

ADMINISTRATIVE DEADLINES

| <u>REQUIRED REPORTS</u> | <u>DATE REQ'D</u> | <u>COPIES</u> | <u>SEND TO</u> |
|---|--|---------------|---|
| Local Accountability/ Stakeholder Reports | As generated | | RD and Community Relations Assistant Director |
| Copy of Certified Budget (each county) | As soon as received in county, January | 1 | RD cc Fiscal Office |
| Leave Reports (for unit) | Monthly | 1 | Fiscal Office |
| Leave Approval – C/A Dir, all reports and staff over 5 days | As needed | | RD |
| Out-of-State Travel Request and Authorization w/blue application for leave form | 30 days in advance | | RD |
| Performance Appraisal and Counseling (PRRS) (see link for complete information) | January – April | 1 | RD and CD's |
| County Annual Financial Report | August 15 | | RD cc Fiscal Office |
| Non-Appropriated Local Funds Annual Report (each county) | August 15 | | RD cc Fiscal Office |
| County Rental Value Report | August 15 | | RD cc Fiscal Office |
| 4-H, Club Compliance (each county) | July 1 | 1 | RD |
| Reimbursement Requests | within 60 days after last day of travel | | Fiscal Office |
| Contribution Reports | December 31 | | RD, WT leader, Supervisor |
| Plan to Invest | January 15 | | WT leader, Supervisor |
| Updated Work Team POWs | June 30 | | PLT facilitator |

ADVISORY STRUCTURE FOR COLORADO STATE UNIVERSITY EXTENSION

A. The CSU Extension Advisory Committee

It is the expectation of Colorado State University Extension that each county or area unit will develop and maintain a viable Extension advisory committee(s) and formally identify its membership and structure(s). Organization and use of advisory groups shall be a basic requirement for holding an assignment as county or area director.

Regional directors are responsible for county or area director's compliance with the expectation, for counseling and guidance, and reporting to the Director of Extension annually on the implementation of this expectation in each county or area. Consideration in personnel evaluation will be given to the adequate development and effective use of Extension advisory committees.

While organizational framework will be a decision of the county or area director and their staff, it is expected that formal meetings will be scheduled on a regular basis, that a chair will be elected and that either minutes or documentation of advisory committee meetings and activities will be kept on file. Any number and type of subcommittees may be organized on either a formal or informal basis to meet specific program needs.

A primary goal of advisory committees should be the identification of local needs as well as assistance in establishing priorities among those needs. Advisory committees should be kept informed of Extension program activities so members may assist in identification of new, emerging, and continuing needs of the local community and priority setting. Advisory committees also need to understand the Extension educational role and how it relates to the University, as well as other agencies, and institutions.

The expectation that each county or area have an active advisory committee is based on the recognition that an annual plan of work gives due consideration to local problems, needs and interests as expressed by local residents and leaders. Extension, in order to move forward with relevant, modern educational programs based on priority needs of target audiences, must receive program guidance and influence from representatives of the target population. The use of advisory committees is an important factor in developing and reinforcing the credibility of each office and program.

B. CSU Extension Program Advisory Committees

Educational program-specific and/or ad hoc advisory committees are also important and useful. Their involvement assures relevance and acceptance of Extension programs directed toward discreet objectives. Their perspective and interests, however, may be quite specific, which will require that their needs and requests be accepted as a part of the overall priorities as viewed by an overall advisory committee.

C. The Colorado Extension Advisory Council (CEAC)

The purpose of the Colorado Extension Advisory Council is to provide direct communication between the Director's Office and leading citizens of the state for the mutual exploration of a broad range of educational needs and concerns. It further provides a sounding board for Extension policies, programs, budgets, and evaluation. And lastly, it provides a means of eliciting recognition and understanding of opportunities and challenges to the effective implementation of Extension programs. CEAC members provide information from the various communities to Extension and promote Extension programs and projects in local communities.

The membership shall be composed of a broadly representative group of 18 men and women selected for their leadership, demonstrated concern and involvement in significant areas of social and economic endeavor in Colorado. In addition, there will be ex-officio members representing the Colorado Farm Bureau, Rocky Mountain Farmers Union, Colorado Counties Inc., Green Industry of Colorado, and Colorado Association of Family Community Education.

The membership of CEAC shall be diverse to reflect Colorado citizens and their needs, the problems evolving from urbanization, the broad dimensions of human development, the economic and social implications of resource development and environmental quality, as well as the more traditional areas of Extension commitment in agriculture and natural resources, family and consumer science, 4-H youth development and community resource development.

The membership shall be so distributed that it will represent all areas of the state. This distribution will include at least two (2) members per Extension administrative region.

Nominees for membership to the CEAC shall be recommended by any member of the Council, County/Area Advisory Councils or Extension personnel and approved by the Director of Extension and the Executive Committee of the Council. Membership discrimination because of race, color, religion, sex, age, national origin, handicap or political affiliation is contrary to the purpose and policy of the CEAC.

BACKGROUND CHECKS - EMPLOYEES/VOLUNTEERS

Mandatory background checks are required on all CSU employees and volunteers:

1. All new Extension agents and specialists hired through CSU Extension will have a mandatory background (criminal) check and a driving record check done prior to final appointment.
2. Checks will not be done on current employees.
3. All internal hires may be exempt from this procedure.
4. Application form and position announcements will acknowledge this procedure and alert all potential candidates.

Screening of Volunteers:

Definition of Volunteer: an individual who is in a “named” volunteer program in which he/she is trained by CSU Extension, seen as representing us, and expected to educate the public in our behalf. This does not include “cooperators” or individuals who work with us for only one day, such as judges.

1. MANADATORY volunteer background screening is required and conducted by Colorado State University.
2. Any concerns raised through the review of the required references (‘red flags’) will be forwarded to the State 4-H Office for resolution of the concern.
3. The current process of requiring all potential 4-H volunteers to complete an application with references will remain in place, and a similar process will be initiated for all other volunteers. Samples of volunteer application forms are available from the State 4-H Office. These samples can be adapted for all Extension volunteer positions. Counties are required to check references and determine if there are any concerns in relation to potential volunteer responsibilities.

