A. Introduction

The University of Minnesota Extension Service (Extension) delivers high-quality, relevant, and contemporary educational programs and information to Minnesota citizens and communities. The Extension network of researchers, educators, and volunteers addresses critical needs by focusing on issues where research-based education makes a difference.

Extension has served the interests of Minnesota since 1909. In 2002, the organization developed and implemented a plan that responds to 21st century priorities. The new mission statement reflects this commitment: Making a difference by connecting community needs and University resources to address critical issues in Minnesota. Extension continues to acknowledge its historic roots and the significant commitment to rural citizens and communities. Extension demonstrates this relevance with a higher per capita proportion of resources directed to programs in agriculture, leadership, natural resources and the environment as well as a substantial investment in youth development through 4-H opportunities.

Key elements of the vision for Extension in 2005 are:

- Solid reputation for quality
- Value-added University connections
- Expanded and diversified revenues
- Documented impact and relevance
- Commitment to diversity
- Renewed staff energy
- Efficient and effective delivery system
- Collaborative capability

Four themes serve as important guideposts for moving forward:

- Quality in research-based program content and support to deliver programs, which is Extension’s competitive advantage as an information source.
- Capacity of the Extension workforce and infrastructure to support those programs.

B. Update Major Long-Term Goals/Priorities from Previous Compacts

The Extension 2002-2005 strategic plan is a blueprint for change. Major accomplishments for the past year include:

- Strategies implemented toward the goal of reducing personnel costs from 90% to 75% of centrally allocated resources by 2005.
  - Reduced field staff by 43 positions
  - Reduced campus faculty by 5 positions
  - Reduced administrative positions by 5
- Reassignments and reallocations have moved the organizational priorities forward.
- Professional development provided for regional Extension educators (REEs) and county Extension directors (CEDs) oriented people to new roles; four two-day trainings have been held for CEDs since March.
- Administrative structure reorganized to align support systems with program development and delivery.
- Continued relationship building with county partners, specifically with county Extension committees and county commissioners through meetings at county level.
- 4-H coordinator positions funded in 75 counties across Minnesota.
- The new Extension knowledge and Extension business models are being implemented, resulting in reallocation of resources for strategic investment.
- Laptop computers provided for all 220 field staff along with training is a major strategic investment.
- Achieved organizational goal of one month’s operating expenses as a carry forward to provide flexible program dollars for investment.

Goal 1 Update: The New Extension Knowledge Model
The new knowledge model is designed to offer a more focused portfolio of high quality programs that will improve responsiveness to the changing needs of Minnesota citizens and communities.

**Actions taken: Program Audit**
Extension has completed an audit of programs and has identified ten featured programs, as follows:

- Business Retention and Expansion
- Dairy Modernization
- Dollar Works
- Food Manager Certification Courses
- 4-H Community Clubs
- Master Gardener Program
- Nutritional Education Program
- Positive Out of School Time
- Waste Water Education Program
- Winning the Game: Launch Your 2003 Marketing Plan

These ten programs were identified as a sample of some of Extension’s best programs that will be featured frequently in the media and on the Web site over the next year. The audit examined all aspects of the program’s quality and capacity to deliver and provided recommendations on ways the programs could improve.

**Actions taken: Program Investment**
Extension has established criteria for program investment for featured, emerging and ongoing programs. Program support funds are provided when the following criteria are met:

- Program is relevant to a critical local need in major parts of the state
- Program is based on the best-available research
- Program has a well-designed educational delivery method, including technology
- Program has a solid evaluation plan
- Program has a sensible communications and public support plan
- The project team proposing the program has sufficient capacity to implement it
- Program has a sustainable business plan or is working towards one if it is an emerging program
- Program follows all applicable University policies regarding grants and external sales
- Program includes new technologies
- Program addresses underserved audiences
- Program involves multiple disciplines and/or capacity areas

Preference criteria for allocation of funds include programs that integrate new technologies; address underserved audiences; and involve multiple disciplines and/or capacity areas.

Each of the five capacity areas has solicited proposals for program investments and is in the process of evaluating them. To date, $224,000 has been awarded to 21 programs. Ten of these programs were ongoing programs that needed additional investments to improve quality and address new audiences and eleven were new programs.

**Actions taken: Program Focus**
Program focus is essential for Extension to adequately invest in high quality programs. Extension’s plan calls for a continuous program review, to eliminate and replace 5% of Extension’s portfolio of programs each year. This past year, the number of programs has been reduced from 208 to 71, a reduction of 66%. This reduction was based on the following major criteria: relevance to a critical local need in major parts of the state; research-based, well-designed educational delivery method; sufficient capacity to deliver program; and sustainable business plan.

**Actions Planned**
- Explore the differences and implications between Extension educational programs and service.
- Expand the program audit to an additional 30 programs.
- Develop means to more closely integrate field staff into campus academic departments.
- Build stronger communication links between department heads and Extension administration.
- Study models of scholarship within Extension and their implications for evaluation.

