiring a personal visit to the HR Dept. of a school district or visit to city hall.

Roles and Responsibilities for Extension Educators University of Nevada Cooperative Extension (UNCE)

As faculty, Extension Educators are considered teachers, scholars and managers of educational programs who also serve as the local UNCE contact and primary link between UNCE programming and the citizens in their counties. It is the responsibility of the Extension Educator to determine community education priorities, to work in the areas of program and curriculum development, county management, and accountability, and to provide service to the University, profession and community. Extension Educators must be thoroughly familiar with the people, geography, resources, economic base, and political structure of the county for which they are responsible.

While there is uniqueness in every UNCE position, a fundamental set of functions is held in common by all faculty and staff. These are defined from core values, which drive UNCE to fully engage the University with the people of Nevada. These fundamental functions encompass: 1) Assessing community needs; 2) Responding to the knowledge needs of various clientele or target audiences; 3) Assessing the impacts/results from those educational efforts; 4) Leading, participating in or supporting the search for new knowledge that is relevant to priority needs; 5) Searching for extramural funding to support needed educational programming and/or related research; and 6) Educating people with that new knowledge.

To fulfill these responsibilities, Extension Educators are expected to accomplish the following:

Needs Assessment - The Extension Educators are responsible for conducting a comprehensive needs assessment within their county, identifying, documenting and prioritizing community needs and developing programs to address those needs. In identifying needs, they utilize input from community leaders and citizenry as well as local trends and demographics. Extension Educators are also responsible for measuring the impact of programs. They engage State Specialists, Area Specialists and other University expertise as needed to meet the needs of their communities.

Program Development & Implementation - Extension Educators exhibit leadership in determining and implementing programs within their counties that address priority local needs. They develop programs and curricula as needed and establish measurable program objectives to evaluate program impacts. Extension Educators work as team members with staff, faculty, and community members in developing and delivering programs to meet community needs.

Impact Assessment & Reporting - Extension Educators design strategies to assess both short-term and long-term impacts of programs conducted in their counties. They work with State Specialists, Area Specialists, and other appropriate personnel to collect impact data: Extension Educators report program information and impacts for their programs, as well as for the classified staff and volunteers they supervise, and provide necessary information for administrative reporting.

Extension Research and/or Creative Work - Extension Educators produce publications to provide needed information to the citizens they serve as well as contribute to the depth of knowledge in the professional literature. Such contributions include but are not limited to:

- Publication in refereed journals
- Publication of significant peer-reviewed work such as curriculum guides, bulletins, etc., that are used by professionals inside and outside of the University system

- Publication of peer-reviewed fact sheets that are used as an integral part of comprehensive and high-priority educational programs
- Publication of abstracts in professional meeting proceedings
- Presentation of programs at professional meetings

Resource Development - Extension Educators are expected to actively pursue and develop the resources required to develop and implement UNCE programs to meet priority needs in their county relative to the mission of UNCE. Seeking external funding is an essential component of a faculty member's responsibility to expand programming and serve a wider audience. Grants may be for educational programs or research oriented with future program applications, but should focus on identified priority needs. Extension Educators may also obtain funding through non-competitive grants, gifts, supplementation of county budgets, and collaborative/team efforts.

Expertise/Professional Development - Extension Educators prepare and present professional programs at state, regional and national conferences to develop and demonstrate their scholarship and skills/expertise, and to interact with other Extension and University professionals. They establish professional networks over a period of years that will enhance program resources and expand information networks.

Leadership - As the primary link between Extension programming and the citizens in their communities, it is the responsibility of the Extension Educator to obtain the necessary expertise to address identified priority community needs. They also are responsible for developing teams of staff, faculty, and/or community members to address community issues. This also includes linking with other UNCE faculty, University campus faculty, and with other universities or agencies.

Unique to Extension Educators is their leadership responsibility for County Office Management functions. These functions include, but are not limited to the following:

- Local office management, including equipment, supplies and facilities
- Office team building and personnel management, including coaching and evaluations, for staff and volunteers
- Resource management including budgeting and managing county or other fiscal resources
- Public relations, marketing, and functioning as a liaison in the community
- Linkage and accountability to county government

Professionalism - As University faculty members, Extension Educators are positive, effective representatives of the University and UNCE at all times. They market UNCE programs to all types of audiences and promote the total mission of UNR and UNCE through mass media, publications, information technology, and other forums to reach a wide audience. Extension Educators proactively communicate with State Specialists, Area Specialists, and other faculty to meet the identified needs of their counties. They are also supportive of other UNCE faculty and administration in their UNCE program efforts, and work as a "team" member whenever possible. All work of UNCE faculty is to be consistent with the philosophy, policy, and overall educational objectives of UNCE.

Extension Educator's role statements should reflect those roles and responsibilities applicable during the time period covered by their role statement. It is understood, however, that a faculty member's emphasis on certain roles and responsibilities may vary from year to year as priorities for expectations are prioritized and planned for on an annual basis.