CHILD PROTECTION GUIDELINES

Reporting Suspected Child Abuse

Colorado law (Colorado Child Abuse Law – 1989 CRS 19-10-101 through 19-10-117) requires certain professional personnel to report child abuse. CSU Extension personnel are not specifically included, but it is an organizational expectation that CSU Extension personnel will report any suspected child abuse encountered during the working hours of one's job.

Child abuse may be: physical, emotional, or sexual, with the physical abuse being the most easily identified.

Definition of Abuse

“Abuse” or “child abuse or neglect” means an act or omission in one of the following categories which threatens the health or welfare of a child:

- a. Any case in which a child is subjected to sexual assault or molestation, sexual exploitation, or prostitution;
- b. Any case in which a child is a child in need of services because of the child's parents, legal guardians, or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care, supervision that a prudent parent would take.

Reporting Procedures

When suspected child abuse or neglect is present, CSU Extension personnel should, as a personal obligation and organizational expectation, report this to their county department of human/social services. In cases of extreme abuse needing immediate attention, a local law enforcement agency should be notified. The department of human/social services personnel will investigate the facts, tell the family a report is being filed, and check the child's condition. A local child protection team will review the case and decide on the most appropriate course of action.

A written report shall, by law, only be prepared if so requested by the receiving agency (either the Department of Human Services or local law enforcement office).

For more information refer to https://colorado4h.org/agent_resources/handbook/section9.pdf found on the Colorado 4-H Web site.

Staff Relationships with Children

1. In order to protect individuals, salaried and volunteer staff are encouraged to avoid, when possible, being alone with a single child.
2. CSU Extension salaried and volunteer staff shall not develop intimate relationships with individual program participants under the age of 18.

3. CSU Extension staff and volunteers will not, under any circumstances, discipline children by use of physical punishment or by failing to provide the necessities of care, such as food or shelter.
4. Salaried and volunteer staff should be alert to the physical and emotional state of all children each time they report for an educational program. Any signs of injury relating to suspected child abuse should be reported to the appropriate authorities.

Responsibilities to Parents

1. In hiring salaried staff and screening volunteers for CSU Extension child care and camping programs, administrators will invite parents to serve on interview committees.
2. Parents will be informed about their child's program participation and are encouraged to participate.
3. Parents will be invited and encouraged to visit CSU Extension educational programs at any time.
4. CSU Extension will offer information and assistance to parents and children through workshops, counseling, and use of printed and audio-visual resources on child abuse. Resources will be thoroughly reviewed prior to use.

CONFLICT OF INTEREST

The nature of Extension's mission requires considerable direct public contact and Extension employees are generally viewed as the primary educational outreach component of USDA and the Land-Grant Universities. Based on this role, it is critical that Extension employees be particularly sensitive to potential conflicts of interest.

There are stringent University policy and state and federal laws concerning conflict of interest and/or commitment that govern University employees. Additionally, federal law and grant regulations require assurances from recipient institutions that their conflict policies are in force, will be utilized, and that records as to employee activities are maintained. In reviewing University records, federal agencies may not agree with the decision of the University concerning this matter.

Additionally, the CSU Extension system receives funding from USDA, as authorized in the Farm Bill. Thus, our employees are governed by federal guidelines as well as University guidelines. The 1990 Farm Bill amended the Smith-Lever Act by inserting after the second sentence of section 4 the following:

"The Secretary shall ensure that each college seeking to receive funds under this Act has in place appropriate guidelines, as determined by the Secretary, to minimize actual or potential conflicts of interest among employees of such college whose salaries are funded in whole or in part with such funds."

CSREES-USDA Conflict of Interest Policy Guidelines: "The nature of Cooperative Extension work requires considerable public contact. The Cooperative Extension System is proud of the contributions it is making. The impression of the Cooperative Extension System is in the hands of each Cooperative Extension employee. Courteous, efficient and effective interaction with the public is important in gaining trust and support. It is also important that Cooperative Extension employees represent the best of their abilities and tap other valuable resources as appropriate. It is hoped that Cooperative Extension employees will take pride in their contributions as well as in the contributions of other extension employees to the system and that they will share their knowledge, skills and enthusiasm with the clientele it serves.

The public views Cooperative Extension staff and volunteers as educators who represent the outreach component of their land-grant college/university. Cooperative Extension systems should avoid situations which question its public trust and those that create a conflict of interest." There are several concerns regarding consulting and/or outside employment. Consulting in the same specialty areas as the employee's assigned duties for a fee could constitute favored treatment to some clientele for outside pay or benefit while denying similar treatment to other clientele. Consulting for a fee might create a perception that extension employees are not supporting the clientele needs they would normally serve, thereby limiting the employee's performance.

"Employees whose regular assignment includes outreach/extension normally may not engage in compensated consulting activities for individuals or organizations that are entitled to the same help without cost. In exceptional cases, however, those employees may obtain prior written approval from their deans and directors." (Section [D.7.6.2 Consulting, Academic Faculty and Administrative Professional Staff Manual](#)).

Note that consulting can be performed outside Colorado and be approved as consulting time or vacation. Consulting cannot be performed in the assigned county, area, region or state. Consulting and/or outside employment may be approved if:

1. It does not interfere with employee's regular work.
2. Prior written approval is obtained by the supervisor.
3. Any situations where “favored treatment” may be an issue should be discussed with the Extension Director.
4. Written records are kept and reported annually to the Director, for all consulting activity paid or unpaid for the calendar year.

Definitions

A conflict of commitment happens when an activity interferes with an employee's ability to carry out his/her duties effectively. External employment, or self-employment in an employee's profession or specialty, is permitted where there is not a conflict of interest or commitment. Employees on full-time employment are compensated for full time employment and outside or dual employment or other activity, whether compensated or not, that in any way interferes with the performance of an employee's University duties and responsibilities is a conflict of commitment and as such is not permitted. “A *conflict of commitment arises when a faculty member or administrative professional undertakes external commitments which substantially burden or interfere with the employee's primary obligations and commitments to the University.*” (Section [D.7.6.1 Conflict of Commitment, Academic Faculty and Administrative Professional Staff Manual](#))

A conflict of interest exists when an employee is in a position to influence any University business transaction, research activity or other decisions in ways that could lead to any manner or form of personal gain for the employee, other than salary from the University, regardless of source, for his/her family members.

