

# **Draft Report**

(January 15, 2008)

## **Review of Cooperative Extension and Extended Studies**

### **Introduction**

This review of Cooperative Extension and Extended Studies includes two parts: (1) a summary relating to the opportunities for improvements in performance intended to address the committee's charge from President Glick (see Appendix A); and (2) summaries of the surveys of Cooperative Extension and Extended Studies personnel conducted as a part of the review (see Appendix B). The main conclusions of the review appear in the first part of the report.

We understand that the process from here is for the review to be presented to the heads of the two organizations. Cooperative Extension and Extended Studies will then have one month to respond to the review. Using these responses, the committee will revise the report as it considers appropriate, and present it to President Glick. We expect this process of revision and adjustment to require about two weeks.

We wish to thank the faculty, staff and others associated with Cooperative Extension and Extended Studies for their support of the review and the review committee. Such review processes require time that could be effectively used elsewhere. There is always some uncertainty about the review and its outcome. The committee hopes that it will be evident that the review was intended to be constructive, but not necessarily to support the status quo. We hope that Cooperative Extension and Extended Studies, the UNR administration, and the University community find the report useful and that the institutionalized outreach of UNR can become even more effective and efficient in order to better meet the needs of Nevada's citizens.

### **Summary Addressing the Charge to the Committee**

This section of the report includes five parts: (1) a vision for Cooperative Extension and Extended Studies that was formulated by the committee; (2) opportunities for increasing the effectiveness of Cooperative Extension; (3) opportunities for increasing the effectiveness of Extended Studies; (4) improvements in coordination that are possible for Cooperative Extension and Extended Studies; and (5) organizational models for Cooperative Extension and Extended Studies.

The first part attempts to envision these two institutionalized outreach programs within a more expansive concept of outreach for UNR. In this vision, all sectors of the University embrace the outreach mission, and that mission includes the private sector as well as the

constituencies currently served. In the modern view of outreach, and in a knowledge-based economy, the university and the private sector move together to succeed.

The second and third parts are organized similarly. In each, we present an overview of the unit (Cooperative Extension or Extended Studies), with a brief history and financial and personnel information as context for the comments that follow. These descriptions are intended to provide roughly the same information about both units. The parts continue with subsections addressing possibilities for: (1) improving efficiency; (2) growing opportunities for collaboration; (3) decision-making about providing existing versus new teaching, research and service activities; and (4) alternative funding models. Observations are presented in bullet form because the focus of the report is more on concept than implementation. Implementing the committee's suggestions or recommendations will take added study, analysis and participation by the UNR administration, both organizations and stakeholders.

The fourth part identifies areas of cooperation between Cooperative Extension and Extended Studies that appear to offer opportunities for improved efficiency and greater effectiveness. This part has two subsections: one that looks within the two organizations for these opportunities, and one that looks beyond the two organizations to their relations with other campus units. Our recommendations on the latter are brief, because this is really outside the committee's charge. Nevertheless, we wanted to note these opportunities for improving the contribution of the two organizations to the broader campus mission, and vice versa.

The last part addresses organizational issues. Here we outline possibilities and comment briefly about the advantages and disadvantages of different organizational models. Cooperative Extension in particular is changing in organization and uses a variety of models across the nation, and the committee believes that some of these alternatives should be mentioned. In the closing section of this summary part of the report, we address the issue of the culture for Cooperative Extension and Extended Studies on the UNR campus and make recommendations about how this might be changed.

## **1. What is UNR's Vision for Outreach or Public Engagement? How does our report embrace/conform to this vision?**

Outreach is a defining component of the land grant mission, and the University of Nevada, Reno, needs to support it fully if it is to grow into a more progressive land grant university. Outreach at the University takes many forms, but this report will focus on the two institutionally based efforts, i.e., University of Nevada Cooperative Extension (UNCE) and Extended Studies.

We begin with a general commentary on the treatment of the outreach mission on the UNR campus. The University does not have a balanced treatment of outreach teaching and research as compared to on-campus teaching and research. Outreach ranges across all three of the "standard" categories of evaluation—teaching, research, and service. By valuing it in EACH of the three, outreach will be more highly evaluated across the

institution. The evaluation process should recognize and reward outreach activities in each of the three categories. This will take the support of the UNR administration and recognition by departments and colleges across the campus.

Currently, Cooperative Extension interacts with all UNR colleges and funds faculty and staff positions in three colleges. However, its program areas could be redesigned and renamed to be more attractive to more of the colleges on campus. Extended Studies collaborates with all colleges to provide credit and non-credit class offerings. However, it is more active with some of the colleges than others, and manages other programs that are less directly related to the traditional mission of UNR. Cooperative Extension and Extended Studies are integral parts of the general outreach teaching, research and service mission of the land grant university. Both organizations engage their publics to deliver useful knowledge, albeit tailored to their specific missions. The College of Cooperative Extension and division of Extended Studies should develop more extensive collaborations with all of UNR's colleges, which will benefit the entire university. Therefore, a first recommendation is that the Administration re-define the mission of UNCE and Extended Studies, to expand their outreach efforts with all colleges and units of the University.<sup>1</sup>

The committee also believes that the University must improve its overall ability to deliver relevant programs throughout the State of Nevada and better meet the needs of all Nevadans—including the private sector. UNR has much to offer, including to the private sector of Nevada, and it should organize itself to do so. This will require analysis of funding models and patterns of engagement between on-campus units, UNCE and Extended Studies, and organizations in the community and the state.

## **2. Opportunities for Increasing the Effectiveness of Cooperative Extension**

Cooperative Extension has a long history of success nationally and at the University of Nevada, Reno. Over time its mission has changed in part due to the changing demographic and economic base of Nevada and the changing knowledge needs of society. Originally an organization which targeted agriculture, home economics, and rural welfare Cooperative Extension was administered separately from the College of Agriculture (now CABNR) prior to 1945 and then administered under the College of Agriculture from 1945 until 1992. During those years CABNR evolved away from agricultural production and applied science and towards natural resources, biotechnology, and basic science. Cooperative Extension expanded to include programs outside the scope of the College of Agriculture. In 1993 Cooperative Extension (as in many other land grant universities) became a separate academic unit. However, the two colleges still shared a dean. In 1998, Cooperative Extension hired its first full-time dean. While important issues regarding the separation continue to exist, they are mainly related to the leveraging of campus and UNCE capacities to develop joint projects which engage the faculty and staff of both organizations to serve Nevada better. Faculty members from the

---

<sup>1</sup> Cooperative Extension Mission Statement: “To discover, develop, disseminate, preserve and use knowledge to strengthen the social, economic and environmental well-being of people.”

Extended Studies Mission Statement: “Extended Studies helps to improve people’s lives by providing innovative, high-quality education at any time or place.”

two colleges generally enjoy productive working relationships, but the work could be more productive with closer collaboration.

Cooperative Extension offers not-for-credit training and education largely through a set of county offices. Primarily funded by a combination of federal, state and county resources, Cooperative Extension has become more entrepreneurial in recent times with increased grants and contracts and charges of fees for service. The limited areas for its research and teaching programs—Agriculture; Community Development; Health and Nutrition; Children, Youth and Families; Horticulture; and Natural Resources—reflect the six broad categories in its mission as defined by Nevada Revised Statute 549. It should be noted that changing the stated legislative intent would require legislative action.

The budget of Cooperative Extension from all sources for 2000 and 2006 is outlined below:

| Funding Sources                           | 2000 (% total)      | 2006 (% total)      |
|---|---------------------|---------------------|
| Federal                                   | \$ 1,797,307 (12.7) | \$ 1,800,018 (7.8)  |
| State                                     | \$ 5,385,349 (37.9) | \$ 8,092,194 (35.0) |
| County                                    | \$ 5,241,307 (36.9) | \$ 9,657,460 (41.7) |
| Grants and<br>Contracts<br>(Expenditures) | \$ 1,186,831 (8.3)  | \$ 2,526,061 (10.9) |
| Fees                                      | \$ 515,122 (3.6)    | \$ 843,559 (3.6)    |
| Gifts                                     | \$ 76,011 (0.5)     | \$ 232,050 (1.0)    |
| Total                                     | \$ 14,201,927       | \$ 23,151,342       |

The total UNCE budget increased \$ 8,949,415 (63%) from 2000 to 2006 with all funding sources increasing over the six year period. However, the various proportions of the total budget have changed little in recent years, with the main differences being a larger proportional contribution from the counties, and a lesser increase from grants and contracts (note this by comparing the two columns). Direct support from both the State and Federal government has declined as a proportion of the total budget.

The human resources of Cooperative Extension for 2000 and 2006 are displayed in the table below.

|   |       |       |
|---|-------|-------|
| People Power  | 2000  | 2006  |
| State Specialists<br>On Campus  | 10.61 | 12.69 |
| State Specialists<br>Off Campus   | 0.55  | 1.00  |
| Other Extension Faculty need<br>this broken out by campus and<br>off campus<br>(Area Specialists, Extension<br>Educators, and Administrators) | 56.85 | 59.22 |
| Classified Staff  | 31.00 | 28.44 |
| County Staff  | 81.79 | 90.85 |

Some on the committee believe that State Specialist’s home location should be determined by the situation and need, and that locating State Specialist’s off campus among Area Specialists and Extension Educators is appropriate and provides new opportunities for faculty collaboration on outreach teaching and research projects. Most committee members, however, believe that State Specialist’s should be located on-campus, where they can best develop collaborations with faculty that do not have Extension appointments. State Specialists and Extension Educators could potentially play a key role in the development of working relationships with non-UNCE faculty on-campus faculty and the integration of Cooperative Extension into the University.

An approximate allocation of UNCE faculty among the six program areas is shown below. The 2007 FTE allocations represent major programs reported by faculty in Digital Measures for the six state statutory programs and do not necessarily represent 100% of their FTE. Faculty that work in two or more program areas select the predominant program area for reporting purposes in Digital Measures and so the data in the table below are only approximate.

| <b>Approximate UNCE Faculty Allocation by Program Area</b> | <b>FTE</b> | <b>% of all UNCE FTE’s</b> |
|--|------------|----------------------------|
| Agriculture  | 6.21       | 13.7%                      |
| Children, Youth and Families                               | 14.66      | 32.0%                      |
| Community Development                                      | 4.48       | 10.0%                      |
| Horticulture   | 4.26       | 9.0%                       |
| Health and Nutrition                                       | 7.14       | 16.0%                      |
| Natural Resources  | 8.66       | 19.0%                      |
| Total  | 45.41      | 99.7%                      |

If more of the Cooperative Extension budget becomes generated from grants and fees, UNCE will have to improve its ability to track and account for faculty and staff effort. For example, in the case of fees most services are a mix of public and private goods and would likely require some type of shared funding—and budgeting methods to support

that combination.<sup>2</sup> In addition, new funding for Cooperative Extension will likely not come in a “lump” but will be directed to specific types of services, and will thus require more precise information about the relative allocation to different program areas, to support such requests of the federal, state or county government.

