

A
GUIDE TO
SUCCESS
for
Colorado State University
Extension Faculty

Updated March, 2013

ACKNOWLEDGMENTS

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Issued in furtherance of Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture, Deborah J. Young, Director of Extension, Colorado State University, Fort Collins, Colorado, Extension programs are available to all without discrimination. To simplify technical terminology, trade names of products and equipment occasionally will be used. No endorsement of products named is intended nor is criticism implied for products not mentioned.

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LETTER FROM THE DIRECTOR



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March 2013

I am pleased to say, "Welcome to Extension!" Extension is a division of the Colorado State University Office of Engagement. Designed to meet the unique needs of each of the 61 counties we serve, Colorado State University Extension offers a wide variety of programs and educational classes. We teach people how to apply science-based information in their daily lives in order to make informed choices about everything from personal finances and healthy living to community issues. We do this in the context of their perspectives and values. Colorado State University Extension has been assisting Coloradans across the state since 1912. We are part of the land-grant university system nationwide. We draw from the University's research-based resources to strengthen community partnerships, boost the economy, engage families and youth, and enhance our quality of life. We also seek to help Colorado's communities to address their pressing issues through community facilitation. We operate within a decentralized organizational structure that is attentive to the needs and desires of communities we serve.

A principal element of your introduction to Extension is our new staff orientation program. With both web-based and face-to-face orientation, we provide you with an initial understanding of the values, responsibilities, and operation of Extension. Many other opportunities will complement your learning process. I encourage you to take the initiative to establish mentoring relationships and develop your own learning experiences in addition to those we have structured for you.

We are very pleased that you have chosen to join and work with us on behalf of CSU and the people of Colorado. Best wishes for a successful, challenging, and rewarding Extension career.

A handwritten signature in black ink that reads "Louis E. Swanson".

Louis E. Swanson
Vice President for Engagement and Director of Extension

Colorado State University, U.S. Department of Agriculture and Colorado counties cooperating.
Colorado State University Extension programs are available to all without discrimination.

WELCOME!

Welcome to Colorado State University Extension. It is our sincere desire for you to be successful in our organization.

This *Guide to Success* is designed to acquaint you with Colorado State University Extension. Feel free to use the checklists, write in it, and copy any parts.

This is a reference. Gain an overview the first time through; then refer to it as questions arise. It will be a primary reference for your orientation to Extension.

Guide to Success has been prepared especially to help you become a success in your new position or location. This guide is designed to reflect the fact that each new employee has a different background and different questions to ask. Your supervisor is responsible for guiding you in finding answers to those questions. As a professional Extension employee, it is your responsibility to communicate your specific needs to your supervisor so a proper response can be made. In return, you will need to be receptive to your supervisor's efforts to assist you. Colorado is a state with a great diversity of people and environments. To function in a state of such variety we need flexibility and communication within our Extension team.

We are pleased you chose Colorado State University Extension for your employment. Extension has been, and is, a rewarding career for hundreds of professionals. We are proud of Extension in Colorado and we're glad you've joined our team!

OBJECTIVES OF THIS GUIDE

This document is designed to:

1. Assist you and others with whom you live to achieve a successful transition into a new personal and work environment.
2. Provide you with a guide to resources and information.
3. Help you understand the history and philosophy of Extension.
4. Familiarize you with the organization, policies, and funding of Extension.
5. Acquaint you with the Extension staff and their roles.
6. Provide information about Extension marketing philosophy and communication systems.
7. Encourage your attention to continuing professional excellence.

TRANSITIONS

PERSONAL

Your supervisor and fellow staff members are a part of your job family. As such, it is reasonable to expect help from them to get yourself and/or your family settled into a normal life pattern in your new community. In most cases, your fellow staff members have lived in the area for some time. They are familiar with the people, services and facilities that can help you adjust to your new situation.

We understand that personal needs can impact your ability to work effectively. We encourage you to share any concerns or questions you have with your supervisor.

The following checklist may be helpful to you in getting settled. You undoubtedly will have items to add.

Personal Needs Checklist

- | | |
|--|--|
| <input type="checkbox"/> Communication of arrival time and place with supervisor | <input type="checkbox"/> Stores and public facilities |
| <input type="checkbox"/> Available housing—names of realtors | <input type="checkbox"/> Points of interest |
| <input type="checkbox"/> Temporary housing (if needed) | <input type="checkbox"/> Child care |
| <input type="checkbox"/> Transportation (if needed) | <input type="checkbox"/> Arrangements for family to meet work associates |
| <input type="checkbox"/> Utilities | <input type="checkbox"/> TV Hookup (cable) |
| <input type="checkbox"/> Telephone | <input type="checkbox"/> Who to meet for financial assistance should you need it |
| <input type="checkbox"/> Mail | <input type="checkbox"/> Health care providers |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Other (your own list communicated to supervisor) |
| <input type="checkbox"/> Assistance needed for ‘moving in’ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Schools | <input type="checkbox"/> Other _____ |

YOUR POSITION

In general, each part of this guide points toward helping you understand why you were hired. The purpose of this section is to deal directly with your position, job responsibilities, duties and roles. You will recognize many of the activities related in this section as things you will be doing the first few days on the job.