**Financial Plan**
See financial plan outlined on attachment B.
**Goal 2 Update: The New Extension Business Model**

A compelling reason for change in Extension is that the current financial model is not sustainable and a new model has been developed. Moreover, the budget has provided very limited resources to access a broader spectrum of expertise across the University, develop new programs in response to critical issues, provide professional development, or invest in new technologies. The new business model calls for different strategies to support a focused portfolio of programs addressing critical issues and applying University expertise in ways that generate public value.

**Expected Outcomes**

- By July 2004, all programs expected to have business plans.
- By July 2004, realize $2.5M cost recovery through grants, contracts, fees, and gifts.
- By September 2004, all programs will be encouraged to generate external revenue equal to direct costs plus 5% of salaries and fringe of those involved in the delivery of the program.
- By December 31, 2004, all programs expected to establish the costs of their programs as part of their business plans.
- By 2005, realize a reduction from 90% to 75% of the centrally allocated resources committed to personnel costs, which compares with targets of 75-80%.
- By 2006, build a $3M strategic investment pool to support investment in programs, staff development, and technology. Date extended to reflect budget reductions.

**Financial Plan**

See financial plan outlined on attachment B.

**Goal 3 Update: The New Extension Delivery System**

Extension delivers programs through a multi-level distribution system to maximize campus-field synergies, ensure scholarship-based programs, and increase technology enhanced learning.

**Expected Outcomes**

- Clearly defined roles and responsibilities for all personnel, coupled with a meaningful process for performance evaluation to ensure accountability.
- Effective and efficient organizational structure to support high quality and relevant programs, with a local presence in every county.
- Models for program collaboration involving campus and field educators working together to deliver scholarship-based educational programs.
- Expanded use of technology as a tool to access information, enhance learning, and improve efficiency in program development and reporting. By 2005, 20% of Extension programs to be delivered using technology - current delivery is at 5%.

**Actions Taken**

- Developed new “Integrated Program Promotion and Needs Assessment” model for CEDs to identify means of connecting University resources with local needs.
• Built action plans within 18 areas of expertise teams, which included both REEs and campus-based state specialists.
• Provided 17 days of training for area of expertise teams.
• Developed instruments to support professional assessment by field faculty for 2002 calendar year and guide development of professional plans of work for REEs and CEDs in 2003.
• Developed vision for regional delivery model.
• Appointed a Regional Center Advisory Ad-Hoc group to determine criteria for location of regional centers.
• Provided an open process for Minnesota communities to submit an interest form addressing the criteria selected by the Advisory Ad-Hoc group.
• Announced the location of 18 regional centers on July 21, 2003.
  - Roseau, Crookston, Grand Rapids, Moorhead, Brainerd, Cloquet, Fergus Falls, Mora, Morris, St. Cloud, Andover, Hutchinson, Farmington, Marshall, Mankato, Rochester, Worthington, Albert Lea
  - Sixteen of the 18 regional centers are located in greater Minnesota; this continues Extension’s long time commitment to address agriculture and rural issues.
  - Each regional center will house 5-10 University of Minnesota staff.
  - Five regional centers co-located with current U of MN campus and/or research and outreach center.
• Over 75 educational programs offered through the regional delivery model.
• Developed new job descriptions for regional directors, directors of field operations and area program leaders.
• Reassigned staff to administrative positions when criteria and interest matched.
• Developed an open reassignment process for all Extension educators to express interest in regional educator positions, personnel decision-making based on meeting Extension program goals and deliverables while accommodating staff interests.
• Of the 160 regional positions, 96% filled through the reassignment process.
• Negotiating local positions for Extension staff who did not receive regional position.
• Provided two-day training session for staff in new roles with further training to be delivered via technology.
• Posted and in process of recruiting for 52 regional center support staff positions across the state.
• Open regional centers on January 5, 2004.

Actions Planned
• In calendar year 2004, continue rigorous training and professional development for staff in new roles; prepare individual professional development plan for all regional Extension educators and regional directors.
• In December-January, oversee transition work for move from county base office to regional center office.
• In December 2003, re-image all lap top computers with updated version of Windows and MS Office software, including wireless connectivity card to permit operation without cables at regional offices, campus and other locations that feature wireless access.
• In early January, train support staff to provide technical assistance for regional center technology needs.
• Develop a “Best Practices for Making a Difference” Web site to share the tools and best practices for delivering programs regionally.
• Provide additional training on the integrated program promotion and community needs assessment.
• Develop an online registration system and e-commerce system.
• Increase processes for campus Extension faculty to provide greater support and training for field staff.
• Continue gathering feedback to advise adjustments in implementation of Extension’s change plan.

Goal 4 Update: Outreach

Extension’s mission is outreach; and thus Extension serves the University by providing a delivery system statewide for outreach to occur. Extension is committed to work across the University, connecting the needs of Minnesota communities with the knowledge base and expertise in colleges, professional schools and coordinate campuses.

A few examples of exemplary outreach efforts of the past year:
• INFO U OUTPUTS: There were over 34,000 phone requests for information, 366 Somali language requests, 1,403 Spanish requests and 17 Hmong requests. There were 529,804 visits to specific topics on the Web site. Of this total, at least 13,000 people went to the
Spanish language documents, principally for information on food nutrition and safety and household concerns.