One of the main recommendations for Cooperative Extension (and for Extended Studies, below) is to address the issue of expanding collaborations with all colleges to better meet the knowledge needs of Nevada citizens. This will require added resources that may come from existing or new sources and more use of alternative funding sources. As a part of a more general outreach mission and to better accommodate new funding sources (fees in particular), the University should consider renaming Cooperative Extension to University Extension.

### **Improving Efficiency**

We found the current activities of Cooperative Extension to be well organized and effective in terms of identifying learner needs, engaging with the intended audiences, and producing measurable outcomes. Our recommendations seek to make Cooperative Extension even more effective in accomplishing its mission. These changes may require expanding the scope and funding of programs and providing new incentives for other colleges to collaborate on outreach initiatives. Linking Cooperative Extension offices more closely with other units of the University may add to the capacities of both types of units as well (an issue to be taken up in section 4 of this part of the report).

Key issues:

- *Extension faculty appointments and affiliations.* Most of the Cooperative Extension State Specialists are housed on campus in colleges other than the College of Cooperative Extension. We believe that some of these faculty members are not being utilized effectively, given the variation among joint appointments on campus. A uniform university-wide method of developing all UNR split-appointments (UNCE – non-UNCE appointments) job-reflective faculty role statements should be developed, as well as uniform methods for jointly reviewing annual performance and evaluating continuation of joint appointments. A variety of models exists across the country. Tenure-track, split appointments should be considered when the deans of the two colleges agree on long-term need for the expertise; such arrangements should be documented with a percent FTE allocation commensurate with the agreed-upon workloads. The dean of the funding college must be fully empowered to withdraw funding, if agreed to expectations are not met or if expertise is no longer relevant to the state. This agreement should be made firm as a condition of the joint

---

<sup>2</sup> A **public good** is a commodity or service whose benefits are *not depleted* by an additional user and from which it is generally difficult or *impossible to exclude* people, even if people are unwilling to pay for the benefits. A **private good** is a commodity characterized by both depletability and excludability. A commodity is **depletable** if it is used up when someone consumes it. A commodity is **excludable** if someone who does not pay for it can be kept from enjoying it.

appointment, and such an arrangement should be a two-way street, i.e. if either dean is unhappy with the joint appointment, they should be able to withdraw funding.

In some instances, temporary buyouts of non-UNCE faculty and staff from the campus would make Cooperative Extension better able to address emerging issues with quicker response times. Similar types of buyouts might be considered for field Extension Educators. These affiliations can be designed in a number of ways. The objective is to devise agreements that permit temporary FTE buyouts that do not compromise the ability of the Extension Educator to conduct outreach teaching and research that is expected in the home County program areas.

- *Program areas.* Improved collaboration between colleges is likely when properly planned and implemented joint programs of outreach research and outreach teaching that involve both UNCE extension faculty and non-UNCE campus-based faculty and staff. These efforts must truly be collaborative in nature, with funding, responsibility, and credit shared among faculty.
- *Location.* We recommend that more state specialists be hired. The majority of the committee members believe State Specialist's should be located on campus. The thinking is that State Specialists off campus can isolate these faculty members from their peers on campus and promote competition between colleges rather than collaboration among them. In addition, on-campus location can help generate added resources (human capital and infrastructure) for their Extension work. Exceptions to this generalization are the Las Vegas and Elko teams, which are reasonably well-established and where there is a critical mass of specialized faculty (although not a significant disciplinary cohort).

A minority committee view is that State Specialists located off-campus can build strong relations with local learners, helping the individual UNCE faculty better focus on their outreach mission.

- *Involving non-Extension faculty in outreach.* Generally, non-UNCE faculty members at UNR are not extending the research and application of new knowledge as effectively as they could be, partly due to a lack of University incentives for outreach activity and partly due to the isolation of Extension program planning from on-campus non-UNCE teaching and research. Cooperative Extension utilizes a needs assessment process to identify programming areas of highest need and to be accountable for their funding. This programming model has received regional and national recognition for its impact on individuals and communities. However, this reciprocal system for formally identifying new and innovative non-UNCE programs on campus and systematically extending them to benefit individuals and communities is not yet in place. Broadening the idea of needs assessments to include all university research and teaching will strengthen and improve the entire spectrum of outreach at UNR. This must be a two-way street, with UNCE and non-UNCE faculty and staff working together to identify innovative programs of teaching and research on campus that can enrich and strengthen university outreach. The pay-off for better integrating

the campus faculty into the needs assessment process is that innovative ideas and additional resources can be focused on issues of importance to Nevada.

- *Red tape.* Several off-campus faculty and staff indicated that rules within Cooperative Extension and the university make their jobs more difficult. (The committee did not investigate the accuracy of the concerns, or delve into underlying reasons for existing processes). As a new and separate activity from this report, we recommend a task force be created to investigate ways to reduce costs and streamline procedures. Such a task force should be comprised of a significant number of high-volume end users from Cooperative Extension and other academic units. Benchmarking against other institutions should be incorporated as a standard method of understanding and evaluation of performance at UNR. Examples of red tape cited by faculty and staff include: (1) Purchasing Card restrictions (2) Use requirements for state cars (3) Requirement for original signatures and paper copies instead of faxed or electronic signatures. We recommend: (1) Unrestricted use of a personal vehicle for authorized university travel at the standard IRS reimbursement rate (2) Re-institution of a university-wide motor pool, with availability of some vehicles appropriate for work and travel in rural Nevada and (3) Transition to electronic routing and signatures for all travel authorizations and reimbursements.
- *For-credit teaching by Extension faculty.* By the provisions of the Smith-Lever Act, Cooperative Extension faculty cannot teach for-credit on their Extension appointments. However, State Specialists and Extension Educators can, and in some cases do, have partial teaching appointments funded through the University's instructional budget. The committee believes that when these joint appointments come from multiple sources that represent different assignments – such as Cooperative Extension, resident instruction, Agricultural Experiment Station, Medical School, etc. – no one appointment should be less than 25% of the FTE. The exception to this rule should be short term “buyouts” to work on specific programs or initiatives.
- *Using county advisory boards.* Cooperative Extension does not have “county councils” or “advisory committees” in all counties. Extension Educators should consider establishing county councils or advisory committees in all counties with active UNCE programs. The process of setting up these councils should have careful planning, with numbers, terms, possibilities for being reappointed or re-elected, rules for operating the meetings, and a composition that fits the programs of Cooperative Extension. Nomenclature is also an issue: for instance, “county councils” would give more opportunity to reflect the interests of the counties with their political constituents.

### **Growing Opportunities for Collaboration**

- Cooperative Extension faculty members often collaborate with non-UNCE faculty and these collaborations should continue to be encouraged. Other deans with the cooperation of the Cooperative Extension dean should develop systematic methods of

encouraging their faculty to interact with Cooperative Extension faculty and reward that interaction in the evaluation process. State specialists on campus or non-UNCE faculty could be designated to lead these efforts to interact more fully with campus colleges.

- New revenue possibilities, including fees for service in collaboration with Extended Studies, will bring opportunities to grow the budget to increase the programs provided. The issue here is to distinguish between private and public goods and services (we do not support using Cooperative Extension public funds to support services that are private goods). One way to deal with this difficult issue is to appoint a committee of faculty to develop recommendations on private versus public goods and a related system of charges. The purview of this committee should include programs currently offered free by Cooperative Extension—which may include private goods.
- One or more major campus initiatives (perhaps involving increased budgets or another strategy to increase revenues) should accompany the efforts to increase the overall interest and capacity of all units to partner with Cooperative Extension.
- Unexploited possibilities exist for Cooperative Extension to work with Extended Studies to expand teaching opportunities to off-campus learners. Extended Studies could offer for-credit and not-for-credit courses in conjunction with Cooperative Extension Offices. Cooperative Extension offices could continue to be used as learning centers for offering for-credit and not-for-credit courses. The existing interactive video technology in Cooperative Extension offices throughout the state could be used in cooperation with Extended Studies and perhaps other programs (e.g., Office of Prospective Students). The committee understands that Extension offices are County facilities and any significant change in usage will be negotiated with County commissioners.
- Cooperative Extension should become more involved in the undergraduate and graduate programs of the University. The committee recommends that the UNR Career Development office and Cooperative Extension be tasked to create internship opportunities through Cooperative Extension. Undergraduate students can be used more heavily as interns in summer, and the internships can be for-credit. A program with the colleges to recruit interns and pay them partially with credits could be developed. Graduate students can be employed in campus/field research projects. Cooperative Extension could build in a recruiting role as part of its youth programming initiatives.

### **Existing Versus New Outreach Programs: How to Decide**

- Cooperative Extension will need new models of assessment as alternative revenue sources are exploited; for example, grants face a market test, fees must be paid by users who in turn must believe the programs are successful, etc.

- With enhanced resources, Cooperative Extension can expand to serve broader interests of citizens and encourage other colleges' participation beyond the areas identified in the Nevada Revised Statutes. The private sector was identified as a particular target for expanding the Cooperative Extension programs. This sector has no aversion to paying fees.
- Cooperative Extension should continue to use broadly inclusive methods of assessing needs and conducting community situational analyses. This process should continue to include literature review and trends analysis. The process can be strengthened with additional interaction between campus and field faculty to investigate new outreach teaching and research opportunities related to community needs. Cooperative Extension faculty can play a key role in sharing Nevada's specific data with other colleges and in engaging campus faculty using scientifically accepted methodology for assessments.
- Cooperative Extension and other colleges should find a method of systematically sharing new and innovative campus-based programs that could be extended to communities. One way to insure full communication is the creation of an outreach council with participation from all colleges and units.

### **Alternate Funding Models for Cooperative Extension**

Cooperative Extension cannot expand to meet the increased demands of Nevada's citizens without added resources (as was indicated strongly by faculty and staff in the survey). New sources of funding must be developed. The new sources are state funded enhancements, additional grants and contracts, fees, partnering with academic campus colleges and the private sector businesses, and donations.