Suggested Activities

1. Review

- Your position announcement
- Position descriptions of others in your office
- Information on the demographics and diversity of your location
- Current plan of work (state, regional, county)
- Impact Statements, quarterly reports, and other documents to learn of past accomplishments and success stories
- Extension Handbook
- Academic Faculty and Administrative Professional Staff Manual

2. Visit with your immediate supervisor to review the existing calendar for the coming year and his/her program and administrative responsibilities. Visit with your coworkers to understand their responsibilities and how you will inter-relate.

3. Mentor Program. The mentor program for new Extension staff is designed to help new staff learn about the Extension profession and how to be successful. It is part of the total new staff orientation process and is intended to complement the responsibility of your supervisor who is the primary person in your orientation process. The official mentor program functions for your first 12 months on the job. A mentor will be assigned to you soon after you begin your job. See page 4 of *A Personal Journey for Professional Growth Workbook* for additional information on the mentoring program.

4. After reviewing your position description, discuss your responsibilities with your supervisor and others. Prior to or during your first annual performance appraisal, prepare a position description using the following outline:

- Name, title, position, location and date
- Major program areas of responsibility
- Major duties and/or activities expected in the major program areas
- Areas of joint responsibility with other staff members
- Duties and/or activities in joint endeavors

(See general position descriptions in Extension Handbook for general format.)

FIRST ASSIGNMENTS

Your first few days on the job may be hectic and confusing. You may begin work in the midst of several ongoing programs which are part of your responsibility. Use the following outline with your supervisor to help you get started. This procedure will help you remember what you are to do and provide you with a record of what you have completed so that you can discuss the process with your supervisor or fellow staff members at a later date. You probably will have questions about the events or assignments. By all means ASK!

Date _____

Immediate Responsibility Outline(s)

Event or program (Situation) _____

My responsibilities (Extension Action) _____

Time frame

Key contact people _____

Immediate goals: (Impacts Achieved) _____

Future plans based on evaluation:

ORGANIZATIONAL AND OFFICE PROCEDURES CHECKLIST

The following checklist provides a systematic method to become oriented to your office and organizational procedures. This list is general in nature and may not be in the order you discuss the items. Some items may not apply in all locations.

Date discussed or completed:

- _____ 1. Working hours
- _____ 2. Parking arrangements
- _____ 3. Keys for, and general information about building, office, restrooms, storerooms, janitorial services, etc.
- _____ 4. Coffee and refreshment arrangements
- _____ 5. Telephone procedures, placing long distance calls, credit cards, etc.
- _____ 6. Handling incoming and outgoing mail (times, procedures, who, where)
- _____ 7. Fiscal procedures: grant funds, local non-appropriated accounts, signatory authority/ procedures, purchasing supplies and materials; office budgets and travel allowances
- _____ 8. Staff meetings (dates, times, locations, responsibilities)
- _____ 9. Mailing requirements and responsibilities
- _____ 10. Secretarial procedures and responsibilities
- _____ 11. Inter-office communication (routing mail, keeping supervisor informed, keeping office informed about schedules and location, teamwork)
- _____ 12. Professional scheduling
 - _____ Varying work hours as agreed to by supervisor
 - _____ Personal errands
 - _____ Communication with other staff
- _____ 13. Civil rights procedures and expectations, diversity plan, affirmative action (refer to Affirmative Action Review procedures available from your county or regional director)
- _____ 14. Salary procedures (pay period, salary increases, performance evaluation, job counseling, grading system, professional opportunities)
- _____ 15. Special procedures
 - _____ Moving expenses (if unclear)
 - _____ Probationary period
 - _____ Requests for leave (official, annual, sick)
 - _____ Tenure policy
 - _____ Travel approval

- _____ Monthly itinerary
 - _____ Reports (statistical, narrative, annual, COERS)
 - _____ Plan of Work
 - _____ Evaluation and accountability
 - _____ Specialist requests
 - _____ Expense account
 - _____ Ordering audio-visual aid equipment and other materials and equipment
 - _____ Obtaining and using vehicles
 - _____ Insurance and personal or government liability
 - _____ Youth Protection Policy
- _____ 16. Benefits
- _____ Use of sick leave and annual leave
 - _____ Official holidays
 - _____ University faculty club
 - _____ University library
 - _____ University bookstore
 - _____ Study/Educational Leave
- _____ 17. Filing system
- _____ Explanation of office system
 - _____ Suggestions and help in developing a personal system
 - _____ ‘Spring housecleaning’ if in order
- _____ 18. Explanation and use of available office equipment including computers, audiovisual, fax, copier, etc.
- _____ 19. Internal communication systems
- _____ 20. Office emergency procedures
- _____ 21. Office, building, grounds and area tour
- _____ 22. Mailing lists
- _____ 23. Office relationships with other co/located offices
- _____ 24. Office celebrations
- _____ 25. Legal/liability procedures pertinent to office
- _____ 26. Available meeting rooms and scheduling procedures
- _____ 27. E-mail procedures, technology support, website addresses
- _____ 28. Vehicle Use—county, state
- _____ 29. Other (identify)