- A public opinion poll conducted by the University of Minnesota in December 2002 found that 23% of respondents (N=609) are involved in the University through use of Extension Services, only surpassed by 48% who are involved by attending cultural or sporting events.

- Community outreach and impacts: The New Immigrant Farmer and Farming Incubator Program, located at the University’s Rosemount Outreach, Research, and Education Park, is helping 518 Hmong, Hispanic, and African immigrant farmers and their families. During 2002, these farmers and their families produced vegetables to feed themselves and to sell to others in their communities on small plots at Rosemount. Fourteen farmers successfully passed the required test for a license to apply pesticides. Ten farm families now have the minimum two years of production and financial records to qualify them to get federal loans to buy farmland and four families have offered earnest money to buy 116 acres in Dakota County.

In Morrison County, 188 local citizens participated in the 5th annual five-week McFITNESS (Morrison County Feeling Incredible Through Nutrition) Challenge. 83% of the participants were female and 75% were in the 31-60-age range. 70% successfully completed the challenge to eat five fruit and vegetable servings daily, exercise 5 to 7 times weekly, and significantly reduce the amount of stress that they experience.

- Provided statewide education on 2002 Farm Bill: Extension educators conducted 198 meetings with 8,268 producers and 971 agriculture professionals attending; in addition over 4,000 individual consultations were also provided. This educational effort had significant financial impact for producers.

- Diversity outreach and impacts: In Kandiyohi County, “When Cultures Collide,” a program designed to encourage community inclusiveness, engaged more than 250 local participants in greater awareness of the challenges faced by newcomers, especially new immigrants. Participants learned communications skills to enable them to foster greater acceptance among others and identified community groups that they planned to involve in welcoming newcomers.

- Youth outreach and impacts: In Owatonna, Steele County, 84 Hispanic youth participated in Club Latino, a 4-H after school enrichment program with activities focused on their history and culture. Club Latino provided activities that help these youth become more connected to their school and other organizations, thereby gaining a feeling of belonging to the larger community where they now live. In another Owatonna school, 43 Somali and Sudanese youth also experienced a safe environment in an after school program that provided them with opportunities to have fun together, to learn, and to develop positive relationships with adult volunteers.

- Environmental outreach and impacts: On the White Earth Reservation in Mahnomen County, the Circle of Life Forest was registered in May 2002 as an official school forest with the Minnesota Department of Natural Resources (DNR)—the first school forest on a reservation in Minnesota. The Circle of Life School now has over 40 acres of forestland adjacent to the school that is available for outdoor class sessions. In October, a weeklong forest clean up was launched by Circle of Life students, teachers, and staff, in cooperation with the DNR coordinator and White Earth Tribal Departments, Conservation Corps volunteers, and University of Minnesota Extension staff. As a result, 13,650 pounds of trash were removed from the school forest and a one-mile trail was cleared and mapped by 80 volunteers who contributed 240 hours of labor to the project.

- Inter-College outreach and impacts: Woodlands Wisdom is a joint project between the Department of Food Science and Nutrition, College of Human Ecology, and six tribal colleges in Minnesota, Wisconsin, and North Dakota that are also 1994 land grant institutions. Craig Hassel, Extension Nutritionist, provides Extension leadership. The purpose of the project is to improve the nutrition and health of American Indians, to establish food and nutrition courses, and associate degree programs in food and nutrition science at the tribal colleges. Efforts completed during 2002 included providing each tribal college with a nutritional analysis of indigenous heirloom “Three Sisters” crops (beans, corn, and squash) and developing a framework for the food and nutrition curriculum.
Extension’s new CEDs make it more feasible for Extension to partner with units across the University that have outreach programs. We are currently exploring ways to do this with the Public Engagement Committee. As part of our new “Integrated Program Promotion and Needs Assessment Process” we are asking CEDs to make referrals to established University outreach programs. To facilitate this brokering we will be developing two three-page program information worksheets that outline the program objectives, audiences, benefits and costs.

Performance measures that represent Extension outreach initiatives
Extension collects participation data on all of its programs. According to the 2000-01 Accomplishments and Results report, 1,486,051 educational services were provided. The data for the 2002-03 USDA report will be available at the end of March and an update will be sent in.

Distribution of educational services by gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Females</td>
<td>52.8%</td>
</tr>
<tr>
<td>Males</td>
<td>47.2%</td>
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By racial/ethnic group:

<table>
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<tr>
<th>Group</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>White</td>
<td>74.1%</td>
</tr>
<tr>
<td>Black</td>
<td>9.8%</td>
</tr>
<tr>
<td>Am Indian/Alaskan Native</td>
<td>3.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Overall, the number of persons served in 2000-01 that are members of racial/ethnic minority groups totaled 25.9%. According to the 2000 census, racial/ethnic minority persons are now 11.8% of the total population in Minnesota.

Ways Extension communicates with and involves external constituents
Extension has a long and rich history of involving people and communities served by Extension outreach programs. Every county has a County Extension Committee established by law to provide oversight and program direction. Extension district directors meet regularly with County Boards of Commissioners to cultivate relationships with county partners, and Extension and the Association of Minnesota Counties (AMC) share a liaison position to further enhance linkages. The December 2002 AMC annual meeting included a special focus on Extension programs. Extension was invited to be the keynote presentation on the second day of the conference.