- Cooperative Extension should investigate fees as a source of revenue and for more prudently spending its county, state and federal funds. By broadening its scope, Cooperative Extension will inevitably work more closely with the private sector, which has no aversion to fees for service.

It will be essential to distinguish between "public" and "private" goods or services. Taxpayers' funds cannot be used to conduct programs that generate private services. But by developing a fee structure with reasonable underpinnings, some of the burden may be lifted through either fees or dropping services that are private. This must be done within the parameters of the standing opinion from the USDA Office of General Counsel: *"charging for basic services offered by the State Extension Service would not be in accord with the legislative intent of the Smith-Lever Act. We do not believe that Congress is setting forth the purpose of the program as: ". . . diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same" intended that a charge be levied for such service. Accordingly, it is our opinion that the State Extension Services may not charge fees for educational services rendered under the program [Smith Lever Act].*

- Cooperative Extension can increase its grant revenue by working more systematically with the campus faculty. Such collaboration may foster larger projects and more cooperation between UNCE and non-UNCE faculty and staff.
- Indirect costs should be billed for UNCE fees collected and an appropriate portion of these indirect costs should be returned to UNCE. The current indirect cost recovery rate charged by UNR for off-campus faculty grants and contracts is 25.4%. The rate for on-campus faculty doing outreach grants and contracts is 31.7%.
- Donations can be a major part of Cooperative Extension funding: for example, for facilities, programs or positions in the county offices. Raising such funds should be coordinated with University Development, so as not to compete with other University efforts.
- With the expanded model for funding and a broadened mission, it may eventually be possible to ask the Board of Regents and State Legislature for added state funding for “University” Extension. Enhanced state funding must be initiated through the university process and would be a visible sign of support for the land grant mission of outreach.

### **3. Opportunities for Increasing the Effectiveness of Extended Studies**

Extended Studies has had an evolutionary life at the University of Nevada, Reno. It has been a place to assign programs that did not fit well within the colleges, a place for programs that needed flexible processes and systems to manage them, and a program where innovative efforts have been started and then eventually merged into the campus colleges and administration. The Extended Studies unit has capability to adapt to new, different, or changing requirements and is essentially self-supporting. This makes Extended Studies unique among many University programs.

Extended Studies currently administers credit and not-for-credit programs, on and off campus, at times not coincident with the academic year. Some of these programs have been in Extended Studies (formerly Continuing Education) for many years: Summer Session (run since 1970 by Extended Studies), off-campus credit programs (run by Extended Studies [UCAN] since 1985), and Independent Learning (since 1935). These programs are not a part of the formal University budget. Faculty compensation for off-campus, Summer Session, and other courses offered by Extended Studies differs from that received for on-campus courses supported by the university’s state funding structure. We will have more to say about this in the recommendations.

Extended Studies also provides management of other services, including the Fire Science Academy, the Redfield Campus, youth and sports programs, Fleischmann Planetarium, the Osher Lifelong Learning Center, and events planning. Many of these have been added to the responsibilities of Extended Studies as a result of campus and state decisions. Some, such as the Fire Science Academy and the Sierra Nevada Jobs Corps,

are examples of newer programs that have come to Extended Studies and have little to do with the academic programs of UNR. Others, such as the Performing Arts Series and the Jazz Festival, are directly related to UNR academic programs and are overseen by the School of Arts, but are run in partnership with Extended Studies. The Bachelor of General Studies, started by Extended Studies, is now housed in a campus unit. Non-credit course offerings have roots on the campus, but sometimes are not rooted in academic offerings on the campus. A watchword of Extended Studies is not to do anything that is inconsistent with the academic mission of UNR, except in cases of programs that it has inherited. Extended Studies has been in a constant state of flux, which parallels the national model for “nimble” Extended Studies units.

The budget of Extended Studies (excluding Fire Science Academy and Planetarium) from all sources for 2000 and 2006 is outlined below:

| Funding Sources  | 2000                | 2006                |
|--|---------------------|---------------------|
| Summer Session Main  | \$1,206,767 (19.8%) | \$2,127,413 (23.2%) |
| Self-Funded<br>Credit & Non-Credit<br>Programs Revenue                   | \$3,520,158 (57.8%) | \$5,076,868 (55.3%) |
| State Funded   | \$1,173,532 (19.3%) | \$1,601,456 (17.5%) |
| FTE Credits – UCAN FTE<br>credit revenue goes directly<br>to UNR Account | \$126,428 (2.1%)    | \$360,542 (3.9%)    |
| Federal/State Grants<br>Expenditures                                     | \$63,680 (1.0%)     | \$11,090 (0.1%)     |

Fire Science Academy Budget for 2000 and 2006:

| Funding Sources                                     | 2000                | 2006                |
|---|---------------------|---------------------|
| Federal   | 0                   | \$2,000,000 (40.3%) |
| State   | 0                   | \$604,425 (12.2%)   |
| Grants/Private Donations<br>Lumped together in 2000 | \$1,000,250 (35.8%) | 0                   |
| Fees  | \$1,678,774 (60.0%) | \$2,346,893 (47.3%) |
| Gifts in Kind<br>(equipment, supplies,<br>services) | \$117,874 (4.2%)    | \$12,890 (0.2%)     |

In 2000, the Fire Science Academy had just moved to Carlin, was experiencing below forecast enrollments, and severe financial and facilities problems. Fire classes were cancelled in July and the facility closed in November of that year. The voluntary transfer in and grants/gifts category were from the University Foundation and from the Fire

Protection Training Academy (Stead) operating account balance. Actual revenues earned that year were approximately \$1.1 million. The budget illustrates that fees from training increased by \$668,119 from 2000 to 2006. Federal and state funding also increased, although Gifts in Kind decreased.

Fleischmann Planetarium Budget for 2000 and 2006:

| Funding Sources    | 2000      | 2006      |
|--------------------|-----------|-----------|
| Total Revenue      | \$576,347 | \$478,744 |
| Total Expenditures | \$717,297 | \$428,941 |

The Planetarium budget demonstrates successful self-funded fiscal management. Although revenue decreased significantly from 2000 to 2006, adequate measures were taken to decrease expenditures even more significantly in order to end in the black.

### **Improving Efficiency**

- Extended Studies should investigate additional methods and processes to be implemented in order to ensure that deans and department chairs are fully vested in the programs offered through Extended Studies.
- Extended Studies is limited in serving places like Las Vegas, due to antiquated agreements between legislators from Reno and Las Vegas – the so called Mason-Dixon Line. UNR has undergraduate courses related to the core and graduate programs that would sell in Las Vegas, and limiting Extended Studies by making Las Vegas off limits diminishes the efficiency of the unit. Other out-of-state universities operate in Las Vegas, not handicapped by the same restrictions as UNR.
- In Las Vegas and in northern Nevada, off-campus courses might be offered at prices that allow ample compensation for potential faculty. Sufficient tuition is another factor that limits offerings off campus. This should be somehow changed: colleges should be allowed to charge added fees if tuition cannot be increased for off-campus courses.
- Extended Studies should directly address the incentive problems with its for-credit offerings. Specifically, departments and colleges do not get FTE credit for courses offered in summer session. This makes some departments and colleges more interested in offering the courses during the academic year since the budgets are allocated in that way. That being said, Summer Session does return 40% of revenue over break-even back to departments each summer, so a revenue-sharing model does exist.
- Understanding the origins of the Fire Science Academy and the complexity of its past, present, and future financial status in only a superficial way (60 minutes of interviews), this committee recommends the university take another look at its available options in regards to the FSA. If UNR is willing to ask the legislature to

“bail them out” with \$30 million so the bond can be repaid and the academy sold so the university is cleanly out from under the debt, then that option should be considered. For this to become reality, NSHE institutions would all need to be in agreement that the FSA is a priority on their list of requests for funding from the legislature.

- Revisit the non-credit programs that are offered, e.g. the gaming programs, to insure that the colleges are not interested in becoming a greater part of them. There is room for negotiation here with the College of Business in the gaming programs, they give something and the Extended Studies gives something – the Compatible Incentives Model.

### **Growing Opportunities for Service**

- The Marketing Department in Extended Studies is very strong and could be even more involved in serving the broader university community (as it currently is). We recommend looking into the marketing services being provided by several units on campus and giving the colleges the opportunity to pick the most capable and cost-effective option. This is a good example of how the campus, through privatization of a sort, could become more efficient.
- Some members of the committee believe Extended Studies should charge more for the credit courses it offers. The College of Business Administration is an example. It now charges more than normal tuition for its Carson City off-campus MBA programs through private sector subsidies to have a master’s program in their area of interest. We recommend a more straightforward approach to billing tuition. The market will rapidly identify tuition that is set too high.
- Extended Studies should work to expand its offerings. The possibility of collaborating with Cooperative Extension for space and teaching capacity should be carefully explored.
- Another possibility for Extended Studies in Las Vegas is to offer the pre-entry courses for the Freshman Start Program. These could be offered in the Cooperative Extension Building in Las Vegas. We need to put aside the old boundaries between UNLV and UNR. However, we should expect that UNLV will respond in kind.

### **Existing Versus New Services: How to Decide**

- Extended Studies is not equally engaged with all colleges and there are opportunities to expand its services. We encourage continued conversations with the deans of the colleges, and as mentioned above, discussing the incentives and salaries from the beginning.
- Consider a tri-semester way of organizing the University. If properly done, this could eliminate much of the difficulty of getting more colleges to cooperate with Extended

Studies. The idea that students attend the university and go home to milk the cows during the summer needs to be set aside. Both UNR and UNLV are embedded in growing urban areas and the students live, study and work year-round. The present system of generating formula credit from the state only during the fall and spring semesters is not contemporary to this lifestyle and makes it more difficult to cope with the demography and preparatory skills of Nevada's high school population. No matter what the solution, the ability for students to complete a greater number of for-credit classes year-round will help the university meet its short-term goals of greater retention and shorter time to graduation.

- Extended Studies should consider merging the funds of the credit and non-credit classes with the colleges it serves. Let the academics participate more fully in making the decisions about the relatedness of non-credit and credit courses and funding alternatives.