BUILDING RELATIONSHIPS

Your success in this new job may well depend upon how quickly you become acquainted and develop credibility with the people who are key to your job. Becoming a trusted source of information takes time and effort but your first meeting with an individual is critical to establishing a good future relationship. Your credibility with that individual will develop as you continue to interact. But first, two steps are necessary: identification of 'key people' as determined by your job responsibilities and a systematic attempt by you to meet those individuals.

Your supervisor, fellow staff members, and even your predecessor (if s/he is available) can be helpful in getting you started with this process. They can provide prepared lists of people for you to meet, help you establish priorities (meeting everyone requires a great deal of time), go with and introduce you to clientele and key people (at least in the beginning) and review your progress. Continued communication among staff is very important. You may also want to review previous files for key contacts.

Meeting people is a continuous, and for the most part, natural process throughout the orientation period. The people you meet will not all be limited to those on prepared lists. Therefore, it may be helpful to you to keep a record of people you've met, especially if you have difficulty remembering names.

The following outline and worksheet provides you with a procedure for becoming acquainted and building relationships with people in your community. Your supervisor, co-workers, and mentor can assist you in identifying the people that can provide access to groups and individuals. You will want to review the demographics of the area of your responsibility and become familiar with the area's diversity, such as ethnicity, age, socio-economics, etc. as you begin your planning.

Area or County

1. Local elected and/or appointed officials (legislators, commissioners, mayors, city council members, assessors, sheriffs, school board members, etc.)
2. Advisory committee members (resource development groups, commodity organizations, youth council representatives, family and community education organizations, etc.)
3. Chambers of Commerce - city/minority (officers and managers)
4. Government agency representatives (Forest Service, NRCS, health department, etc.)
5. Church groups, service clubs and community action groups (officers and leaders)
6. Field staff located in other counties (agents, area and/or regional specialists, agent association officers, etc.)
7. School leadership (superintendent, principals, etc.)
8. Non-profit organizations
9. Community leaders
10. Community centers
11. Other

ORGANIZATIONAL INFORMATION

Take your time in covering this list.

Date Completed

- _____ 1. Review the materials you received upon application.
- _____ 2. Review the information covered in the *Extension Handbook* and the *Academic Faculty and Administrative Professional Staff Manual*, and the University Diversity Plan.
- _____ 3. Materials to be reviewed and subsequently selectively read according to your position. (All should be available in all Extension offices.)
 - _____ *A Personal Journey for Professional Growth*
 - _____ *Extension Resource Center Publications Catalog*
 - _____ Extension Diversity Strategic Plan
 - _____ *Promotion Handbook*
 - _____ *Targeting Audiences* Notebook
 - _____ State and Unit POW including EEO and Civil Rights/Affirmative Action Plans
 - _____ Resource notebooks/ materials as appropriate for your subject matter; for example:
 - ABM Resource Notebook
 - Colorado 4-H Youth Development Handbook*
 - Youth Protection Policy
 - _____ Communication Materials such as:
 - Director's Update
 - Newsletters
 - Annual Report for Extension
 - Extension Directory
 - _____ Others (as identified by immediate supervisor)
- _____ 4. Extension organization (discuss with immediate supervisor)
 - _____ Administrative structure and individual responsibilities
 - _____ Organization of state specialists (program areas, department heads, colleges, etc.)
 - _____ Regional organization (committees and officers)
 - _____ Agents/specialists associations
 - _____ Epsilon Sigma Phi
 - _____ Other professional associations (subject matter focus)

- _____ 5. Campus procedures and organization
 - _____ Publication distribution procedures, policies and costs
 - _____ Services provided by Colorado State University Communications and Creative Services (publications, bulletins, video, audio) and University Resource Center
 - _____ Laboratory services (diagnostic, soil, water, etc.)
 - _____ Services provided by Instructional Services (audio-visuals, etc.)
 - _____ Library privileges
 - _____ Other university privileges, see Faculty Manual
 - _____ Established communication procedures, i.e. voice mail/e-mail

_____ 6. Review current *Performance Appraisal Form*

_____ 7. List resource materials common to your particular position or job responsibility

_____ 8. Others

HISTORY OF EXTENSION

Extension is an organization that has a rich history and a challenging future. It was created by passage of the Smith-Lever Act by Congress in 1914. The role and mission of Extension can be found in the *Extension Handbook*. Legislation establishing Extension and the milestones in its development are also found in the *Handbook*. Additional information on the history of Extension and Land Grant University can be found in:

Hansen II, James E., Beyond the Ivory Tower; A History of Colorado State University Cooperative Extension, Colorado State Cooperative Extension, 1991