Extension administration seeks the advice and counsel on Extension programs and future directions through meetings with the Citizens’ Advisory Committee, a twenty-member group representing diverse populations from across the state. Meetings have increased from two to three per year, as the feedback for the change plan is critical to Extension administration.

Additionally, most educational programs offered by Extension involve the learner in planning, delivering, and evaluating the effort. Teaching methodology is typically interactive, thereby engaging participants in the learning process. Many programs employ a train-the-trainer approach, which expands outreach and builds leadership capacity of those who do teaching themselves.

Extension has an extensive communication network spanning every Minnesota county. Most county Extension programs include strategies to communicate using locally based media. Many educators have regular news columns and radio programs, and many are called on as content experts by area media. County Extension Web sites promote local activities and workshops.

Actions Planned
Extension administrators will meet with each county board and County Extension Committee (represents 174 meetings) in early 2003. The meetings will focus on the new Memorandum of Agreement between counties and Extension.

Goal 5 Update: Diversity

Increasing and demonstrating commitment to diversity in a sustained and system-wide manner has been an ongoing goal for Extension.

In July 2002, the USDA Cooperative State Research, Education and Extension Service Office of Civil Rights completed its review of both Extension programs and Extension practices.

- The scope of the review included Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (Nondiscrimination on the Basis of Sex), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. The comprehensive review entailed two USDA EEO/AA
officers on campus and in two counties for one week. Campus interviews were conducted with over 22 individuals, representing Extension administration, department heads, campus and field faculty.

• The report noted the following findings: “A review of personnel records showed that women are occupying and continue to move into leadership positions in the State Extension System.” (p. 4)

• “The University of Minnesota Extension Service has several written civil rights policy statements … which clearly sets forth Extension’s legal obligation and policy for the guidance of all employees and communities served by Extension. These written policies clearly add support to the institution’s affirmative commitment to equal opportunity, as well as a commitment to EEO and the delivery of Extension programs to all eligible customers.” (p. 4)

Five recommendations were outlined in the report:

1. “Renew and strengthen an integrated affirmative EEO recruitment program into the Extension employment process;”
2. “Develop and implement a personnel data file that identifies race, sex, and date of hire for all county support staff;”
3. Enhance and strengthen employment program to include procedures to assist in implementation and monitoring of affirmative outreach employment actions and periodic evaluation;
4. Continue to work to overcome underutilization and increase hires of minority professionals;
5. “Develop and carryout a comprehensive civil rights training program.”

Extension has used this audit and review process as an opportunity to expand its statement on diversity and dignity, develop “Guiding Principles on Civil Rights and Responsibilities,” and developed a list of 31 major diversity accomplishments (see attachment C).

Plans taken to increase diversity in Extension

- The Extension 2002-2005 plan affirms organizational commitment to provide programs that reach diverse, new, and historically underserved audiences; to create a workplace that reflects the changing demographics of the state; and to create a workforce climate and environment that respects differences and fosters the vigorous exchange of ideas.

- Cultural pluralism is a signature program for the Community Vitality capacity area. Minnesota is the first Extension Service in the country to identify this priority.

- Extension supervisors are completing the University mandated training for persons in supervisory, managerial, and leadership positions in Extension.

Goal 6 Update: Administrative Reorganization

The Extension 2002-2005 plan calls for a more effective and efficient administrative structure that is aligned with the new knowledge and business model and supports the new delivery system.

Expected Outcomes

- An organizational structure aligned to support the 2002-2005 plan.

Actions Taken

- After a two-day retreat in July, a new administrative structure was approved to align, support and implement the 2002-2005 plan.
- For each responsibility area, priorities were established and defined for roles, responsibilities and interconnections.
- Strengthened human resource office and functions
  1. Appointed a Director of Professional Development
  2. Appointed a Director of Organizational Development
  3. Established a permanent EEO officer
- Central HR is conducting a compensation review for REEs and CEDs, report to be completed in early 2003.
- Internal reallocation for staff and professional development funds was increased from $100,000 to $250,000 for fiscal year 2002-03.

Financial Plan

- The administrative reorganization will be completed within the parameters established by the new business model.

Goal 7 Update: Youth Development

4-H youth development programs have been a significant part of Extension’s history for nearly a century. The planning of the past year has affirmed the
importance of Extension 4-H and other youth development programs to people and communities across Minnesota.

**Expected Outcomes**
- Measure the quality, quantity, accessibility, and impact of the use of positive out of school time by Minnesota youth.
- Develop a quality portfolio of 4-H opportunities to help shape competent, confident, caring and contributing youth in Minnesota communities.
- Expand the capacity of youth, families, communities, and professionals to impact positively the learning and development of young people.