#### **Alternative Funding Models for Extended Studies**

- Alternative funding models have already been mentioned. The committee believes that a differential tuition needs to be established for off-campus graduate courses and programs.
- There is a real question about the non-credit programs—should they continue to be self-funded, or should they fund expansion of the credit programs? These funds could be used in collaboration with Cooperative Extension and be targeted to expand outreach opportunities for citizens. Perhaps it is time to look into this aspect of the funding for Extended Studies for credit programs. This would allow deans to use revenue from non-credit programs to build discretionary funds of money for uses they designate in their colleges.
- Extended Studies would profit from development of a formal economic model (process) to evaluate the possibility of initiating new programs and the viability of retaining existing programs.
- A legislatively funded tri-semester would allow faculty to be compensated the same for summer teaching as they would receive in fall/spring semesters. If the legislature will not fund summer as a third semester, then campus should look at ways to improve faculty compensation for teaching in Summer Session.

#### **4. Improved Coordination between Cooperative Extension and Extended Studies - Potential Areas of Cooperation.**

There are a number of opportunities for coordinating the work of Cooperative Extension and Extended Studies that can be exploited regardless of the organizational model (see item 5 below). These involve cooperation between the two organizations and cooperation with other campus entities.

- Sharing space between Cooperative Extension and Extended Studies. Cooperative Extension has space in county offices that could be used for off-campus programs. As well, their county staff could be helpful in finding space in communities for off-campus programs—often they know where such space is and what it costs.
- Both organizations have marketing or communications departments. The campus as well has a marketing department. At the very least, the marketing departments should work more closely together and have an understanding of what they do and what the campus marketing department does. It would be useful to investigate outsourcing some of the marketing work from all three organizations, as the campus community might benefit from a more competitive “fee for service” approach to marketing.
- Both Cooperative Extension and Extended Studies have information technologists who are primarily devoted to off-campus educational opportunities. For purpose of efficiency they should explore working together more closely.
- When appropriate, Cooperative Extension Specialists and Extension Educators should be allowed to teach in both for-credit and not-for-credit courses. When a portion of their FTE is funded for resident instruction, Specialists and Educators can teach for-credit courses but class load should be strictly limited to reflect the resident instruction portion of their FTE funding. Temporary FTE buyouts must not compromise the ability of the Extension Educator to conduct outreach teaching and research that is expected in the home County. Cooperative Extension faculty should continue to interact with campus faculty by being guest speakers for classes and collaborating in internship opportunities. Utilization of interactive video would be a method of bringing Cooperative Extension into the classroom and of connecting students with potential class projects based on actual community situations and needs.
- Integrated offerings of for-credit and not-for-credit courses could be considered. Particularly in rural counties where Extended Studies does not have the reach of Cooperative Extension. More integrated discussions of both for-credit and not-for-credit offerings could yield benefits to both. Small rural communities might be able to better prepare students for successful integration into college life this way.
- Many Cooperative Extension training courses could simultaneously offer for-credit or not-for-credit certificates when a campus faculty of record collaborates with the Cooperative Extension faculty member. A coordination mechanism, perhaps through the Provost’s Office, or as we mention in the next section, a Vice President or Vice Provost for Outreach, could promote this potentially valuable option for expanding the UNR education mission.

### **Linkages to Other Campus Units**

- Recruiting students is the job of all of the faculty and staff of the University. Cooperative Extension and Extended Studies both could continue and increase assistance to expand opportunities for marketing UNR and recruiting students.

Presently, the Office of Perspective Students (OPS) has an office in the Las Vegas Cooperative Extension building and some interaction takes place with OPS and Cooperative Extension in rural counties, but these efforts could be expanded. The OPS should take advantage of this fact and work with the two organizations in recruiting efforts. This effort will take communication and sharing of some of the resources used for student recruiting.

- Having a hard look at the red tape required to get things accomplished on campus and between the organizations could yield very positive results. This extends to travel arrangements which are something out of the dark ages, limits on room rates, is an example. The true economic cost of the old-fashioned paper-based approach to administering the university is being ignored. The Office of Sponsored Projects is simply too slow. The problem is particularly difficult for grants that require human subjects and other special processing approvals, where the University of Nevada, Reno, has a particularly outmoded process. Our recommendation is that the grants and contracts approval process be reviewed. Processing of grants and contracts should not take more than a week, at most. The operation of the Office of Sponsored Programs should be more strongly focused on facilitation of the research process.

## **5. Organizational Issues for Cooperative Extension and Extended Studies**

Organizational models are difficult to suggest due to the history of the evolution of divisions on campus and the chemistry of the campus, in general. We take this step with all the cautions that should be applied. But there are models that exist elsewhere that may be considered as the UNR reviews the operations of Cooperative Extension and Extended Studies.

There is no Vice President or Vice Provost responsible for university-wide outreach. The President should consider establishing a high-level position to provide the necessary leadership, perspective, and representation within the UNR Administration and/or establish an outreach council as described in the UNR Outreach Strategic Plan. Until UNR directly addresses the issue of a limited “culture for outreach” the following recommendations on structure may not be so important.

With this qualification, and it is a big one, we will consider four options for the organization of Cooperative Extension and Extended Studies. Since we have already reviewed the opportunities for improvement of programs and services, and the definition of a modern outreach program, as well as opportunities for cooperation between Cooperative Extension and Extended Studies, our comments will be brief.

### **Remain as is with the Present Organizational and Operational Structure**

- Positives for continuing with the current models are the fact that both organizations are well organized and operate effectively. Both identify learner needs, and engage with their intended audiences. UNCE also documents substantial positive impacts on people throughout Nevada from its teaching and research initiatives

- Negatives are related to the fact that both UNCE and Extended Studies could make more of a contribution to the over-all outreach mission of UNR, if they were to work more closely together.

### **Remain Separate Programs but with Additional Cooperation**

- Positives for this option are in the arguments made above for closer cooperation. There are things that could be done to enhance engagement with Nevada citizens if the two were more aware of and dependant on each other's capacities.
- Negatives are related to integrating the two organizations. Both have very different missions – one which is administrative and one which is academic. They will have to determine their common interests and develop working relationships that benefit both. In addition there is the challenge of expanding the collaborations with other colleges and the private sector.

### **Merge Cooperative Extension and Extended Studies**

- Positives relate to the coordination that could be achieved and the expanded services that would be possible with a merger. Cooperative Extension and Extended Studies could really take their place beside teaching and research in the UNR structure if successfully merged.
- Negatives relate to the fact that the two programs are very different organizations with different missions and different cultures—one is quite entrepreneurial and the other is State and Federally legislated with statutory parameters. One is a service unit composed of administrative faculty while the other is an academic unit composed primarily of academic tenure track faculty who work with academics in other campus colleges. These are difficult cultures to merge and it would likely take a change in the administrative structure of UNR to pull off a successful merger.

### **Decentralize Cooperative Extension and Extended Studies**

- Positives relate to the fact that the real academic work of the University occurs in the colleges. The colleges could be responsible for their own outreach programs.
- The negatives are related to the fact that there are benefits to coordination, and separate programs would require each college to have staff at various locations across the state. Much duplication could result.

### **Make Cooperative Extension a System-wide College**

- Positives relate to expansion of resources for even further collaboration between Cooperative Extension and all System institutions. This would not preclude or interfere with ongoing expansions with other colleges at UNR. This would imply a

structural change to make the primary association being that with the Chancellor's office, similar to the current Management Assistance Program. College structure would still need to be maintained through UNR for existing faculty positions but collaborations for joint appointments would then be possible with additional institutions.

- Negatives related to university identity, which would be shared at the System level and might be seen as a threat by university administration and the campus colleges which we are advocating to take a greater role in outreach. Cooperative Extension would also be a very small unit in the System and it would lack the direct access to the human capital and infrastructure that UNR affords. This could lead to further isolation, a problem already identified by UNCE faculty, duplication of administrative effort, and further competition within the state-level system of higher education.

Irrespective of the organizational model, the University of Nevada, Reno, needs a broader outreach mission, with added emphasis on economic development, if it is to take its place among the leading land grant institutions.

## **Appendix A**

### **President Glick's Charge**

Review of Cooperative Extension and Extended Studies at the University of Nevada, Reno (UNR)

Educational technology, communications capability, university organization, budgeting, and public demands for educational services of the University of Nevada and higher education in general have changed in recent years. There is greater competition among suppliers of these services—the public university is not the only source of invention, innovation, and advanced training. Two University of Nevada, Reno units with special responsibility for assessing needs and supporting the delivery of these services, and more generally for the organized outreach effort of the University, are Cooperative Extension and Extended Studies. We will undertake a review to provide a basis for University decisions about how learning, discovery, and outreach at the University of Nevada, Reno could be organized and managed to achieve more synergies and better serve the public.

I have asked Stanley Johnson, formerly vice provost for Extension at Iowa State University, to lead this review. A small committee will assist with the review. The committee will interview faculty, staff and consumers of the services which should be provided by Cooperative Extension and Extended Studies. It is anticipated that a draft review document will be available during January of 2008, with the final review document and recommendations to be provided by early April 2008.

The aggressive timeline is being used to provide recommendations to the new provost, to the faculty and staff of these two important University organizations, and to the campus at large.

## Appendix B

### Results of the Survey

A survey of all faculty and staff of Cooperative Extension and Extended Studies was conducted. The instrument was in general the same for both organizations, with alterations only to reflect the differences in the mission and structure of the two units. Responses to the survey for both Cooperative Extension and Extended Studies were gratifying in terms of the evidence of interest in the outcome of the review.

We will separate the analysis of responses to the survey for both Cooperative Extension and Extended Studies, and make an inter-organizational set of observations in the final section to this part of the report.

### Cooperative Extension Responses to the Survey

We will discuss the response to the questions in the survey briefly, first figures which summarize responses to specific questions, and then repeated, over-arching themes that capture the responses to the open-ended questions. The figures themselves are rather self explanatory, and thus, we will not make extended comments about them. However, they present some interesting information about the attitudes of the UNCE faculty and staff related to their connections with the non-UNCE faculty and staff and their constituents. Generally, a review of Figures 2 through 13 suggests three predominant issues: (1) Cooperative Extension faculty and staff feel that they are in good communication with their constituents; (2) Cooperative Extension faculty and staff, not surprisingly, feel that campus faculty and staff are less well connected with their constituents; and (3) there is a feeling that campus faculty and staff are not effectively communicating with Cooperative Extension faculty and staff.

These themes are evident by the predominance of the darker colors in the figures, and represent a necessity for work on cooperation and collaboration between UNCE and non-UNCE faculty and staff. If the faculty and staff are to be as productive as possible, Cooperative Extension faculty and staff and campus faculty and staff must develop improved working relationships and, somehow, the campus faculty and staff must become better connected with the constituents of Cooperative Extension.