For More Information

See Section [D.7.6 Conflict of Interest](#) and Section [D.7.7 of the Academic Faculty and Administrative Professional Staff Manual](#).

Additional Policy Guidelines

1. **Holding elected or appointed public office** – See Section D.7.9 of the [Academic Faculty and Administrative Professional Staff Manual](#) (<http://www.facultycouncil.colostate.edu/files/manual/sectiond.htm#D.7.9>).
2. **Providing expert witness testimony in courts, etc.** – See Sections D.7.8 and F.3.11 of the [Academic Faculty and Administrative Professional Staff Manual](#) (<http://www.facultycouncil.colostate.edu/files/manual/sectiond.htm#D.7.8>) and (<http://www.facultycouncil.colostate.edu/files/manual/sectionf.htm#F.3.11>). In addition, when testifying as an expert witness on any subject which could be construed to be part of the employee’s job assignment, the employee should attempt to be subpoenaed as a ‘friend of the court’, therefore not being obligated to testify on behalf of either party. If an employee is so subpoenaed, all preparation for his/her testimony may be considered to be part of his/her job assignment. If preparation requires work beyond normal work hours, then Section F.3.11 regarding fees applies.

3. **Minimizing risks of actual or perceived conflict of interest while encouraging private sector support for Extension** – Except as an inescapable consequence of diligently deliberated professional judgment, promoting or endorsing brands of commercial products is prohibited. Employees are required to always be objective in dealing with topics which are controversial or an issue of public debate. Regardless of their personal views concerning the issues, employees have a responsibility to provide facts of the issue equally to all interested individuals.

EXTENSION INVOLVEMENT IN COUNTY/AREA FAIRS

Any discussion of Extension's involvement in county and area events and activities such as fairs, must first consider the mission of Extension:

Colorado State University Extension provides information and education and encourages the application of research-based knowledge in response to local, state and national issues affecting individuals, youth, families, agricultural enterprises and communities of Colorado.

Based on the mission, CSU Extension should focus on the educational approach of providing leadership training and guidance to local people so they can be effective in planning and carrying out a community event such as a county fair.

County Fairs are important community events. CSU Extension's role in county fairs relates to our responsibility for 4-H and the community leadership and education it involves. CSU Extension's involvement often focuses principally around the management of 4-H. The 4-H aspects of a county fair support and complement the 4-H program. Since county fair often serves as a conclusion to many 4-H projects, Extension personnel need to insure that the county fair experience is an appropriate conclusion and is consistent with the objectives of the 4-H program and specific projects.

Involvement in county fairs is also appropriate as part of our role in working with local citizens to solve community problems and provide leadership within their communities. This involvement may take the form of working with the appointed fair board for the management and development of the county fair. Since a fair is a community event, it is appropriate that it be planned and operated principally by community people. Our role in CSU Extension would then focus on providing leadership training and guidance to local people so they can be effective in planning and conducting the county fair.

As demands for CSU Extension programming continue to increase, Extension has to make program adjustments, such as involvement of more key leaders in the operation of programs such as 4-H. These educational program and information demands continue even during special events such as county fairs. Therefore, it is important to expect and rely on community people to take on a larger role in leadership and management of the fair. It is appropriate that the county fair board (which is appointed by the Board of County Commissioners and accountable to the BOCC) take leadership of and provide management for the operation of the county fair. **County fair boards should be responsible for:**

- setting and implementing policies related to the fair,
- establishing appropriate rules and regulations consistent with 4-H rules and regulations for the operation of the fair,
- being accountable to the Board of County Commissioners and other sources of revenue that provide support to the county fair,
- authorizing and signing all checks related to fair activities,
- being accountable to the Board of County Commissioners and other sources of revenue that provide support to the county fair, and

- making arrangements for facilities, rodeos, parades, carnivals, and other non-4-H or non-educational aspects of the fair.

It is appropriate for Extension personnel to provide a support role to the leadership of the county fair board and assistance in understanding the organizational aspects of a county fair. It is not appropriate for Extension personnel to be responsible for the total management of the fair. Extension personnel may serve ex-officio on the Fair Board but should not serve as an officer or voting member.

The county Extension office support staff are authorized and hired by the Board of County Commissioners and work under the supervision of the County Director to support CSU Extension programs in the particular county or area. Therefore, secretarial priorities should be tied directly to the educational program priorities of the particular office. With the responsibility to provide support to 4-H, there may be some potential overlap of the duties of the county office and the county fair. However, the county fair board has primary responsibility for the county fair with the Extension office providing the resource support mentioned earlier.

CSU Extension has had varied levels of involvement in county fairs across Colorado, from a minimal resource role, to being in charge of all organizational and operational aspects. Given our mission and priorities for conducting informal educational programs throughout the state, it is appropriate that Extension's direct involvement in county fairs move toward a focus on being a facilitator and resource. However, because of the various levels of involvement by CSU Extension personnel, the evolution to an educational/facilitator role will be accomplished at differing rates depending on the situation in each county.

Close communication and coordination needs to be maintained with the Board of County Commissioners (BOCC), so that the Extension effort in the county is addressing issues agreed upon by the advisory structure and the BOCC and which are consistent with identified state priorities.

MEMORANDUM OF UNDERSTANDING BETWEEN FAIR BOARD AND EXTENSION OFFICE

(This document is designed to be a template. Please revise as is necessary to fit your specific situation. Add and/or delete responsibilities as necessary.)