**Actions Taken**
- Developed set of goals and outcomes for each major component of work centered on making a difference in the quality, quantity, accessibility and impact of out-of-school programs and have 2003 plans of work based on these goals.
- Hired director and created Minnesota Youth Work Institute; produced two catalogs of symposia, non-credit courses, and trainings with McKnight funding.
- Hired and trained county 4-H program coordinators in 80% of the counties leveraging over $500,000 of additional county funding.
- Completed evaluation study of 4-H enrolled members showing they are more engaged, less likely to engage in risky behavior, and highly likely to get the supports and opportunities provided by the 4-H program.
- Opened new Urban Extension Youth Development Office near campus, hired new staff member, and built special urban and suburban teams to create appropriate site-based opportunities with partners.
- Offered over 50 hours of staff development to each new and existing 4-H and community regional Extension educator including use of new Community Zero collaboration software.
- Developed pilot of master Youth Development Volunteer program to strengthen volunteer base in 4-H.
- Staffed a youth policy task force with Representative Paul Marquart that created resolution, policy scan, and selection of Howland Endowed chair Dr. Andrew Hahn from Brandeis University.
- Held multiple events around state to celebrate 4-H Centennial including major extravaganza at State Fair honoring three, four and five generation families and outstanding volunteers.
- Appointed statewide Blue Ribbon Commission on the Future of Fairs and 4-H, and responded to recommendations of report.
- Worked with Minnesota 4-H Foundation to advance Campaign Minnesota’s $8M goal, with $1.1M left to raise.
- Leveraged $60,000 of Extension funding to advance the work of the President’s Initiative on Children, Youth and Families around out-of-school time and transitioning families.

**Financial Plan**
Extension will continue to make a $500,000 strategic investment of internal allocations to fund the 4-H program coordinators. This investment will strengthen 4-H Youth Development programs across Minnesota and leverages $500,000 from counties funding the 4-H program coordinator positions.
Extension invested an additional $90,000 to advance initiatives in urban youth development and children, youth and family.

Develop clear logic and allocation plan for a possible state 4-H program fee or membership dues that would provide funds for key, non-staff program investments.

Increase fees for selected 4-H activities and non-4-H programs to better capture appropriate share of costs and ensure ability to continue these efforts (e.g., state fair program)

Invested $10,000 in initial redesign of 4-H Clubs with additional $35,000 recently approved from the Youth Development capacity area emerging investment funds

**Goal 8 Update: Technology Initiatives**

Technology is a cornerstone of Extension’s 2002-2005 plan, necessitating crucial investments in technology infrastructure, staff capacity, and partnerships with other states. Extension will expand its use of technology to efficiently and effectively deliver information and programs to Minnesotans and to enhance the organization’s capacity. Three major technology goals for 2002-2005:

1. Enhance access to extension information
2. Expand quality-learning opportunities
3. Improve the efficiency and quality of Extension program development, evaluation and reporting

**Expected Outcomes**

- Enhanced electronic access to consumer information through Web and automated telephone response technology to provide answers to commonly asked consumer questions.
- Configure each new laptop computer for local dial-up and broadband network access and instruct staff regarding the use of the computers and managing e-mail while traveling.
- Deliver programming and staff development using Internet-based video conferencing equipment.
- Integrate Extension’s online programs with the new University Web portal.
- Increase Extension’s programs accessible through information technology from 5% to 20% by 2005. Benchmarks are established and progress to the goal will be tracked and reported on in future compacts.

**Actions Taken**

- Redesigned the Extension Web site to improve access to research-based information; upgraded search engine for better usability.
- In 2002 the site received 5.2 million visits, a 66% increase over 2001. This huge customer base of both one-time and repeat visitors represents a major opportunity for cultivating paying clients for programs and materials. Most commonly visited public pages were the Home page, Yard & Garden Line, Product Catalog, County Offices and INFO-U.
- Upgraded INFO-U to better serve counties as a consumer referral resource.
- In 2002, INFO-U delivered 30 new topics in English, of which 8 were added to the Spanish language (a 19% increase, 42 to 52 topics). In addition, 25 Somali topics were opened to the public and there was a 25% increase in Web-based Spanish documents.
- Purchased, set-up, distributed and trained staff on the 220 Extension laptop computers.
- Purchased Meeting Maker licenses for over 650 field faculty and staff; completed training on its use for all districts in 2003.
- Installed three video conferencing units to provide point-to-point connections with staff in the district offices.
- In 2002-03, the number of online courses and tutorials increased to 28 courses.
- Program Planning, Tracking and Evaluation systems were developed and provide the following set of newly created and integrated applications: 1) Accomplishments & Results; 2) Programs Database; 3) Program Tracker; 4) My Programs; 5) Workshops Database.

**Actions Planned**

- Develop an e-Extension plan and a distance education plan to expand distance education efforts.
- Participate in national e-Extension efforts.
- Integrate new technologies such as content management software and portal applications that will streamline Web processes, and increase visibility of our site and Web materials.
- Complete the development of five new technology enhanced programs in 2002-2003. A major effort in this area has been developing a partnership with OIT, CCE, University libraries, and AHC to pilot a
new-generation courseware product. Extension has taken a leading role in that effort and is designing the prototype program for the pilot.