Hansen II, James E., Democracy's College in the Centennial State: A History of Colorado State University, Publisher's Press, Utah, 1977

Kelsey, Lincoln D., and Cannon C. Hearne, Cooperative Extension Work, Comstock Publishing Associates, New York, 1963

The National Association of State Universities and Land-Grant Colleges, Serving the World: The People and Ideas of America's State and Land-Grant Universities, National Research Service, Washington D.C., 1987

Wessel, Thomas and Wessel, Marilyn, 4-H: An American Idea – 1900-1980, National 4-H Council, Maryland, 1982

PHILOSOPHY OF EXTENSION AND THE LAND-GRANT MISSION

The land-grant mission of Colorado State University is to provide teaching, applied research and extension for the diverse citizens of Colorado and was the guiding philosophy for the establishment of the University in 1862.

Extension is embedded in this philosophy and is the major off-campus educational arm of the university to meet the needs of specified and targeted clientele groups. This University is dedicated to the cause of teaching people through demonstrations, extending new technologies, and fostering learning by doing. It is the responsibility of each Extension faculty member to provide current information based on research and experience to help clients solve their individual problems. Tailoring and synthesizing the information must be done to fit each situation.

ORGANIZATION

Extension at Colorado State University is a partnership of federal, state, and county government. The three partners are involved in the funding of Extension as well as program development based on national, state and local initiatives.

Extension at the federal level is administered by the United States Department of Agriculture through the National Institute of Food and Agriculture (NIFA) formerly the Cooperative State Research, Education, and Extension Service (CSREES). Information on NIFA and a national directory of Extension personnel can be found online at www.csrees.usda.gov.

An important partner in the Extension educational process is the Association of Public and Land-grant Universities (APLU) formerly the National Association of State Universities and Land Grant Colleges (NASULGC). More information on APLU can be found on their web site at www.aplu.org.

Extension at the state level is administered by the Colorado State Board of Agriculture through Colorado State University. See the *Extension Handbook* or the website www.ext.colostate.edu for an organizational chart and regional map.

County or area involvement with Extension consists of funding the physical facility, operating costs, support staff and a portion of professional salaries. Refer to your county or area Memorandum of Understanding (MOU) with Colorado State University Extension for more information on your specific situation.

FUNDING

Funding is a federal-state-local partnership linked through Colorado State University.

Federal funds for Extension are determined by the Congress of the United States. Smith-Lever 3b & 3c funds support the on-going efforts of the Extension program. Programs and projects supported by special federal funds such as EFNEP and IPM receive 3d funds. Federal funds are reappropriated yearly.

State funding is part of the Colorado State University budget and is appropriated by the Colorado legislature yearly. Preparation of the state Extension budget request is the responsibility of Extension administration.

County funds are determined yearly by county commissioners. Each county/area budgeting process is unique to the county/area. You will want to visit with your supervisor regarding your specific county's funding for Extension.

On average, federal funding makes up approximately 19 percent of the total Extension budget in Colorado. State funds contribute 36 percent, county funds add 38 percent and other outside funding makes up the balance. Colorado has one of the highest proportions of county funding of all the states. In recent years contracts and grants have increased significantly and added to the overall level of funding for Extension.

Fiscal years—Each of our funding partners has a distinct fiscal year. The coordination of these years make funding and fiscal management a challenge for Extension. Counties: January 1-December 30; State of Colorado: July 1-June 30; Federal Government: October 1-September 30.

OTHER FUNDING SOURCES:

Sponsorship—Funding from the private sector (businesses/individuals) can be helpful in providing funding for specific program efforts (printing, folders, lunches, etc.).

Grants—A variety of grants are available for special project funding. For appropriate procedures check with the Colorado State University Office of Sponsored Programs.

FUNDING RESOURCES.

Colorado 4-H Youth Foundation, Inc.—This office raises funds specifically for support of the 4-H program in Colorado and provides the tax-exempt status for 4-H in Colorado. (Phone 970-491-6421) Additional information on the tax-exempt status of 4-H is available on the Colorado 4-H website: <http://www.colorado4h.org/>

Office of Sponsored Programs—All funding that results from a contractual arrangement (grants, contracts) flows through this office. (Phone 970-491-6355)

Non-appropriated funds—(Cash collected, i.e., 4-H enrollment, workshop fees, etc.) Refer to the *Extension Handbook* (<http://www.ext.colostate.edu/staffres/handbook/index.html>), as well as, the *Local Non-Appropriated Funds Accounting Manual*. (<http://www.ext.colostate.edu/staffres/handbook/sec9-fiscal.pdf>).

ROLES AND RESPONSIBILITIES

SUBJECT MATTER SPECIALISTS

Subject matter specialists are located in appropriate departments at Colorado State University, and are supervised by the department head in cooperation with the appropriate Extension administrator. 4-H specialists are located in the state 4-H office and are supervised by the Assistant Director 4-H/Youth Development. Not all specialists are 100% Extension employees. Refer to the Extension directory for the most current information on specialist Extension time.