Memorandum of Understanding
Between The _____ County Fair Board
and the County Extension Office

1. The Fair Board will, considering suggestions from interested parties, set the dates of the Fair and determine the schedule of events.
2. The Fair Board will be responsible for providing equipment, facilities, and entertainment (add additional items if necessary) that the Board determines appropriate for each fair.
3. The Fair Board will be responsible for determining rules and regulations for the county fair and will have final jurisdiction in case of disputes regarding exhibiting at the fair.
4. The _____ County Extension office will be responsible for determining rules and regulations for the county 4-H program. They will also be responsible for determining eligibility of 4-H members and 4-H projects for exhibition at the fair. They will also set age and project requirements for 4-H'ers in _____ County. However, nothing in this memorandum shall preclude the Fair Board from determining rules and regulations and having final jurisdiction in case of disputes regarding exhibition at the fair.
5. The Extension staff will report to the Fair Board the 4-H member enrollment and potential numbers of livestock for weigh-ins and exhibit. The Extension office will also summarize fair entries and fair premiums.
6. The Fair Board shall appoint all show committees and superintendents who shall serve as subcommittees/volunteers of the Fair Board.
7. *Define responsibilities for how judges are secured.* Example: The fair superintendents are responsible for securing judges in their respective livestock areas. The Extension office will secure judges for the stationary exhibits in the 4-H building. Fair superintendents are also responsible for arranging show announcers and assistants. The Fair Board is responsible for the payment of judges.
8. The Fair Board will have all the fair book changes submitted to the Extension office no later than _____ for verification of 4-H project rules.
9. The Fair Board will prepare, print and distribute copies of the fair book and other fair related correspondence to all Fair Board members, superintendents, 4-H departments and 4-H members. The Fair Board will also be responsible for the payment of printing costs

for the Fair Book, specified correspondence, as well as livestock show programs, entry forms, exhibit tags and stall cards (add additional materials). The Extension office may provide secretarial time and define who will set-up the Fair Book, programs and forms free of charge, if necessary.

10. The Extension office staff will work in cooperation with the Fair Board to supervise and conduct all necessary activities concerning the 4-H program at the _____ County Fair. These responsibilities will include:

- a. Livestock weigh-ins according to the state 4-H guidelines;
- b. _____
- c. _____

However, nothing in this memorandum shall preclude the Fair Board from having final jurisdiction in case of disputes regarding exhibiting at the fair.

11. The Fair Board and Extension staff will work cooperatively to ensure a safe and positive youth development experience during the _____ County Fair.

12. This Agreement will be in effect as of the indicated date, and will be reviewed every two years.

Fair Board President

Extension Director

Date _____

Date _____

FAIR TREATMENT OF INDIVIDUALS AND CONFLICT RESOLUTION AT COUNTY FAIRS

These guidelines are intended to help effectively handle difficult 'people' issues which rise at county fairs and have the potential to escalate into conflict and/or legal situations. The process for conflict resolution at the county fair should be clearly outlined in the fair book. Since no single policy or procedure will fit all situations, agents are encouraged to visit with their immediate supervisor when conflict occurs. A complete explanation of the problem and the process which has been followed should be clearly communicated. The Fair Board is responsible for resolving conflicts regarding Fair rules and regulations during the Fair and clearly communicating the resolution to the 4-H/Extension Office. County agents should communicate with their County Director and the State 4-H Office. County Directors are encouraged to visit with their Regional Director. Regional Directors need to keep the Director's office informed if the situation appears to be one which might escalate to a higher level of conflict. Communication needs to flow in all directions before problems escalate out of control.

The guidelines suggested below cannot be totally comprehensive, since every situation has its own particular set of events which will dictate the specific actions of agents, volunteers, and youth. However, they should provide a basic level of fairness which is absolutely necessary when dealing with a volatile situation. As questions arise they should be expressed. Keep in mind that each situation is unique. Be sure to ask questions and encourage those with whom you consult to explore the situation fully. It is usually the unasked question which creates further problems.

We suggest that participants in a conflict situation should be able to expect the following:

1. **To know the expectations for performance in advance of the activity or event.** This means that rules regarding Fair participation must be established in advance with adequate written notice provided to all participants. At county fairs, rules related to the fair and position descriptions for fair volunteers should be established by the county fair board. The Extension office may establish behavior expectations for 4-H parents and leaders, or codes of conduct for 4-Hers.
2. **To know the consequences of failure to perform or behave according to the expectations.** For volunteers, that means that they understand what their responsibilities are, and they have sufficient training to fulfill them. All parties involved should understand what the consequences will be if they fail to behave according to the standards they have been given.
3. **To be dealt with as close to the time of the unacceptable behavior as possible.** Implementation of consequences should focus on the immediate behavior problem. Any appeal process should occur within a reasonable amount of time, given the nature of events at a county fair.

4. **To be made aware of a behavior or performance problem and have their perspective of the situation heard prior to action being taken.**
 - a. For youth who represent 4-H, this awareness may come from signing or acknowledging a code of conduct or a warning.
 - b. For a parent or fair exhibitor, this warning should take the form of a face-to-face meeting, if possible, with a superintendent to discuss the issue. This meeting should include a discussion of the expected change in behavior or the consequence of having broken the rule. Written documentation of the meeting and its outcome should be provided to the individual who has broken the rule. After the initial meeting, if consequences are enforced, the individual must have the opportunity to appeal the decision. For fairs, this means that the issue should be taken to the show committee and ultimately to the level of the fair board for a final decision. (A minimum of three levels of appeal is suggested.) It is the responsibility of the fair board to make the final decision and impose the consequences at the fair and convey the outcome of the appeal process to the 4-H/Extension Office.
 - c. If eligibility for membership is in question as a result of the Fair Board process, 4-H must have a process that is independent of the fair process. While the 4-H process may consider the outcome of the fair process, 4-H processes and decisions must be independent of the Fair Board decision, and must include the opportunity for the 4-Her, parent, and leader to be heard. Following is a **sample** process for each entity.

Sample Appeal Process

- A. For a Fair Rule Violation (**suggested only, Fair Board must establish their own process**):

1. First level of dispute to the Superintendent
2. Second level of dispute to the show committee
3. Third level of dispute to the Fair Board

Written documentation should be provided to the party(s) involved at each level of the appeal process. Final decisions are rendered by Fair Board and conveyed in writing to the party(s) involved and to 4-H/Extension Office.

- B. As a consequence of the fair violation, if 4-H eligibility is questioned, a separate 4-H appeal process must be established.

1. First level of dispute to the County Extension Office – 4-H Agent
2. Second level of dispute to the County Extension Director or Regional Director
3. Third level of dispute to the State 4-H Office

Written documentation should be provided to the party(s) involved at each level of the appeal process. Final decision is determined by the State 4-H Office and conveyed in writing to the party(s) involved and the county 4-H Extension Office.