- Train additional staff to use MP3 technology to reach audiences through radio messaging.
- Complete the processes to integrate and implement all of the components of the Program Planning, Tracking and Evaluation system
  - Performance appraisal – online annual self-appraisal system for REEs and CEDs.
  - Professional plan of work – will include data collection on individual roles and professional development needs on programs selected from My Programs.
  - Non-program related events – interface that allows staff to enter non-program related items
  - County Web site – interface that allows for content management of county websites.
  - Internal Capacity Area Website – interface that allows for content management of internal capacity area Web sites.
- Implement and integrate Program Marketing Templates/Reports, a set of online reports to assist faculty and staff to effectively communicate program purpose and outcome/impact to stakeholders.
- Enhance HR Directory to include staff development tracking, inventory of competencies, biographical information and performance data.
- Implement and integrate Contacts Database, a system where educators may enter and share contact data for the purpose of program mailings, etc.

Financial Plan
$90,000 of compact dollars awarded in 2001-02 will be used for technology initiatives and be supported by $100,000 of staff time for implementation and training.

C. New Long-Term Goals/Priorities

No new long-term goals/priorities are included for the 2003-04 year.

D. Enrollment Management
N/A

E. Facilities Issues
N/A

F. Financial Issues

See attached information: Attachment A, Major Revenue Sources for the University of Minnesota Extension Service; Attachment B, Extension’s financial plan for 2002-03.

ICR: The agreed upon ICR revenue estimate for the Minnesota Extension Service is $235,690 for fiscal year 2003-04.

G. Compact Development

Extension has a tradition of meaningful involvement in program development. The strategic planning effort, which represents the framework for this compact, has been an especially important time for the organization to involve all affected by the plan, including field and campus educators, staff, and administrators. Various consultative groups have been important to the planning effort, including the Extension Faculty Consultative Committee and the Extension Civil Service Consultative Committee. Professional organizations, especially the Association of Minnesota Counties and the Minnesota Association of Extension Educators, have played a meaningful and helpful role. The Extension Citizens’ Advisory Committee has provided useful feedback, as well.

The Dean meets twice a month with the Dean’s Cabinet, the representative group covering the key functions in the organization (human resources, financial, program, technology and external relations). The Dean’s Cabinet meets once a month with the five capacity area leaders, seven district directors, and communication director. The Dean also meets on a monthly basis with the district directors. The Dean meets on a nearly weekly basis with the associate dean, the human resource and professional development assistant dean, assistant director for finance and planning and the diversity and inclusion specialist.

H. Data Profile

As mentioned earlier in the compact, the USDA Cooperative State Research, Education and Extension Service, Office of Civil Rights, completed a thorough and comprehensive review of Extension facilities, programs and employment in July 2002. This is the data source Extension is reporting on (full USDA report available from the Dean’s Office).
As of July 2002, a total of 921 employees were in the Extension workforce:

- 58 or 6.3% of employees were minority employees
- 851 or 92.4% of employees were White
- 12 or 1.3% race was not recorded
- 21 or 2.3% of minority employees were in the professional/academic categories (6 Hispanics, 6 Blacks, 1 Native American and 8 Asians)
- 643 or 69.8% of the workforce were females

Between 2000-2002, Extension hired 164 employees of which 125 or 76.2% were females. Of the total new hires for this period, 11 or 6.7% were minorities. The highest number of minorities were hired in the professional/academic category, 5 or 3.0% (1 Black, 1 Hispanic, and 3 Asians). During this period, no minorities were hired in the civil service category; only 4 or 2.4% were hired in the technical category, 1 in the clerical category, and 1 employee in the county support staff area.

Data collected relative to promotion revealed that between 2000 and 2002, 49 employees received employment promotions. Of those promoted, 20 or 40.8% were White males, 25 or 51.0% were White females, and 4 or 8.2% were Black (2 males and 2 females). The records examined revealed that the promotion guidelines are justly implemented.

Interviews and record reviews revealed the Extension has what appears to be an active recruitment process in which Extension seeks to communicate their employment needs.

Analysis:
The review showed that women are occupying and continue to move into leadership positions in Extension. While Extension has reached the goal for women in the workforce, the continuing challenge is to increase the number of minority hires in the professional/non faculty category. Extension has had difficulty increasing the diversity of the educator ranks, in particular in non-urban areas. Some factors include the freeze on hires over the past year as well as the low employee turnover rate. The responsibility to increase the professional rank is being addressed in the change plan, through the establishment of the new community vitality cultural pluralism specialization, and by the new administrative team.

For a display of planning data related to the University of Minnesota Extension Service, refer to a link off the University Web site managed by the Office of Institutional Research and Reporting at http://www.irr.umn.edu. This site contains standard financial, staffing and student information.