General Roles and Responsibilities

Within the specialist's area of program responsibility/discipline(s):

1. Maintain subject matter expertise.
2. Keep county/area faculty regularly informed of research-generated technology and interpret (synthesize) research into formats useful for citizen education.
3. Provide agent in-service training.
4. Conduct presentations and/or assist local agents in delivering public educational experiences when possible considering other commitments.
5. Produce and make available educational materials.
6. Cooperate with other subject matter specialists and county/area faculty to develop and conduct interdisciplinary educational experiences.
7. Contribute to at least one state plan of work team.
8. Assist county/area faculty with state and regional needs assessments.
9. Perform research, produce scholarly works, and publish in a variety of media.
10. Provide information to the general public, commodity groups and professional users of disciplinary information.
11. Provide on-going, research-based information to a variety of audiences, including federal, state, and local entities, regulatory systems, legislative bodies, etc.
12. Support Extension personnel in the development of appropriate plans of work to respond to discipline issues.
13. Identify and analyze demographic/economic/social/environmental trends and program issues/challenges important to Colorado citizens and communicate these to Extension personnel.
14. Assist Extension personnel in identifying professional print, electronic and organizational sources of research-based information.
15. Build and maintain relationships with others in Extension for communicating suggestions/observations of local program issues.

COUNTY/AREA EXTENSION STAFF

County or area Extension staff represent Colorado State University and the United States Department of Agriculture Extension System.

As county/area residents, Extension professionals are in strategic positions to identify needs and opportunities and to make available the resources of Colorado State University to address local issues.

The duties of the county or area Extension professionals are many. County/area staff stay alert to the social, economic and political changes that vitally affect the lives of the people they serve. They are in a position to quickly identify the appropriate response(s) and available Extension or outside resources, or act as a facilitator or catalyst for problem solving.

County/area staff have the role of the professional in their field as well as being a link between the client and other Extension faculty (including specialists).

Roles and Responsibilities

1. Maintain a public office where people may visit, telephone, or write for research-based information that relates to agriculture, family life, youth development and community issues.
2. Develop and maintain the necessary staff (including volunteers) to help determine and carry out the county or area Extension program.
3. Maintain effective communication with Extension supervisors and boards of county commissioners and others where appropriate.
4. Provide leadership, along with local input, in the development and execution of a county Extension program.
5. Cooperate with local agencies and organizations where common goals and concerns exist.
6. Keep up-to-date professionally through professional improvement activities.
7. Provide leadership in the evaluation of the county Extension program.
8. Maintain effective communication with subject matter specialists regarding program needs, implementation and results.
9. Maintain a commitment to personal and family goals and happiness.

COMMUNICATION SYSTEMS

“I know that you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.”

Communication is the active transfer of information involving a sender, message, receiver and a response. Effective communication is essential for successful Extension programming. As an Extension professional, you can become overwhelmed by the amount of ‘communication’ and information that comes across your desk—printed material, e-mail, voice mail and junk mail!

Some of the most important communication tools to Extension work include:

- Director’s Update (weekly electronic communication from the Director’s office)
- Comment* (the Colorado State University faculty newsletter)
- Peak Performance* (Colorado Extension’s quarterly staff development newsletter)
- Journal of Extension* (national electronic Extension publication),
- Agricultural Research* (USDA digest)

In addition, there is a wide variety of department, specialist, and agents’ association newsletters and professional journals in each of the disciplines for which Extension has responsibility.

Assistance with your own communication tools is available through the Colorado State University Communications Department for the design of mastheads, stationery, transmittals, and newsletters. Help with news releases, announcements and press releases is also provided. Technology staff can help with electronic lists, e-mail, and computers. Extension printed materials are available through the University Resource Center (URC).

Effective communication tools used with clientele, Extension faculty, supervisors, advisory boards, and others are necessary for successful Extension programs. Make the most of those tools you find effective in personal and clientele communications and make time to keep yourself well-read, up-to-date, and informed about the tools available to you.

PERSONAL SKILLS FOR PROFESSIONAL EXCELLENCE

Colorado State University Extension is committed to the personal and professional growth of every individual involved in the organization.

Therefore, a dynamic system of diverse staff development opportunities, designed to enhance people, process, and technical competencies, is available to all.

As a result, competent and respected employees are better prepared to meet the changing educational needs of Colorado residents.

A comprehensive staff development program embraces the educational and developmental needs of all staff in the organization. These needs provide the basis for the staff development program. In *A Personal Journey for Professional Growth Workbook* you will find suggestions for developing your personal professional improvement plan, including short-term and long-term goals. You will receive a copy of this workbook at new staff orientation.

From an organizational perspective, the purpose of staff development is to assist individuals in achieving their full potential and to help the organization more effectively and efficiently achieve its goals.

Because so many staff development opportunities are offered, all Extension faculty will need to set priorities and use good judgment about the appropriate amount of time that they spend on staff development. While some is expected, too many days out of the office could interfere with program effectiveness.