THE ROLE OF EXTENSION AGENTS IN COUNTY FAIRS

Over the years CSU Extension has demonstrated its strong support for county fairs. This is appropriate because county fairs can offer numerous educational opportunities for participants and the general public. Fairs have also added a special dimension and focus to a variety of educational programs involving individuals of all ages as well as local organizations. However, in some counties, Extension agents had been asked to coordinate and/or direct part or all of the county fair operation. This is outside of the educational role of agents as faculty members of Colorado State University.

There is a need for Extension agents to work closely with county fairs whether the county fair is an official county event or sponsored by a private organization. However, it is the responsibility of CSU Extension administration and individual agents to monitor the job descriptions and day-to-day responsibilities of agents to ensure that services provided to county fairs are directly related to specific educational goals. Also, adequate clerical staff ought to be employed by county fair organizations specifically to assist with fair responsibilities, so that ongoing Extension programs can be maintained without disruption.

County Extension agents should focus on **educational roles** at county fairs. Examples of these educational roles are follows:

1. Coordinate training for fair board members and superintendents, particularly in the areas of decision-making, leadership and organization.
2. Instructing volunteer leaders in how to conduct a demonstration, prepare an exhibit, improve displays or supervise others.
3. Teaching at workshops, demonstrations or exhibits at the county fair.
4. Providing advice and counsel to fair boards and managers, and advising various fair committees to ensure that the educational dimension of the fair is strengthened. It may be appropriate for a member of the county Extension staff serve as a non-voting liaison to the fair governing board.

The liaison and advisory roles have included:

- counseling and instructing on development of job descriptions for paid and volunteer leaders working directly with the fair board;
 - working with the fair board and various fair committees on fair book recommendations
 - advising on publicity, promotion and display arrangements;
 - advising on selection and scheduling of judges, and training and evaluation of judges.
5. Serving as a judge in other counties to further enhance learning experiences for fair participants.

Administrative or organizational roles in connection with county fairs are **not appropriate** for county extension agents. Examples of such **inappropriate** roles include:

1. Serving as fair secretary or manager or superintendent.
2. Serving as voting member of the fair board.
3. Setting or implementing policies related to the fair.

4. Booking or contracting for carnivals or other entertainment.
5. Scheduling or supervising the maintenance and upkeep of the fairgrounds or its buildings (unless specific arrangements are established in advance or arrangements established between the Board of County Commissioners and CSU Extension).
6. Handling fair receipts and/or disbursements, or selling tickets at the fair.
7. Employing paid personnel for the fair, including fair judges.

FAIR TREATMENT OF INDIVIDUALS AND CONFLICT RESOLUTION

These guidelines are intended to help CSU Extension faculty to effectively handle difficult 'people' issues which have the potential to escalate into conflict and/or legal situations. Since no one policy or procedure will fit all situations, faculty are encouraged to visit with their immediate supervisor when these types of situations occur. A complete explanation of the problem and the process which has been followed should be clearly communicated. County faculty should communicate with the County Director. County Directors are encouraged to visit with their Regional Directors. Regional specialists need to keep the Associate Director informed. The Associate and Regional Directors need to keep the Director's office informed if the situation appears to be one which might escalate to a higher level of conflict. Communication needs to flow in all directions before problems escalate out of control. In the case of 4-H, the State 4-H Office should also be kept informed of intense conflict situations.

The guidelines suggested below cannot be totally comprehensive, since every situation has its own particular set of events which will dictate the specific actions of faculty, volunteers, and youth. However, they should provide a basic level of fairness which is absolutely necessary when dealing with a volatile situation. As questions arise they should be expressed. Keep in mind that each situation is unique; no one has lived through your particular problem before. Be sure to ask questions and encourage those with whom you consult to explore the situation fully. It is usually the unasked question which creates further problems.

Basic fairness suggests that participants in Extension programming have the 'right' (not legal right, but a fairness right) to expect the following:

1. **To know the expectations for performance in advance of the activity or event.** If possible these should be developed together with those who will participate in the event or activity. If that is not possible, or feasible, then a standard set of expectations could be developed by the state, area or county and used for all events or similar activities. These expectations could take the form of 'position descriptions' for volunteers, behavior expectations for parents at 4-H events, or codes of conduct for 4-Hers or adults. These expectations should be realistic for the age and maturity of the individuals. It might not be realistic to expect a 10 year old to resolve their differences with another 10 year old in a controlled, logical discussion.
2. **To know the consequences of failure to perform or behave according to the expectations.** For volunteers that means that they understand what their responsibilities are and they have sufficient training to fulfill them. They should also understand that volunteers serve at the request of Extension faculty on behalf of the Extension program. 4-H members should understand what the consequences will be if they fail to behave accordingly to the standards they have been given or which they helped to develop. Ideally, it is helpful and educational for youth and adults to be involved in the development of consequences for failure to live up to behavioral standards. This involvement builds acceptance, understanding, and commitment.
3. **To be made aware of a behavior or performance problem prior to action being taken.** For youth who represent 4-H, this awareness may come from signing or acknowledging a code of conduct or a warning. For a volunteer, this warning should

take the form of a face-to-face meeting, if possible, with Extension faculty to discuss the issue. This meeting should be documented with a follow-up letter which outlines the discussion and the expected change in behavior.

4. **To be dealt with as close to the time of the unacceptable behavior as possible.** Implementation of consequences should focus on the immediate behavior problem and be free of 'history' which could be present in conflict situations unless that history has been documented with the participant over time. If inappropriate actions have been ignored in the past, it is more difficult to deal with them effectively in the present.
5. **To have conflict dealt with at the level at which it occurs.** If the difficulty is between youth, they should be brought together in a guided, respectful, controlled area to confront the issue and seek resolution. However, faculty should not feel alone in this process. Extension administration and university resources are available to support faculty with difficult conflict situations. Administration's role in conflict situations is to protect clientele, the program, and staff and assure that all individuals involved in the situation are treated with fairness and dignity.
6. **To know what the conflict is about and have their perspective of the situation heard.** Extension faculty need to listen to all sides of an issue and, while perhaps having a personal bias, maintain a balanced, professional, impartial stance. When this is not possible because of the intensity of the conflict or history, an unbiased third party should be requested to mediate or listen to all sides of the issue. Extension administration can provide resources to help if an unbiased individual is not available in the county.