I. Report Summary

Attachment A: Major Revenue Sources for Extension
Attachment B: Extension’s financial plan for FY 2002-03
Attachment C: Extension’s diversity accomplishments

### Historical Allocation Summary
FY1999 through FY03 Compact Investments

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<td>Educational Dev.</td>
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<td>4-H Lease (Real Estate)</td>
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<td>Staff Development</td>
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<tr>
<td>Org. Study &amp; Review</td>
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<td>Laptop Initiative</td>
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<td>825,000</td>
<td>100,463</td>
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### Central Allocation Summary – FY2003-04

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<th>FY2004 Amount</th>
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<td>Diversity Hire-Bridge (from EVPP Office)</td>
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<td>Total FY2003-04</td>
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<th>FY99</th>
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<th>FY02</th>
<th>FY03</th>
<th>FY04*</th>
<th>FY05*</th>
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<td>1430</td>
<td>Federal Formula</td>
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<td>$6,973,517</td>
<td>$6,977,490</td>
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<td></td>
<td>Ltr of credit amends rec'd in Univ fiscal year</td>
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<td>1854</td>
<td>County Funds</td>
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<td>$5,657,093</td>
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<td>Revenue recorded during fiscal year</td>
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<tr>
<td></td>
<td>Total</td>
<td>$33,395,539</td>
<td>$34,666,538</td>
<td>$35,569,582</td>
<td>$36,545,759</td>
<td>$38,386,225</td>
<td>$40,215,998</td>
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*Note: FY04 figures based on budget and estimated county funds; FY05 figures are estimates
BUDGET REDUCTIONS:

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<tr>
<th>Reductions</th>
<th>2000</th>
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<th>2002</th>
<th>2003</th>
<th>2004*</th>
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<td>Admin</td>
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<td>438,881</td>
<td>341,214</td>
<td>361,214</td>
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<td>Collegiate</td>
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<td>1,892,686</td>
<td>51,555</td>
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<tr>
<td>Total</td>
<td>807,358</td>
<td>975,485</td>
<td>341,214</td>
<td>2,993,689</td>
<td>510,552</td>
<td>5,628,298</td>
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*Projected

STRATEGIC INVESTMENTS AND INTERNAL BUDGET REALLOCATION:

1. Program Support
   - $600,000 to capacity areas (based on FTEs)
   - $300,000 for programs on emerging critical issues
   - $100,000 for matching grant funds and revenue generation

2. Human Resources
   - $125,000 in additional staff development
   - Appointed Director of Professional Development
   - Appointed Director of Organization Development

3. 4-H Program Support
   - $500,000 to support local 4-H program coordinators
   - $30,000 for each of 3 years to support urban youth
   - $60,000 investment to support CYF initiative

4. Technology
   - Purchase of 220 lap top computers for field staff
     - $100,000 compact
     - $200,000 Extension commitment
   - $40,000 for purchase of 6 poly com view stations
   - $50,000 investment to increase delivery of programs using technology;
     - $20,000 for content management system
     - $15,000 to develop course ware database for re-certification courses

**Note:** This financial plan represents the information as we know it for early February 2003. Extension investments will depend on state allocations for FY2004-05.
Attachment C - MAJOR DIVERSITY ACCOMPLISHMENTS
July 2002

1. The Community Vitality (CV) Capacity Area has, as one of its arenas of work, a Cultural Pluralism initiative. As far as we know, this is the first enterprise of this kind in the history of the Cooperative Extension System of this country. Currently, four Diversity and Inclusion Regional Extension Educators (REE’s) are specializing in this new program area. Eventually there will be seven REE’s serving the needs of all Extension's geographic regions in this emerging field.

2. Extension’s new Diversity and Inclusion Educators have developed a widely disseminated curriculum entitled “Minnesota Nice (MNice)” based on the premise that genealogical research leads to greater tolerance. Through this far-reaching initiative, Minnesota families and communities are being encouraged to pursue genealogical research in order to learn the importance of the indigenous as well as the immigrant experience to the fabric of American community life.

3. Extension’s new Diversity and Inclusion Educators have also developed a highly successful program entitled “Working with Hmong Families.” Through these efforts, hundreds of professionals have been trained to work more effectively with the growing Hmong population of Minnesota.

4. The composition of Extension’s Citizens Advisory Committee includes representatives of each ethnic/racial minority community.

5. The composition of the 4-H Foundation Board of Directors includes several representatives of historically underserved audiences.

6. Extension has created a new Latino Audiences Extension Educator position whose major responsibilities include appropriate linguistic and cultural access to Extension’s many and varied programs by this growing segment of our population.

7. Extension has developed three new posters designed to improve office environments and climates throughout the state by highlighting the contributions of African Americans, American Indians, and Hispanic/Latinos to the State of Minnesota. A fourth poster highlighting the contributions of Asian Americans will be developed next year.

8. Extension’s Masters Degree Cohort Program, developed specifically for Extension Educators in cooperation with the University of Minnesota-Duluth, has a curriculum that is intentionally focused on diversity and inclusion issues in Extension work. Nearly 30 Extension Educators have gone through this program in the recent past.

9. Extension has established a New Immigrant Farm Program to promote agricultural and horticultural practices among recent immigrants coming from agrarian backgrounds to Minnesota. The main focus of this new effort is on improving the production and profitability of their agricultural operations.

10. Extension has contributed significantly to the Pathways for Educational Partnerships (PEP) initiative, an innovative and award-winning collaborative outreach program between the University of Minnesota and several American Indian Reservations in Minnesota.