There are five types of staff development: orientation, in-service education, graduate education, professional improvement, and pre-retirement planning.

NEW STAFF ORIENTATION

This basic orientation is required of new faculty and occurs on campus sometime during the first six months of employment. This orientation includes Extension history; introduction to the program development process; explanation of the Extension policies and procedures; introduction to computer facilities and communications services; civil rights/EEO/affirmative action expectations; employment benefits; and professional excellence expectations.

IN-SERVICE EDUCATION

Changing environmental situations and opportunities necessitate new programs, new methods, and new and increased abilities of staff members. An ever expanding knowledge base, new technology and increasingly diverse clientele groups demand continuous adjustment by Extension personnel. Throughout the year, there will be many opportunities for you to improve your people, process, and technical skills. State agents' associations may offer technical training; program units may offer issues-based updates; agents may offer special topic training; the staff development unit may offer people/process/skills training; computer training is offered regularly, etc. Each year management training is offered to supervisors and those aspiring to administration. A Colorado State University professional development institute is held on campus each year in early January and is open to all employees.

GRADUATE EDUCATION

Graduate course work is another method of maintaining professional excellence. There are many possibilities for graduate credit courses including one credit weekend short courses, two credit week-long courses, two-week summer sessions, six- to 12-week summer courses, fall and spring semesters of 15 weeks duration and web-based credit courses. Other universities also offer short-term, web-based, and correspondence courses toward graduate degrees. Check with the CSU Staff Development Office for the most recent policies and opportunities.

PROFESSIONAL IMPROVEMENT

Individuals may define professional needs that cannot be met through in-service offerings. In those cases, individuals may select outside opportunities to meet those needs. Corporations frequently offer one-day seminars in cities around the state. National meetings of professional associations provide numerous opportunities. Other land grant universities offer short courses that may not be offered at Colorado State University.

Colorado State University Extension provides some professional improvement funds to support Extension agents and specialists participation in these activities. Check the [Extension Handbook](#) for details.

PRE-RETIREMENT PLANNING

Pre-retirement workshops are offered on campus regularly. The workshops cover personal and family considerations, as well as financial preparations. While this opportunity is important for Extension faculty nearing retirement, the workshops will benefit all employees. Workshop content includes: choices/empowerment; personal, family and work goals; costs and resources (investments and insurance); costs and resources; wills, estates and taxes; and tools for decisions—Social Security, retirement plans, and annuities.

PROFESSIONAL EXCELLENCE

Many people ask what is expected of Extension faculty. Understanding and embracing the mission and vision of Colorado State University Extension is essential to success. Additional criteria for sustained superior performance include:

- Being credible to your clientele and peers
- Supporting Colorado State University and Extension when interacting with the public
- Using best judgment about dressing appropriately for the occasion
- Working well individually and in team settings when that is desirable
- Using good judgment about off-hours behavior. Extension faculty are highly visible role-models in their local communities, whether at work or on personal time
- Producing solid program impacts in response to critical issues
- Willingly accepting a share of county/area, region, state, and federal committee work
- Working well in an interdisciplinary setting when that is the appropriate approach to an issue
- Contributing to appropriate professional associations

Good luck as you begin this exciting time as a member of the Colorado State University Extension team.

APPENDICES

Appendix #1

ACRONYMS

Like any other large organization, Extension has developed its share of acronyms. Here is a partial list of those commonly used in and around Extension and Colorado State University:
(The list is spaced so you can add others as you encounter them.)

A&E—Accountability and Evaluation System

AA—Affirmative Action

AAFCS/CAFCS—American (Colorado) Association of Family and Consumer Science

AARP—American Association of Retired Persons

ABM—Agriculture and Business Management

ACOP—Academic Committee on Organization and Policy (NASULGC, now APLU)

AD—Associate Director

ADA—American Diabetes Association

ADA—American Dietetic Association

ADAD—Alcohol & Drug Abuse Division

AES—Agricultural Experiment Station (in some states, Agricultural Extension Service, the state partner)

AHA—American Heart Association

AHS—Administrative Heads of Agriculture Section (NASULGC now APLU)

AICR—American Institute for Cancer Research

ANR—Agriculture and Natural Resources (program areas)

APs (or Admin. Pros)—Administrative-Professional employees of CSU

APHIS—Animal and Plant Health Inspection Service, USDA

APLU—Association of Public and Land Grant Universities (formerly NASULGC)

APS—Academic Programs Section (NASULGC now APLU)

ARD—Association of Research Directors

ARS—Agricultural Research Service, USDA

CAE—4HA—Colorado Association of Extension 4-H Agents

CAHA—Council of Administrative Heads of Agriculture

CAHS—College of Applied Human Sciences

CARET—Committee for Agricultural Research, Extension and Teaching

CASCD—Colorado Association Soil Conservation Districts

CASS—Colorado Agriculture Statistics Service

CCAA—Colorado County Agents= Association

CCA—Colorado Cattlemen=s Association

CCHE—Colorado Commission on Higher Education

CCI—Colorado Counties, Inc.