Perhaps the general issue on cooperation in part stems from the feeling that the campus faculty and staff do not appreciate the work of the Cooperative Extension faculty and staff (Figure 12). There is clearly an issue here that should be addressed if the University is to utilize *all* its faculty and staff effectively to meet its land grant mission.

Finally, there is the answer to the student question (Figure 9). This answer indicates that Cooperative Extension is not fully engaged with the work of students of the University. In modern higher education learning by doing is an integral component of quality education, and the land grant universities have an unusual opportunity to capitalize on this aspect of higher education. Clearly new ways need to be found to engage Cooperative Extension in the teaching and research mission of the University.

Figure 1

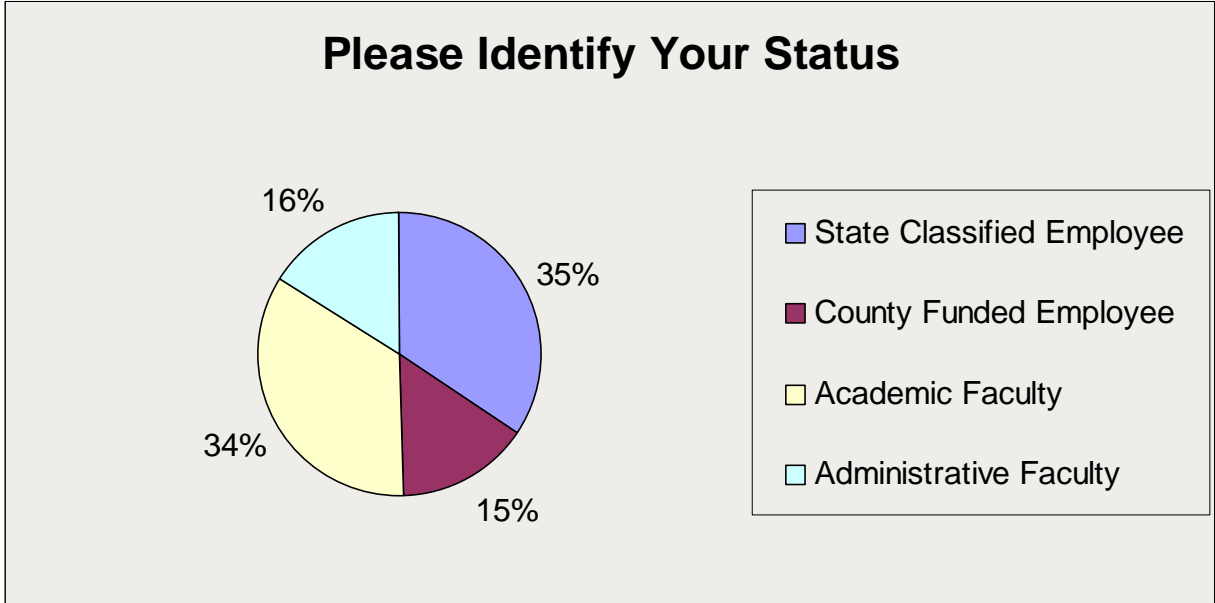


Figure 2

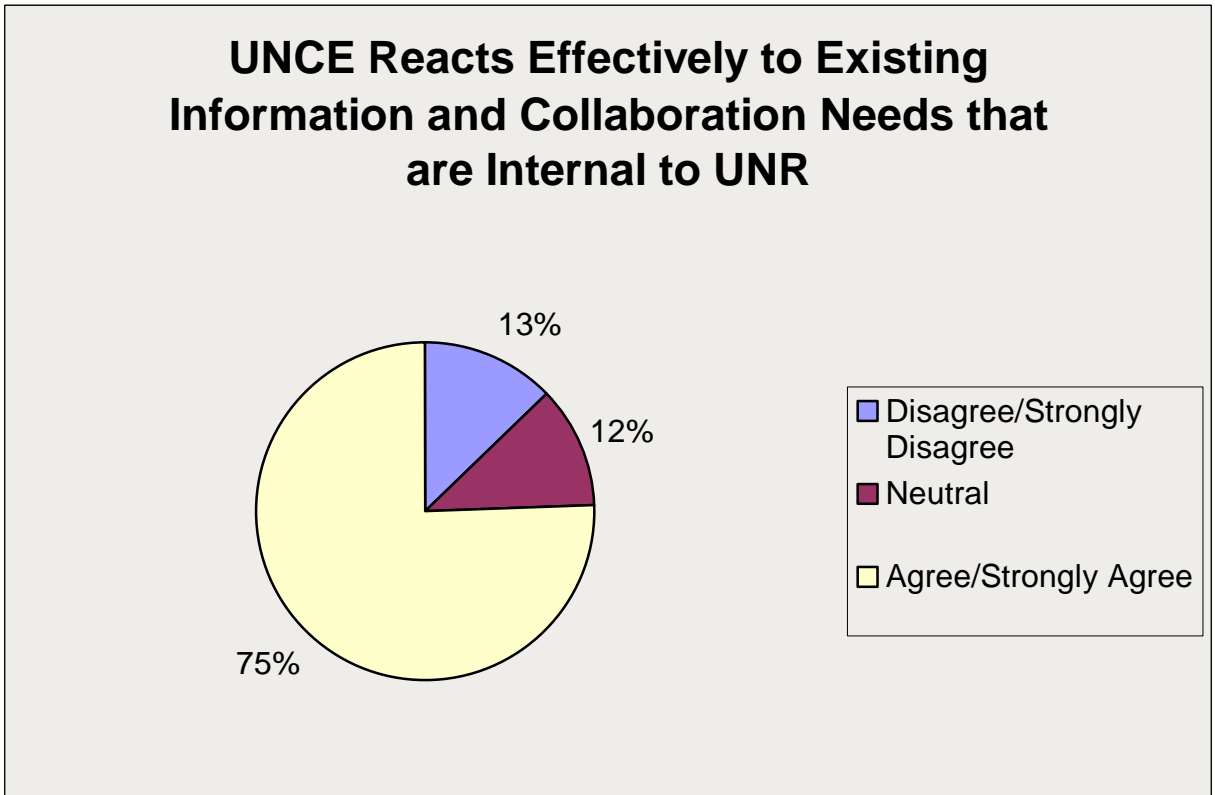


Figure 3

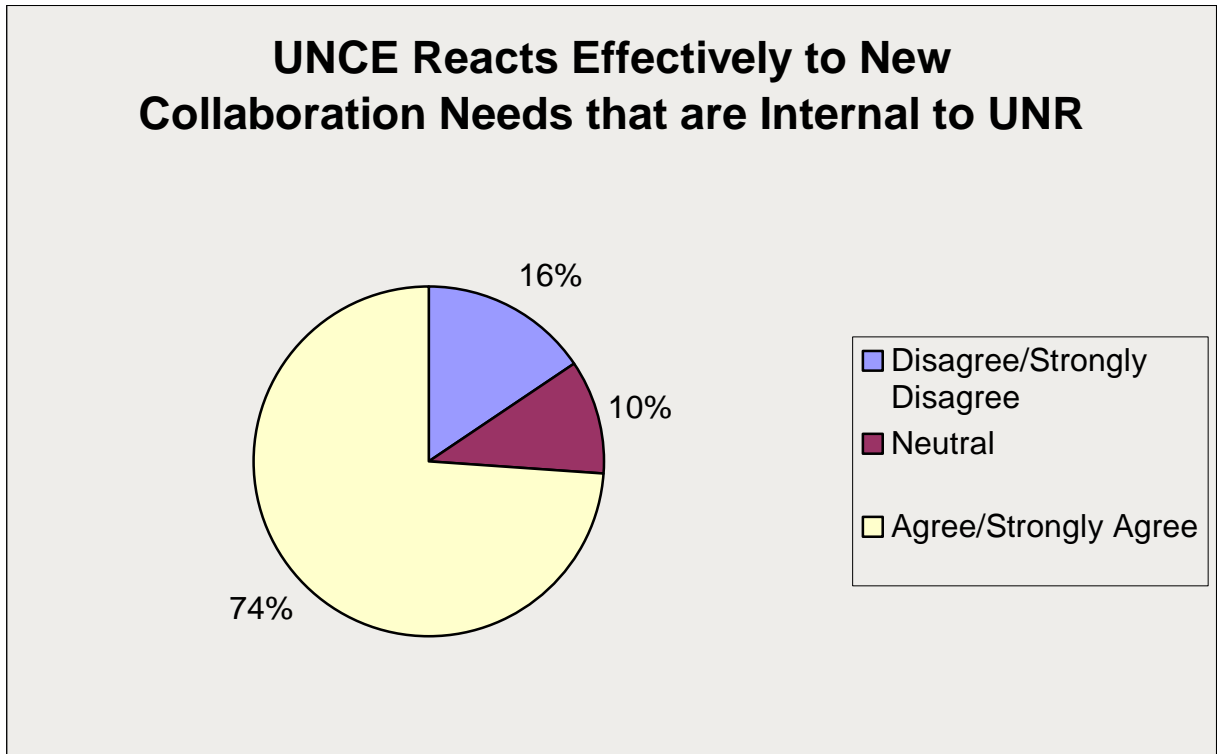


Figure 4

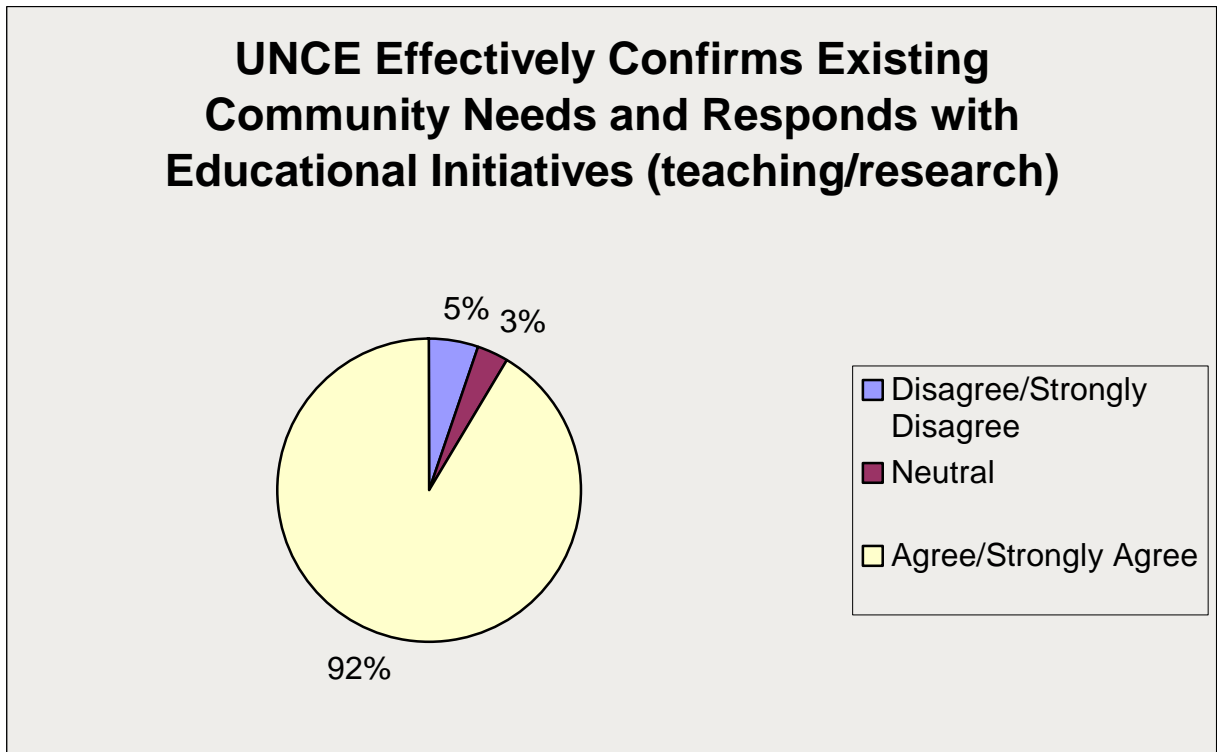


Figure 5

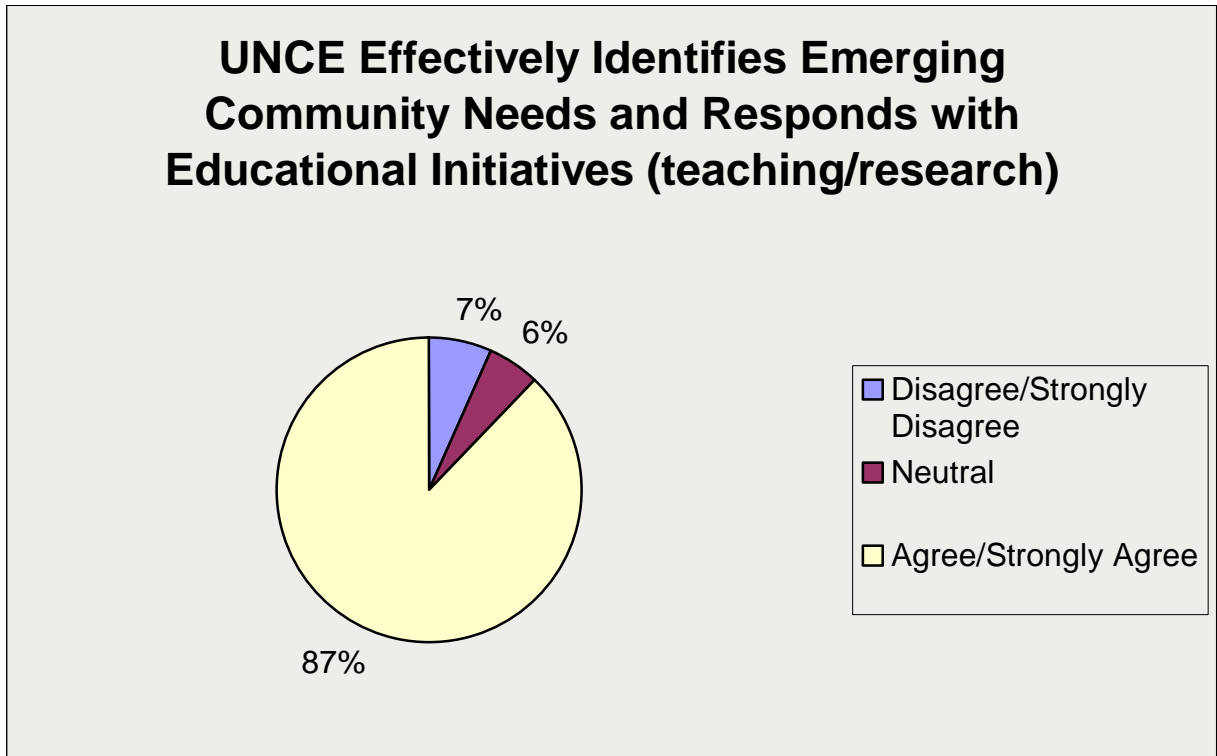


Figure 6

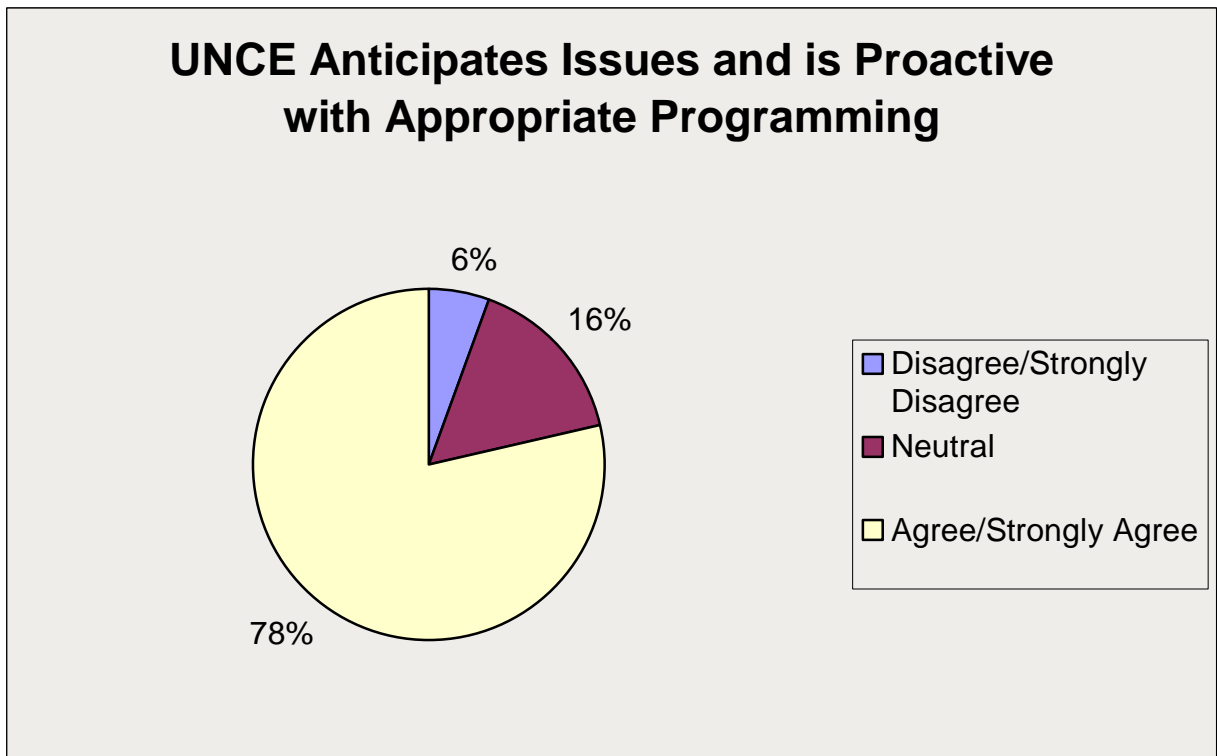


Figure 7

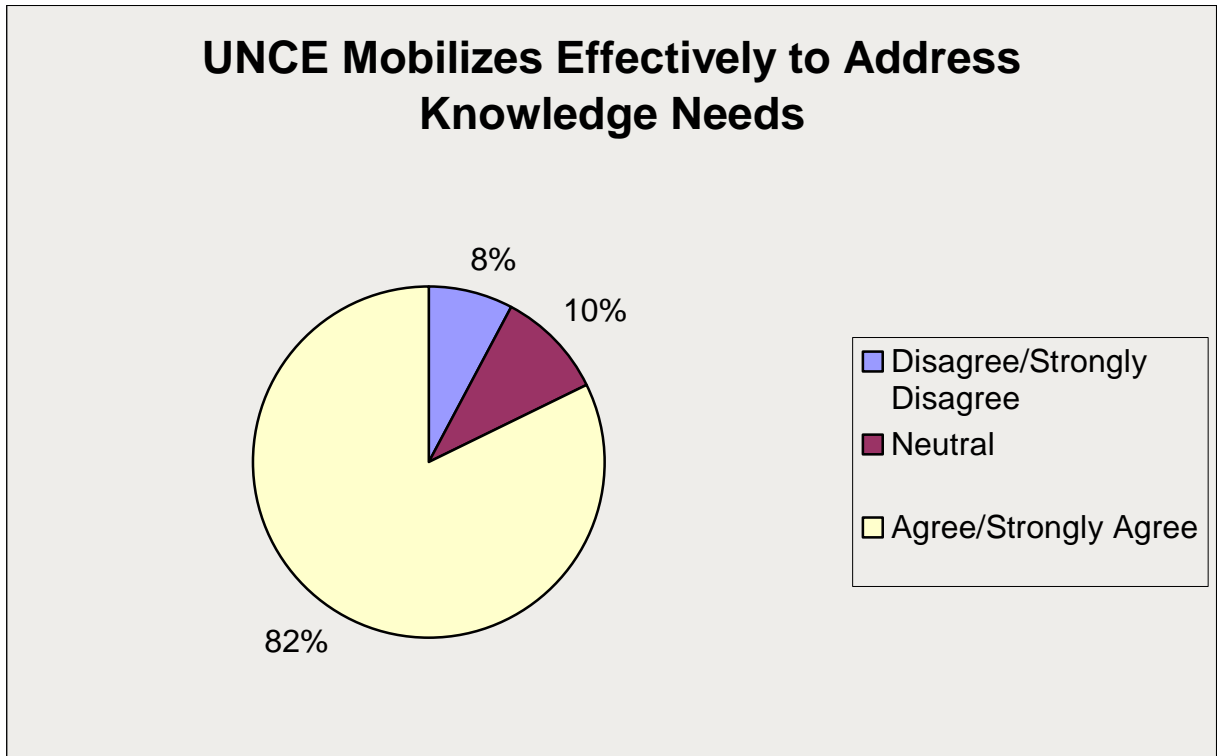


Figure 8

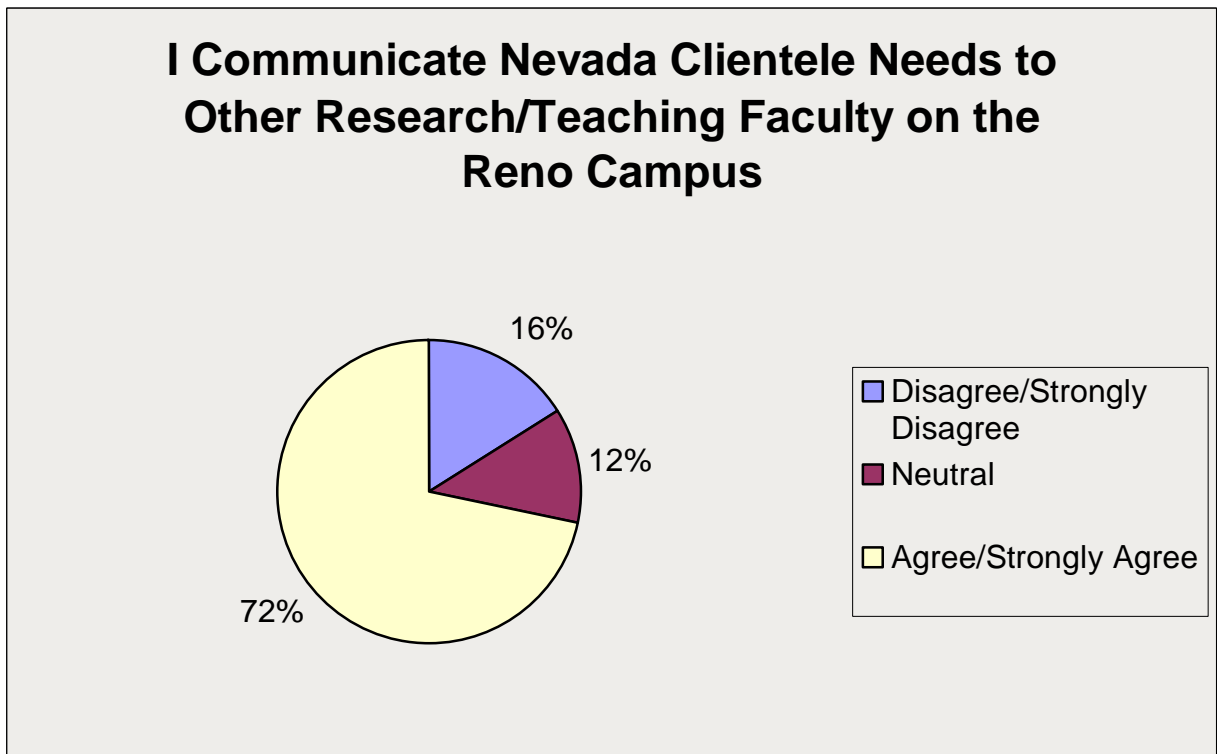


Figure 9

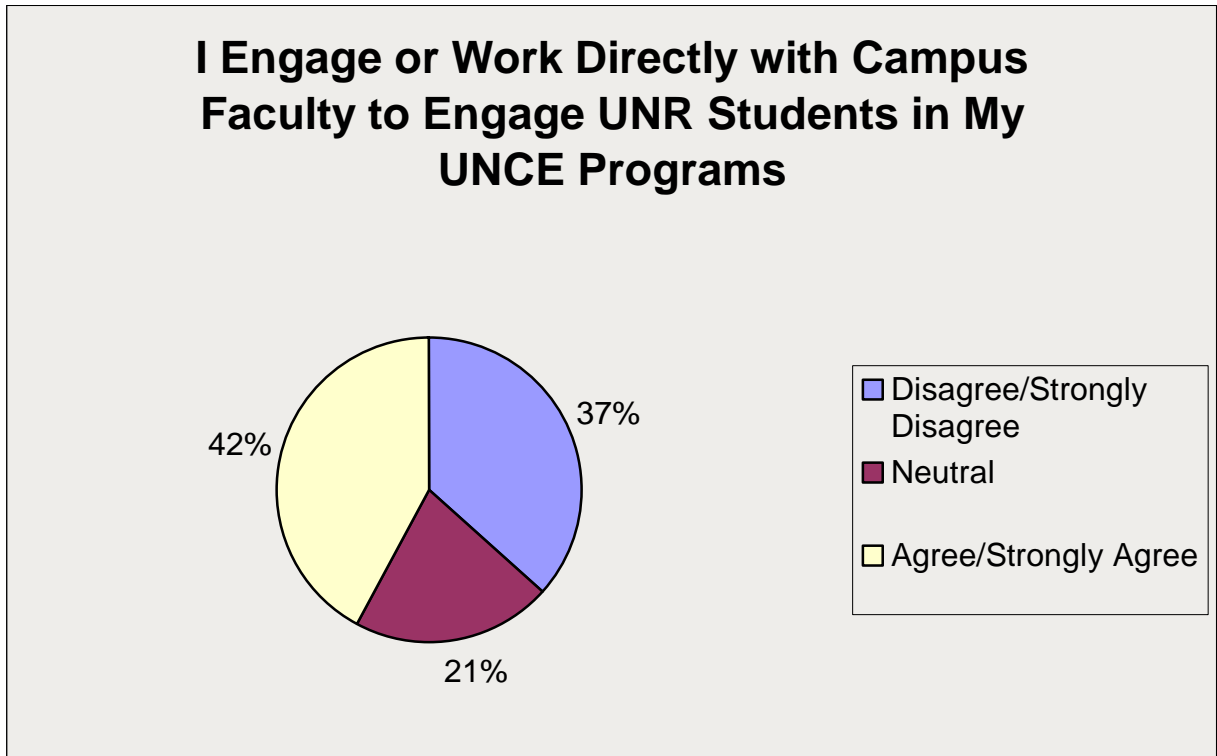


Figure 10

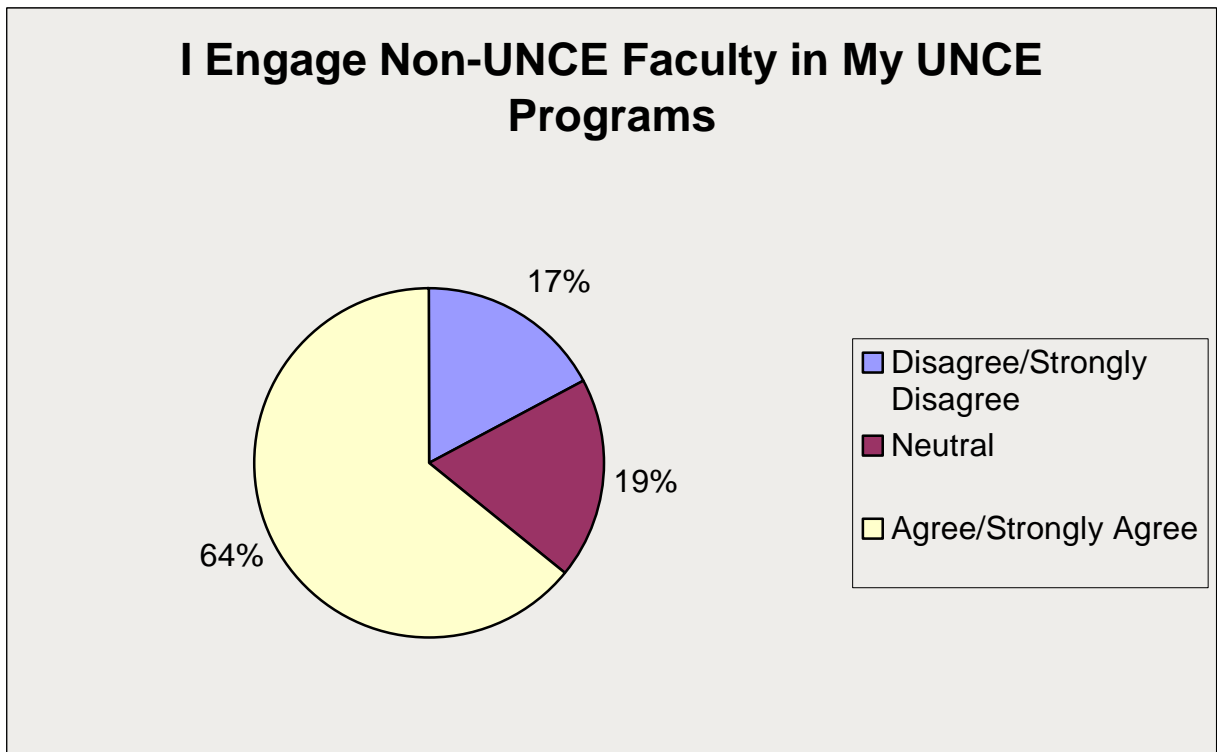