11. The White Earth Indian Reservation Science and Math Summer Program, a unique collaboration between the University and the Reservation, received the USDA Secretary’s Honor Award in 2001. This program has recently received a significant grant from the Toyota Foundation to continue this important work with Reservation youth.
12. The Center for 4-H Youth Development has established a new Multicultural Youth Development Educator position to provide leadership in the conceptualization, design, and implementation of innovative programs to reach diverse youth throughout Minnesota.

13. The Center for 4-H Youth Development has created the Minnesota Multicultural Youth Corps, a premier multicultural youth leadership development program.

14. In collaboration with the Blandin Foundation, the Center for 4-H Youth Development has also created the Youth Leadership for Vital Communities Initiative to work within Minnesota communities that are experiencing significant demographic change.

15. 4-H Youth Development programming is taking place in many urban, suburban, and rural contexts with historically underserved populations as well as new immigrant audiences. American Indian, African American, Asian American, and Hispanic American youth are participating in these multiple opportunities, as are new immigrant populations coming from such nations as Ethiopia, Somalia, Sudan, Russia, Tibet, Vietnam, Laos, Cambodia, El Salvador, Mexico, and many others.

16. Info-U, Extension’s telephone consumer help line and web-based fact sheets, today has many of its offerings in the Spanish language and is a national leader in this emerging area. Somali and Hmong offerings will follow in the very near future.

17. A new Urban Community Leadership Development Program, presently in the conceptualization stage, will target emerging leaders in communities of color within Minnesota’s urban corridor.

18. An Extension-wide professional development conference held on May 15, 2001, focused primarily on diversity and inclusion issues within the organization. A video produced specifically for this event has received wide national exposure.

19. In 1999, Extension staff underwent significant training in the gay, lesbian, bisexual, and transgender (GLBT) area. The University’s GLBT Office assisted in sessions conducted at strategic locations throughout the state.

20. During the spring of 1998, Extension led a major resistance to a legislative challenge to equal access and opportunity for gay and lesbian youth and volunteers involved in the 4-H Program. The particular circumstances took the form of numerous media interviews (mainly radio and newspaper) from across the state as well as a major struggle in which salary increases for all University faculty and staff were held hostage by the Minnesota legislature in an attempt to get 4-H to change its position. There were also attempts to add 4-H to the “exemption” clause for Minnesota youth organizations not having to admit gay and lesbian youth and volunteers to their ranks. Many other youth organizations expressed admiration and gratitude that Extension had maintained its position in light of such overwhelming public and legislative pressure, allowing them to further advance this issue with their own boards of directors.

21. Extension’s campus and field faculty of color were invited to a two-day gathering during the summer of 2001 to address issues of concern. As a result, they have created an internal organization named “The Circle.” A similar organization, named “The Allies,” and created for GLBT staff and friends also exists.

22. In June 2002, nearly all administrators, managers, supervisors, and persons in leadership positions within the Extension organization underwent training on the legal and ethical issues arising out of the employment relationship. This training session included updates on Civil Rights laws and statutes.

23. Extension has had a long-standing commitment to the diversification of its staff. In the University’s compact process, Extension has agreed to increase the representation of persons of color in the Extension Educator (Professional and Administrative [P&A] personnel classification) workforce to 8% of the total. In the other protected categories (women and minorities) as well as personnel classifications (P&A, Civil Service, Bargaining Units), Extension either meets or exceeds the Affirmative Action goals for the composition of the workforce.
24. Extension’s Supporting Community Diversity (SCD) leadership development program in southwestern Minnesota has been highly successful in developing leadership capacity to positively influence the course of events in communities undergoing significant demographic change.

25. In the coming months Extension will begin county-based community assessments that will shape plans of work and influence research and program priorities in the future. There will be an intentional effort to include historically underserved audiences and populations in the community assessment process.

26. Extension’s annual performance evaluation instruments ask specific questions of staff pertaining to their work with historically underserved audiences as well as their individual efforts at staff development in the areas of diversity and inclusion. Additionally, diversity efforts are regularly used as criteria for staff promotions as well as compensation adjustments.

27. Extension has an annual Distinguished Diversity and Inclusion Award to honor individuals and/or groups whose special professional and programmatic efforts in the area of diversity and inclusion merit significant organizational recognition.

28. In 1999, Extension’s Southwest District held a major “Understanding and Dismantling Racism” multiple-day workshop for all staff. This event served as a catalyst for renewed work with historically underserved audiences in a geographic region of the state that has undergone significant demographic change in recent years.

29. Extension holds an annual Leadership and Diversity Academy to provide continuing educational opportunities for staff in these important, difficult, and complex areas.

30. Many Extension educators and administrators have participated in the National Extension Leadership Development (NELD) program at the regional as well as national levels. These leadership development programs intentionally emphasize issues of diversity and inclusion in their core curriculum.

31. Many Extension educators and administrators have participated in continuing staff development opportunities in the areas of diversity and inclusion through nationally recognized training and development organizations in this field, such as the National Training Labs (NTL), Power and Systems Inc., The People’s Institute, The Summer Institute for Intercultural Communication, The Society for Intercultural Education, Training, and Research (SIETAR), and others.