CDE—Colorado Department of Education

CDH—Colorado Department of Health

CEAFCS—Colorado Extension Association of Family & Consumer Science

CES—Extension System (national system)

CR/EEO—Civil Rights/Equal Employment Opportunity

CFP—Certified Financial Planner

CNN—Colorado Nutrition Network

CPSC—Consumer Product Safety Commission

CRD—Community Resource Development (program area)

CRP—Conservation Reserve Program

CSFS—Colorado State Forest Service

CSREES—Cooperative State Research, Education, and Extension Service, USDA

CSRS—Civil Service Retirement System

CSUN—Colorado State University Network

CSURF—Colorado State University Research Foundation

CWMA—Colorado Weed Management Association

DAC—Director’s Advisory Committee

DARE—Department of Agriculture and Resource Economics

DEO—Division of Educational Outreach (formerly Division of Continuing Education)

DPO—Departmental Purchase Order

EBC—Executive Budget Committee

ECOP—Extension Committee on Organization and Policy (NASULGC)

EFNEP—Extension Food and Nutrition Education Program

EQIP—Environmental Quality Incentives Program

ERS—Economic Research Service, USDA

ES—Extension Service, USDA

ESCOP—Experiment Station Committee on Organization and Policy

ESP—Epsilon Sigma Phi

ESS—Experiment Station Section (NASULGC)

FACT—Food, Agriculture, Conservation, and Trade Act of 1990

FAIR—Federal Agriculture Improvement and Reform Act of 1996

FAS—Foreign Agricultural Service, USDA

FCS—Food and Consumer Service, USDA

FDA—Food and Drug Administration

FERS—Federal Employees Retirement System

FNS—Food and Nutrition Service, USDA

FS—Forest Service, USDA

FSA—Farm Service Agency, USDA

FSIS—Food Safety and Inspection Service, USDA

FSNEP—Food Stamp Nutrition Education Program

FTE—Full Time Equivalent

GAO—General Accounting Office (federal)

GATT—General Agreement on Tariffs and Trade

GIS—Geographical Information System

GLCI—Grazing Lands Conservation Initiative

GPRA—Government Performance and Results Act

GPS—Global Positioning System

GRA/GTA/GSA—Graduate Research/Teaching/Support Assistant

HACCP—Hazard Analysis and Critical Control Point

IAS—International Agriculture Section

ICOP—International Committee On Policy

IMO—Intramural Order

IPM—Integrated Pest Management

IRM—Integrated Resource Management

JBC—Joint Budget Committee

JCEP—Joint Council of Extension Professionals

LSC—Lory Student Center

MARS—Monthly Accountability Reporting System

MOU—Memorandum of Understanding

NACAA—National Association of County Agricultural Agents

NAE4-HA—National Association of Extension 4-H Agents

NAEYC—National Association for the Education of Young Children

NAL—National Agricultural Library, USDA

NASS—National Agricultural Statistics Service, USDA

NASULGC—National Association of State Universities and Land-Grant Colleges (now APLU)

NEAFCS—National Extension Association of Family & Consumer Science

NET—Nutrition Education and Training Program

NIH—National Institute of Health

NIS—Nutrition Information Service

NRCS—Natural Resources Conservation Service, USDA

NRI—National Research Initiative

NTU—National Technological University

OEO—Office of Equal Opportunity

OIS—Office of Instructional Services

OMB—Office of Management and Budget (federal)

OPM—Office of Personnel Management (federal)

OSP—Office of Sponsored Programs

PAT—Pesticide Applicator Training

PDU—Professional Development Units

PERA—Public Employees Retirement Association

PIA—Pesticide Impact Assessment

PIP—Partners in Parenting

PLC—Program Leadership Committee (of ECOP)

PO—Purchase Order

PODC—Personnel and Organizational Development Committee (of ECOP)

POW—Plan of Work (four-year planning document)

RC&D—Resource Conservation and Development

RD—Registered Dietitian

RD—Rural Development, USDA

RD—Regional Director

REE—Research, Education and Economics, USDA

RFP—Request for Proposal

RICOP—Resident Instruction Committee on Organization and Policy

RREA—Renewable Resources Extension Act

SBA—State Board of Agriculture

SBA—Small Business Administration

SED—Subcommittee on Extension Diversity

SPC—Strategic Planning Council (of ECOP)

SRM—Society for Range Management

SURGE—Colorado State University Resources in Graduate Education

UC—University Club

USDA—United States Department of Agriculture

UTV—University Travel Voucher

WFIP—Women’s Financial Information Program

WIC—The Special Supplemental Nutrition Program for Women, Infants, and Children, USDA

1862—Land-grant institutions established by the Morrill Act in 1862

1890—Land-grant institutions, primarily in the south and serving the black population,
established by the second Morrill Act in 1890

EXTENSION TERMS

Definitions of various terms frequently used are offered here.