Figure 11

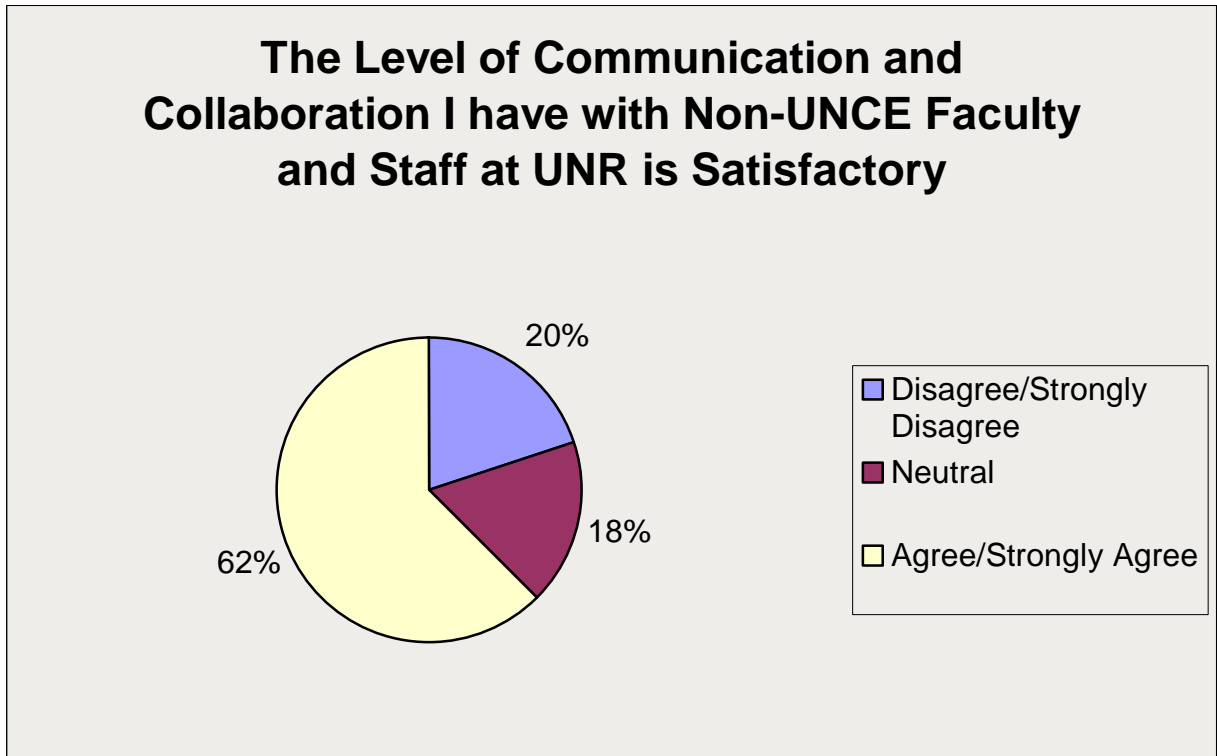


Figure 12

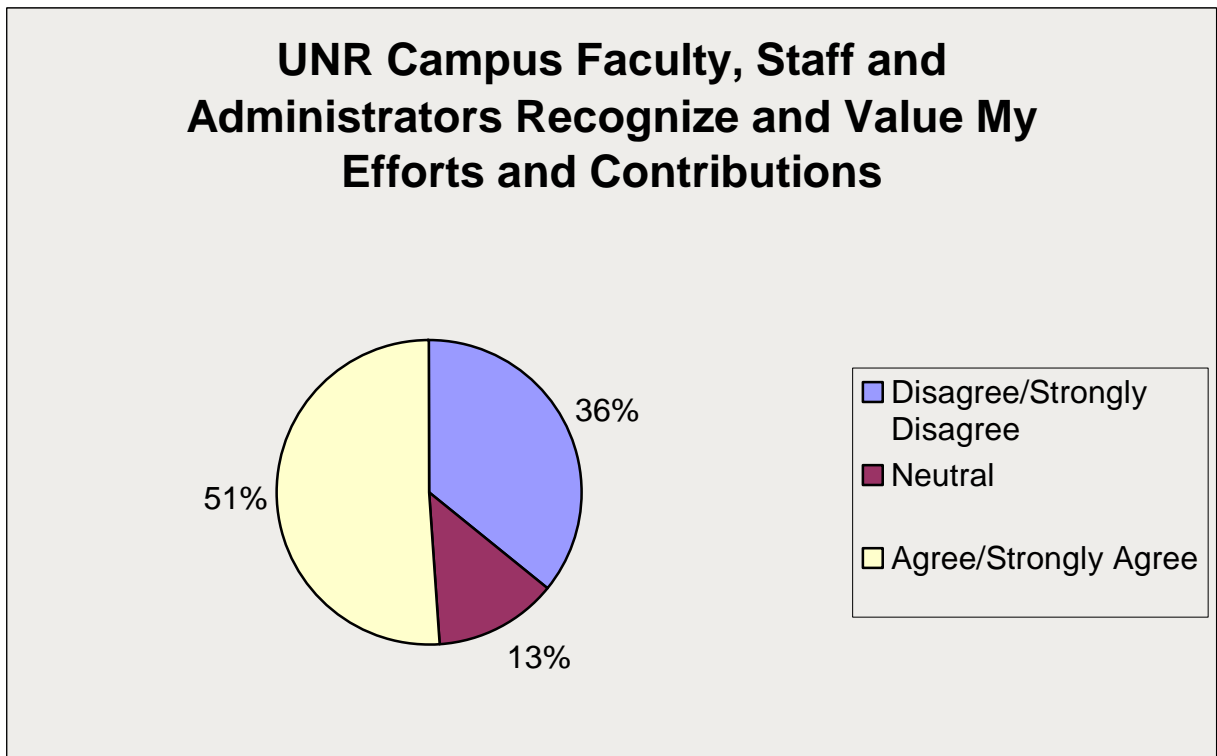
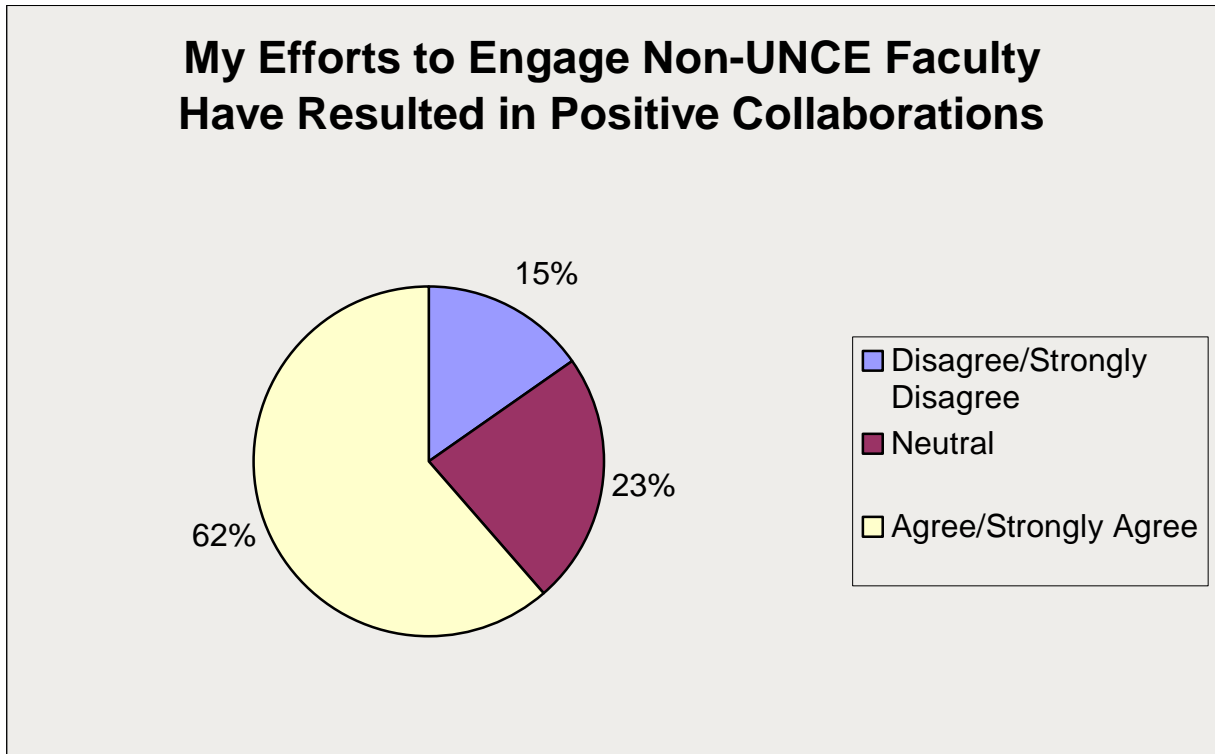


Figure 13



### Responses to Cooperative Extension’s Open Ended Questions

The responses to the open ended questions are quite interesting and point up issues for both administration and the campus and field faculty and staff. We will make observations on the answers to these questions in order. Again, the idea is to report the more common responses. There were a number of unprofessional personal references in these responses, on which we will not comment.

Issues that come forward in the responses to question 14, “please share one of the best things you can say about UNCE” include a strong feeling among the Cooperative Extension faculty and staff that they are doing good in the communities and doing it with programs that are carefully and systematically evaluated. Another aspect of the answers to this question is the satisfaction that is evident in the responses about the usefulness of their work to the constituents, whether communities or individuals. Interestingly, 62% of UNCE faculty respondents reported positive collaborations with non-UNCE faculty. There are, however, several statements that reflect the fact that the image of UNR in the state is carried by or largely due to the programs of Cooperative Extension—if true yet another reason to be sure that all of the faculty and staff on the campus are connected to Cooperative Extension in some productive way.