Extension faculty involved in difficult conflict situations should:

1. **Use their own best judgment** regarding resolution of the conflict based on the above guidelines regarding fairness.
2. **Have the support of their supervisor and Extension administration.**
3. **Be heard by all parties** involved in the conflict.
4. **Learn from their mistakes** and grow in their role as a professional. Because no two conflict situations are alike, and we are all human, mistakes can and will be made from time to time at all levels of our organization. It is an Extension professional's responsibility to learn from their mistakes and to take measures to assure fairness for program participants.

INTERNATIONAL WORK BY NON-DEPARTMENTALLY BASED COLORADO EXTENSION FACULTY

Colorado State University Extension supports Section D.7.4 of the *Academic Faculty and Administrative Professional Staff Manual* (<http://www.facultycouncil.colostate.edu/files/manual/sectiond.htm#D.7.4>):

“The University encourages its faculty to accept off-campus assignments which are not part of the normal University duties but which are part of the institution’s international mission or are of national, state, institutional interest, as long as these do not conflict with the mission of the faculty member’s department.”

The issues regarding international work by Colorado Extension employees center around two key questions:

Does CSU Extension and/or the university benefit from the work?

Does the county/area of employment benefit?

If there is some organizational benefit to the international assignment, then:

1. Proposed international work is subject to county (including commissioners), regional director, Associate Director, and Director approval. Issues to be addressed include, but are not limited to, coverage of work while on assignment, liability coverage, insurance and benefits while on assignment, etc.
2. An individual may use no more than 15 days of scheduled work time every 3 years on international assignment. Any additional time requested must be annual leave or leave without pay.
3. Leave for international work will not ordinarily be granted more than once every three years.
4. An individual who is on probation is not eligible for international assignment.
5. Leave for international work is a privilege and not a ‘right’ of employment. The terms of this policy may NOT be accumulated, i.e. 30 days every six years.

Exceptions to the above may be made by the Director of Extension if unusual circumstances (determined by the Director) warrant departure from the policy.

Individuals requesting approval of an international assignment should put all details of the request in writing to their immediate supervisor, regional director, Associate Director, and Director as much in advance (preferably at least 30 days) of the assignment as possible. Refer also to Section D.7.4 and Section F.5 of the *Academic Faculty and Administrative Professional Staff Manual* (<http://www.facultycouncil.colostate.edu/files/manual/sectiond.htm#D.7.4>) and (<http://www.facultycouncil.colostate.edu/files/manual/sectionf.htm#F.5>) for additional information on off-campus assignments.

PROFESSIONAL SCHEDULING GUIDELINES

Situation – The charge to Extension faculty is to extend the educational mission of the land-grant university in Colorado to the people across the state. Often the availability of our clients and/or the nature of the program dictate a need for scheduled work time of the faculty member during lunch hours, evenings, and weekends. Flexibility in work time is essential for successful programming. However, the faculty also needs to achieve a **balance** in work, home, and community life.

Definition – Professional scheduling is defined as **the privilege and responsibility of controlling one's schedule to best meet the needs of CSU Extension's mission and its clients, while achieving a balance in professional and personal time that is healthy for the organization and the individual.**

Principles – Extension administration, specialists, and agents are expected to meet their work objectives and, as professionals, are **entrusted** with the flexibility of balancing their work schedules; that is, to appropriately practice professional scheduling. Some assumptions are made concerning this principle:

- A full time Extension professional's responsibilities typically require more than the typical 40 hours per week or portion thereof (for part time professionals) and often at non-routine work hours.
- Professional scheduling is applicable for non-departmental faculty and staff on CSU appointment.
- Professional Extension employees are exempt employees under the Fair Labor Standards Act, and, as such, are NOT eligible for compensatory time. Thus, professional scheduling is **not** designed to equitably compensate (hour for hour) for work outside the normal work day, 40 hour week, or portion thereof (for part time faculty members).
- Performance of faculty members is a top priority. Professional scheduling is intended to support and strengthen performance. Issues related to performance should be addressed via the performance appraisal process.
- Professional scheduling is a privilege that may be suspended if it is abused or used with no regard for the needs of the organization.

Implementation – CSU Extension (CSUE) expects that its professionals will do what must be done to enable successful programming, while practicing professional scheduling. In order to ensure that professional scheduling is implemented equitably throughout CSUE, the following points should serve as a guide.

- Extension administrators, specialists, and agents are accountable for their time and for fulfilling their assigned job responsibilities.
- Personal time should be taken at a convenience of the organization and the individual. Professional courtesy requires that employees communicate with their immediate

supervisor and/or support staff in advance when they will be taking professional time off. When the needs of the organization require a professional to be working (for instance, at county fair time), a supervisor may require that the individual not take professional scheduling at that particular time.

- It is NOT the intent of the professional scheduling policy to allow the accumulation of time. Professional Scheduling is to be practiced on a day-to-day and week-to-week basis, and is not intended to result in the accumulation of large blocks of time off.
- It is the employee's responsibility to develop and maintain their professional calendar. Scheduling activities outside the normal work day/week is at the discretion of the employee, while considering the needs of the organization and their clients, their assignment, and their program.
- Supervisors are not to negotiate a specific number of days off with employees in lieu of professional scheduling. Such a practice violates the intent of these guidelines. Rather, professional scheduling is primarily the responsibility of the employee and is to be used on a day-to-day basis. As such, there is no need to document, nor should professional scheduling time be documented in any way. Professional scheduling is the responsibility of the employee to control his or her own schedule to best meet the needs of the organization and clients, while maintaining a healthy balance of professional and personal time. Professional scheduling should be in the best interest of both the organization and the individual.
- As a general guideline, Extension professionals working excessive hours at night and on weekends should take advantage of professional scheduling to regain some personal time and balance.
- Employees should also be aware that members of the public may not be aware of, or understand, professional scheduling. In exercising professional scheduling, Extension professionals must be sensitive to public perceptions and expectations regarding public employees. For example, an Extension employee regularly seen attending to personal business during office hours could create the perception that the employee is cheating the public, thus creating a negative perception of both the employee and CSU Extension.