APLU (formerly NASULGC—National Association of State Universities and Land-Grant Colleges): A higher education association whose membership comprises 149 major U.S. public research universities, including all U.S. land-grant institutions. The Association has ten Councils representing major areas of university life and service—Presidents; Presidents’ and Chancellors’ Spouses; 1890 Colleges and Universities; Academic Affairs; Business Affairs; Extension, Continuing Education, and Public Service; Governmental Affairs; Research Policy and Graduate Education; Student Affairs; and University Relations and Development—and six Commissions dealing with specific areas of academic or professional education—Food, Environment, and Renewable Resources; Human Resources and Social Change; Information Technologies; International Affairs; Outreach and Technology Transfer; and the Urban Agenda. Refer to *Strategic Directions of the Extension System* and *NASULGC ’98: People and Programs* for specific information on APLU structure.

Celebrating Partnerships—Chuckwagon Reception: An annual event hosted by the agents’ and specialists’ associations for county commissioners during the fall or summer meeting of CCI. Colorado products are featured.

Clients/Clientele/Customer/Audience: Those whom Extension serves through education—adult learners, 4-H youth, adult volunteer leaders—all those who plan and participate in Extension’s educational programs.

Educational Activity: Part of an Extension program, planned and conducted to meet stated objectives; a non-formal (noncredit) event such as a meeting, field day, workshop, consultation, media program, presentation, discussion, and so on; also may be applied to other program delivery methods, such as newsletters and correspondence courses.

Extension Education Program, or (simply) program: An off-campus, non-formal (noncredit) educational effort guided by specific objectives and including activities and events that are planned, conducted, and evaluated for their impact on participants’ learning needs; usually sustained over a period of time.

Extension Educators: Professional employees of the state Extension program of the land-grant institution and the CSREES-USDA (now NIFA).

Extension Partnership: The unique tripartite organizational structure of the Extension system including the federal partner (NIFA-CSREES-USDA), state partners (Extension programs, units of land-grant colleges and universities), and local partners.

Federal Base Funds: A critical element of the state/federal partnership, these funds are matched by state funds to maintain a strong, responsive infrastructure at the state level for agricultural research, extension and teaching.

Friday Mail: Weekly mailing from the University Resource Center on campus to all county offices. Consolidates mailings from campus to save on postage.

Joint Board: Consists of the leadership of the agents’ and specialists’ associations. Meets as necessary to advise Extension Director, discuss mutual concerns, etc.

The Joint Council on Food and Agricultural Sciences: Established by Congress in 1977 to encourage and coordinate research, extension, and higher education activities in the food and agricultural sciences throughout the United States. Its members are from both the public and private sectors, and represent producers, industry, and state and federal agencies and institutions. The Council’s role is to plan and coordinate research, extension, and higher education within both the public and private sectors and relate the federal budgeting process to the overall functioning of the system. All major units of the APLU Division of Agriculture are represented through voting membership on the Council; home economics, forestry, and veterinary medicine are represented as well. The Council is co-chaired by a representative of the land-grant system and the Assistant Secretary of Agriculture for Science and Education.

Land-Grant College/University: An institution of higher education sustained and supported by the Morrill Acts of 1862 and 1890, and expanded by the Hatch Act of 1887, the Smith-Lever Act of 1914, and subsequent legislation.

Land-Grant System: A term used to describe a set of U.S. state and territorial institutions of higher learning that receive federal support for integrated programs of agriculture and home economics teaching, research and extension. Four important Acts of Congress undergird this national system and the resultant state/federal partnership for conducting these activities:

***The Justin Morrill Land-Grant Act of 1862** provides federal support in the form of a grant of federal lands to any state or territory that agreed to establish a public institution for the teaching of agriculture and the mechanical arts. These are referred to as the '1862 land-grant institutions'.

***The Justin Morrill Land-Grant Act of 1890** provides for federal support for the establishment of institutions, primarily for agricultural education of blacks, in the then segregated southern states. These are referred to as the '1890 land-grant institutions'.

***The Hatch Act of 1887** authorizes federal support for agricultural research at the state and territorial levels and the establishment of an Agricultural Experiment Station associated with each U.S. land-grant college. Hatch funds are administered by the CSREES of the U.S. Department of Agriculture.

***The Smith-Lever Act of 1914** authorizes federal support at the state and territorial levels for extension services associated with each U.S. land-grant college. Smith-Lever funds are administered by CSREES of the U.S. Department of Agriculture. The Extension System serves both rural and urban populations throughout the nation.

Nonformal Education: Out-of-school, noncredit education formats; the essential form of Extension education.

Paraprofessionals: Paid educational and organizational aides who work on specific assignments and are supervised by Extension educators.

State/Federal Partnership: A term referring to the close collaboration of the land-grant system with the relevant units of the U.S. Department of Agriculture.

Volunteers: Unpaid lay and professional persons who offer their services in support of the Extension organization and its educational programs, often taking on the role of educator under the supervision of professional Extension educators.

1890s and Tuskegee University: the historically black land-grant institutions in 16 southern states.