Roles and Responsibilities for Area Extension Specialists University of Nevada Cooperative Extension (UNCE)

As faculty of the University of Nevada, Reno, Area Extension Specialists are considered educators, scholars and managers of educational programs. They are responsible for assessing needs, designing curricula (when appropriate), conducting educational programs, measuring program impact, maintaining a record of scholarly work and providing service to the University, profession and community.

While there is uniqueness in every UNCE position, a fundamental set of functions is held in common by all faculty and staff. These are defined from core values, which drive UNCE to fully engage the University with the people of Nevada. These fundamental functions encompass: 1) Assessing community needs; 2) Responding to the knowledge needs of various clientele or target audiences; 3) Assessing the impacts/results from those educational efforts; 4) Leading, participating in or supporting the search for new knowledge that is relevant to priority needs; 5) Searching for extramural funding to support needed educational programming and/or related research; and 6) Educating people with that new knowledge.

To fulfill these responsibilities, the following are expectations for Area Specialists:

Needs assessment - Area Specialists systematically, formally, and continuously assess and document the need in their geographic area of responsibility. They utilize input from citizens, local organizations and groups as well as published information. National, regional and state priorities should also be considered. Through careful analysis of information collected, Area Extension Specialists help define the situation and separate symptoms from needs.

Program Development & Implementation - Area Specialists establish measurable program objectives (outcomes/impacts), develop UNCE curricula (when appropriate and necessary), deliver educational programs, identify and assess program impacts. Area Specialists formalize the process with long-term and short-term goals that provide a means of measuring success/impact. They use a planned, systematic approach to obtain evaluations of program presentation and overall impact. They conduct educational programs of sufficient quality to achieve regional and national recognition.

Area Specialists establish close working relationships with appropriate State Specialists from whom they may expect assistance with county or area programming, including needs assessment efforts, curriculum development, and input on publications and other educational materials in their area of expertise.

Impact Assessment & Reporting - Area Specialists evaluate the identified needs as they relate to the UNCE mission and make a realistic evaluation of the potential for addressing issues with educational programming. They assign priorities to the identified needs and therefore to their time and other resources.

Area Specialists report program information and impacts (short-term, mid-term and long-term) for their programs, as well as for the classified staff and volunteers they supervise, and provide necessary information for administrative reporting.

Extension Research and/or Creative Work An Area Specialist continually, contributes to and expands the body of knowledge available in his/her subject matter. Area Specialists write and publish

educational material and/or research that contributes to program objectives relative to UNCE's mission. These contributions should add new knowledge, facilitate the understanding of existing research results, and/or improve the ability of other educators to teach selected subjects. Such contributions include but are not limited to:

- Publication in refereed journals
- Publication of significant peer reviewed work such as curriculum guides, bulletins, etc. that are used by professionals inside and outside of the University system
- Publication of peer reviewed fact sheets that are used as an integral part of a comprehensive and high priority educational program
- Publication of abstracts in professional meeting proceedings
- Presentations at professional meetings

These contributions should be of sufficient importance and quality to bring national and/or regional recognition to the faculty member, UNCE and the University of Nevada.

Resource Development - Area Specialists are expected to actively pursue and develop the resources required to develop and implement UNCE programs to meet priority needs in their area or county relative to the mission of UNCE. Seeking external funding is an essential component of a faculty member's responsibility to expand programming and serve a wider audience. Grants may be for educational programs or research, but should focus on identified priority needs.

Expertise/Professional Development - Area Extension Specialists prepare and present professional programs and/or research at state, regional and national conferences to develop and demonstrate their scholarship, skills/expertise, and to interact with other professionals. They establish professional networks over a period of years that will enhance information networks and resources for programs and review of publications.

Leadership - Area Extension Specialists provide active leadership in their area of expertise and coordinate, deliver and evaluate programs. This is done through collaboration with Extension Educators, State Specialists and linking with other UNCE faculty, University campus faculty, and with other universities or agencies, and by initiating interactions to clarify issues, expand knowledge and resolve conflicts.

Professionalism - As University faculty members, Area Extension Specialists are expected to be positive, effective representatives of the University and UNCE at all times. They are expected to market UNCE programs to all types of audiences and promote the total mission of the University and UNCE through mass media, information technology and other forums to reach a wide audience. Faculty are also expected to be supportive of other UNCE faculty and administration in their UNCE program efforts, and work as a "team" member whenever possible. All work of UNCE faculty needs to be consistent with the philosophy, policy and overall educational objectives of UNCE.

Area Specialist's role statements should reflect those roles and responsibilities applicable during the time period covered by their role statement. It is understood, however, that a faculty member's emphasis on certain roles and responsibilities may vary from year to year as priorities for expectations are prioritized and planned for on an annual basis.

4/2003

Roles and Responsibilities for State Specialists University of Nevada Cooperative Extension (UNCE)

State Specialists are faculty funded by UNCE (typically campus based) who provide statewide support for UNCE faculty and programming through teaching/training, applied research, subject matter expertise, and who also conduct programming on a statewide basis in their subject matter. They are valued for their depth of knowledge, familiarity with current developments in their subject area and links to additional expertise in their departments, the University, the state and across the nation. State Specialists should have the ability to lead throughout the state and/or support needs assessments, resource acquisition, program development, impact assessments, as well as providing service to the University, profession and community.