TEACHING CREDIT COURSES

Background

Colorado State University Extension operates by statutory authority under the federal Smith-Lever Act and the Colorado Cooperative Extension Service Act (1979). The Smith-Lever Act, Section 5 states: “No portion of said moneys (federal Smith-Lever appropriations) shall be applied, directly or indirectly . . . in college course teaching, lectures in college, or any other purpose not specified in this Act.” The Colorado act states “primary responsibility for statewide programs of educational non-credit, informal education (emphasis added) extension . . . shall continue to lie with the Colorado State University Cooperative Extension Service.”

Occasionally, because of their role as subject matter experts, especially in rural areas which frequently have less access to resources, Extension field faculty are asked to teach a class for credit. This request may come from a local community college, a non-profit organization, or a group of individuals and be based upon the need of continuing professional education for certain licensed or certified individuals. Examples include licensed day care providers, health professionals, etc.

The request for an employee to teach for credit provides a unique problem for CSU Extension. According to the Smith-Lever Act, no federal dollars may be used for this purpose and, according to the Colorado Senate Bill 77; Extension is responsible for **non-credit** informal education. In addition, duplication of services and conflict of interest may be raised as issues within the community. In general, however, CSU Extension believes in supporting the needs of the community through our educational programming. While each individual request for teaching for credit must be handled separately, the following basic guidelines are provided:

Policy Guidelines

1. In order to provide the opportunity for field faculty to teach for credit, CSU Extension must ensure there is no conflict of interest see Section D.7.7 of the *Academic Faculty and Administrative Professional Staff Manual* (<http://www.facultycouncil.colostate.edu/files/manual/sectiond.htm#D.7.7>) and the Conflict of Interest section of the Extension Handbook. Each request, therefore, will be approved by the immediate supervisor, appropriate regional director, and the Director of Extension. All details regarding course topics, preparation time, teaching time, and funding, etc. must be approved in **advance** of teaching any course.
2. Extension field faculty may teach courses for credit provided the following:
 - a. The request for the course comes from the community, through individuals or groups, and is not initiated by the employee.
 - b. A non-Extension employee, or an Extension employee with a joint academic teaching appointment should be the professor of record, if at all possible, and the Extension field faculty employee should serve in a support position as facilitator, coordinator, discussion leader, lab instructor, etc.

- c. There must be no conflict of interest with the employee's job assignment. Preparation and teaching of the course must not interfere with the employee's normal job assignment.
3. In our efforts to encourage credit, non-credit and certificate courses through Extension offices (as the front door of CSU), administrative professionals employed by CSU are eligible to serve as instructors and to provide teaching support through on-line courses. This may be considered to be part of one's assigned responsibilities. When approved, University resources may be used to support this work. Approval by the supervisor is required. When courses are organized through DCE and the College of Agricultural Sciences, 50% goes to DCE and 50% goes to the College. Forty percent of the 50% from the College is allocated to the instructor. These funds will be provided to the County office and may be used for various purposes that benefit the County Extension program, such as hiring part-time employees, support of related workshops and demonstrations, or directed to user fees. These fees are not to be used as supplemental pay for full-time Extension employees.

Teaching for Credit Decision Tree (Use to determine potential conflict of interest):

1. Is teaching done in geographic area of responsibility?
 - a. No - potentially no conflict – but go to Question #2
 - b. Yes - go to Question #2
2. Is preparation done on work time?
 - a. No - NO CONFLICT
 - b. Yes - go to Question #3
3. Does the topic fit the mission of Extension?
 - a. No - this work CANNOT be done on work time
 - b. Yes - go to Question #4
4. Is the topic in the area of the individual's program responsibility?
 - a. No - Is there someone else more appropriate to do this teaching?
 - b. Yes - go to Question #5
5. Will payment made, and if so to whom?
 - a. No - Usually no conflict
 - b. Yes
 - (1) Payment to County/Area Non-Appropriated Account - Usually no conflict
 - (2) Payment to the individual – Potentially a conflict of interest. Must be reported to and approval must be received from, the Director of Extension.

COLORADO STATE UNIVERSITY EXTENSION SPECIALIST ROLES AND RESPONSIBILITIES¹

Introduction

Specialists are crucial to the success of the Colorado State University Extension system through the development and delivery of research. Specialists provide leadership for field and campus faculty, departmental, and Extension personnel in the development, implementation, and evaluation of Extension education programs relevant to their specific subject matter expertise.

The responsibilities of Colorado State University Extension (CSUE) specialists are many and varied. Specialist appointments in Extension typically vary in length from three to 12 months and in type from regular faculty to administrative professional. CSUE's specialist appointments may also be differentiated by responsibility and targeted audience. All specialists serve as important links between field and campus at Colorado State University. All specialists are responsible for supporting CSUE's mission: to provide information and education, and encourage the application of research-based knowledge in response to local, state, and national issues affecting individuals, youth, families, agricultural enterprises, and communities of Colorado. Each specialist's work should have a clear focus with priorities on topics appropriate to Colorado and the mission of CSUE. Efforts should be related to one or more CSUE Work Team plans of work.

This document provides direction regarding specialists' roles and responsibilities with guidelines categorized into teaching and advising, research and other creative activity, engagement, and service. These guidelines are not considered mandates, but rather a compilation of potential roles and responsibilities. Expectations should be commensurate with a specialist's appointment and job description. Further, there needs to be flexibility and mutual agreement between specialist, supervisor, other administrators, and department tenure and promotion committees (where appropriate) as to specific roles and responsibilities associated with any given specialist assignment. The specialist's effort distribution is determined at the time of hire. Changes to the effort distribution shall be agreed upon with the department head subject to the provisions of Section C.2.6.2.e and E.9.1 of the Academic Faculty and Administrative Professional Manual (hereinafter referred as the Manual) and stated clearly in writing as part of the annual performance evaluation. The effort distribution shall be used as a framework for annual and periodic comprehensive reviews as well as tenure and promotion decisions.