While there is uniqueness in every UNCE position, a fundamental set of functions is held in common by all faculty and staff. These are defined from core values, which drive UNCE to fully engage the University with the people of Nevada. These fundamental functions encompass: 1) Assessing community needs; 2) Responding to the knowledge needs of various clientele or target audiences; 3) Assessing the impacts/results from those educational efforts; 4) Leading, participating in or supporting the search for new knowledge that is relevant to priority needs; 5) Searching for extramural funding to support needed educational programming and/or related research; and 6) Educating people with that new knowledge.

As a primary resource for Area Specialists and Extension Educators, as well as providing statewide program leadership, expectations for State Specialists include the following:

Needs Assessment - State Specialists systematically and continuously assess and document the needs in their subject matter on a statewide basis. They incorporate input from and collaborate with Area Specialists, Extension Educators, other University colleagues, citizen groups and others. They consider national, regional and state program priorities, and evaluate the needs identified relative to the mission of UNCE.

Program Development & Implementation - State Specialists exhibit leadership in developing and implementing statewide programs and/or curricula addressing priority needs, as well as developing and implementing programs and/or curricula with Area Specialists/Extension Educators. This includes regularly updating Area Specialists/Extension Educators and appropriate staff regarding trends, developments, ideas, and research results in their specific area of expertise as it relates to the needs of county and/or area educational programs relative to the mission of UNCE. State Specialists are expected to respond to requests for personal involvement in county and/or Area programs, including needs assessment efforts. They also provide input for Area publications and other educational materials in their area of expertise.

Impact Assessment & Reporting - Impact assessment and reporting is of critical importance in maintaining funding and support for UNCE. Therefore, State Specialists have a major responsibility to conduct impact assessments, report impacts for programs, and provide other administrative reports. This should be done in cooperation with Area Specialists and Extension Educators. Secondly, State Specialists are expected to provide advice and assistance, as appropriate, to Area Specialists and Extension Educators in assessing and reporting impacts of their programs.

Extension Research and/or Creative Activity - State Specialists are expected to conduct and report applied research that supports UNCE programs and relates to identified needs. Also, they are responsible for translating that research information into educational/creative programs for the people of the state, area or county relative to the mission of UNCE. Publications resulting from research

and/or creative activity can advance knowledge while simultaneously helping communities solve problems. Through both their published works and their statewide program leadership, they achieve regional and national recognition. Contributions by State Specialist include but are not limited to:

- Publication in refereed journals
- Publication of significant peer-reviewed work such as curriculum guides, bulletins, etc., that are used by professionals inside and outside of the University system
- Publication of peer-reviewed fact sheets that are used as an integral part of a comprehensive and high-priority educational program
- Publication of abstracts in professional meeting proceedings
- Presentations at professional meetings

Resource Development - State Specialists are expected to actively pursue and develop the resources required to develop and implement UNCE programs to meet priority needs in the state, area or county relative to the mission of UNCE. This includes resource development in support of area and county UNCE programs as well as statewide programs, and pursuing resources and external funding from their department, college, other University faculty, external organizations, grant sources and individuals. Resources may be in the form of funds, people or other contributions which enhance the development and implementation of UNCE programs.

Expertise/Professional Development - State Specialists are expected to be experts in their subject matter area, a readily available source of information and knowledge, and exceptional educators. State Specialists should enhance their educational competence and knowledge through active applied research which results in refereed publications relative to the mission of UNCE, and which directly supports priority UNCE educational programs. State Extension Specialists also prepare and present professional programs at state, regional and national conferences to develop and demonstrate their scholarship, skills/expertise, and to interact with other Extension and University professionals.

Leadership - Relative to the mission of UNCE, State Specialists are expected to provide active leadership for coordination, delivery and evaluation of research-based UNCE educational programs in their area of expertise that address the needs of the state. This will be done through collaboration with Area Specialists and Extension Educators, and by initiating interactions to clarify issues, expand knowledge and resolve conflict.

Professionalism - As University faculty members, State Specialists are expected to be positive, effective representatives of the University and UNCE at all times. They are expected to market UNCE programs to all types of audiences and promote the total mission of University and UNCE through mass media, information technology and other forums to reach a variety of groups and individuals. State Specialists are also expected to be supportive of other UNCE faculty and administration in their UNCE program efforts, and work as a "team" member whenever possible. Finally, all work of State Specialists should be consistent with the philosophy, policy and overall educational objectives of UNCE.

The above outline of general expectations applies primarily to State Specialists having a significant percentage of their appointment with UNCE. It may be modified or adjusted for faculty contracted for small contractual percentages to do specific tasks and/or over a limited period of time. Expectations for such faculty may be more limited and focused.

State Specialist's role statements should reflect those roles and responsibilities applicable during the time period covered by their role statement. It is understood, however, that a faculty member's emphasis on certain roles and responsibilities may vary from year to year as priorities for expectations are prioritized and planned for on an annual basis.