Teaching and Advising

¹ 09/2010, Approved 27 September 2010 by CSUE Specialists Association. Original version was written by the CSUE Extension Specialist Role and Performance Review Committee, 2005 (Robert Fetsch, Tom Holtzer, Jerry Johnson, Pat Kendall, Sandra McDonald, and Steven E. Newman). SpecRole, Rev.

Dissemination of Information. Specialists, being responsive to clientele requests, will provide regular updates, summaries of research findings, and the identification of resources that are appropriate for use in local programs and with other clientele groups. This may be in the form of newsletters, peer-reviewed Technical Reports, blogs, electronic-mail messages, teleconferences and/or webinars, website updates, mailings, development of peer-reviewed fact sheets, etc. Specialists will support, mentor, and keep agents informed about relevant county, state, and federal databases that affect priorities for county Extension work.

In-Service and Professional Development. Specialists are expected to deliver in-service trainings and workshops. These teaching presentations are important ways of providing research-based information and effective educational programs to agents, extension paraprofessionals, and others. Effective teaching incorporates a strong research base, clear concepts of how to use resources, and coordinated updates or consulting after the training, which encourages adoption and program evaluation. In-service trainings build subject matter knowledge among agents and paraprofessionals as well as provide specialized program responses to current state and regional program issues. Effective program planning includes input from agents, paraprofessionals, and others. Successful program dissemination includes agents, paraprofessionals, and others using the materials and working with specialists to collect and aggregate program impacts.

Collaboration with Professionals. Developing professional relationships with major state and county government departments and key service or regulatory agencies with responsibility in one's subject-matter is a specialist responsibility. This includes providing information and updates or research summaries to professionals in these organizations. Team building and collaborative activity involving CSUE campus and field staff and agency partners who are associated with the design/implementation /evaluation of CSUE Work Teams plans of work also are important specialist responsibilities.

Student Mentoring/Teaching. Mentoring, co-advising, and advising undergraduate and graduate students on research projects, internships and practica that relate to Extension's mission are specialist responsibilities. When applying for funding of projects related to Extension specialists should include financial support for student, graduate assistant, or intern expenses.

Research and Other Creative Activity

It is expected that all Extension specialists are engaged in research and scholarship that emphasizes the synthesis and translation of research into educational programs. Examples and evidence of research activities include publishing in refereed journals, technical reports, digital and other electronic media publications, developing research-based curricula and curriculum-products for use by others, conducting and reporting program evaluations, giving regional, national and international presentations, as well as developing research-based program materials

that are adapted for use by other states. This is not an exhaustive list. Extension specialists' scholarship is typically and historically characterized by peer review of manuscripts in any and all three areas—teaching, research, and service. Any scholarship that is different from traditional research journal-based scholarship must add to the body of knowledge, be peer reviewed, and be communicated in a way that an audience has access to it.

Scholarly creative activities include the integration of knowledge or technology leading to new interpretations or applications. The assemblage of research-based information for a targeted audience via a literature review is an element of scholarship and research. Other examples of scholarship include developing peer reviewed fact sheets, submitting grant proposals, developing policy recommendations for use by public decisions makers, and others as described in Section E.12.2 in the Manual.

Extension specialists are expected to collaborate with other faculty at CSU and other institutions from within and outside their disciplines, and with professionals from other organizations. The criteria for evaluating the original or creative nature of research and other creative activities should be the generally accepted standards prevailing in the applicable discipline or professional area. Standards for determining quality will vary among disciplines and should be specified by each academic unit. CSUE specialist research and scholarship activity, responsibility, and accountability should be consistent with the specific nature and time allocation of individual appointments.

Engagement

The scholarship-based model of outreach/engagement stimulates interaction with the community, which produces discipline specific, evidence-based practices. Outreach/engagement activities may be integrated into the faculty member's teaching, research, and/or service effort distribution. For the activity to be scholarly, it must draw upon the academic and professional expertise of the faculty member while contributing to the public good, addressing or responding to real-world problems.

Service

Historically, many Extension specialists considered the majority of their work to fall in this category. However, for the purposes of this document, "Service" carries a restricted definition described under Section E.12.3 of the Manual.

Carefully selected service is expected of specialists. Evidence of service activities might include serving on department, college and/or university committees or serving on state, regional and/or national committees or boards that are professional, academic, agency, and/or industry-based. Specialists are encouraged to establish relationships with local, state, and federal agencies

participate in policy development and serve as trusted testers for legislative committees. Specialists are also encouraged to link with major state industries, service, and regulatory agencies in areas of major program responsibilities. Service rendered in one's professional capacity as a citizen of the community is commendable and may be evaluated as an appropriate faculty activity.

Metrics

The Manual defines engagement as education and information transfer activities for constituencies that do not include degree seeking students. These activities require a background of significant scholarship, diagnostic skills, use or development of creative and focused methodologies, information organization and media skills, and written and oral skills in interpreting as well as presenting information.

The scholarship of engagement is evaluated through the amount, quality, and effectiveness of those activities to the external community. Evaluating engagement activities as integrated into conventional teaching and research can be difficult, and requires multiple criteria to assess the scholarship of the activity.

The metrics for evaluation of engagement activities as scholarly work shall include: clear goals for the activities; documentation of adequate preparation for the activities; appropriate methods for the conduct of the activities; documentation of significant impacts and outcomes resulting from the activities; effective presentation of the results of the activities with peer review; and reflective critique on the results of the activities. Additional criteria may include a beneficial impact or outcome attributable at least in part to the application of relevant and up-to-date knowledge to the real-world problems, issues, or concerns addressed by the public service.

For faculty/specialists receiving funding from CSUE, the measurable indicators of success should include, but are not limited to: active partnership with agents and/or paraprofessionals; grants submitted and funded with agents as co-PIs; service as CCA leader and/or Work Team co-leader; Extension fact sheets and other peer reviewed publications, some of which are co-written with agents; applied research projects based on identified needs of clientele; in-service training conducted using various methods; workshops developed in partnership with agents, public agencies and others; timely completion of CPRS as a measure of time spent; and guest presentations on and off campus (face-to-face or webinar). These indicators are to be addressed during the annual performance evaluation.