Question 15, “what is the major obstacle for UNCE in serving the needs of the state” was perhaps more suggestive of negative responses than intended, but there is interesting information in the answers. Funding is the predominate response, i.e. there are

insufficient funds to do the job that is the responsibility of UNCE. This comes out directly and indirectly in many ways in the answers to Question 15. One of the predominant ways was for respondents to refer to the lack of increases in state support for Cooperative Extension. There is as well some evidence of a lack of appreciation for the work of UNCE among the campus faculty and staff, and administrators in UNR. Finally, there are responses that relate to bureaucracy and bureaucratic rules for pay, hiring, resource allocation etc. that appear to be a problem, and were heard by the committee in interviews that were conducted.

Question 16, “what specific opportunities for improving the efficiency of UNCE would you like the committee to consider”, yielded useful responses. More effective integration with campus faculty and staff was a common comment. Cooperation among and with colleges was another. Better understanding of the mission of UNCE by the campus was still another. There appears to be a real need for better communication and collaboration with UNCE faculty and staff, and UNR administration. And, some of the answers indicated that the administrative problems related to bureaucracy have been improved in recent years

Question 17 was a real open ended question about, “issues the Committee should review”. First, we should admit that the Committee encountered much misunderstanding about the purpose of the review during our interviews with Cooperative Extension faculty and staff, and supporters of Cooperative Extension. This comes through strongly in the answers to question 16. In retrospect, we should have been more explicit about the purpose of the review—which was simply to have a report for the new Provost to react to about campus outreach. There is again evidence of a feeling that the work of UNCE is not fully respected or even known by the campus faculty and staff. As well, there is concern that Cooperative Extension has been reviewed many times in recent years, and questions as to why. An interesting comment is that the Committee should have surveyed the campus faculty and staff about their knowledge of Cooperative Extension, which in retrospect is true. In general, there were no new ideas in these comments about the charge of the review committee relative to issues that were missed and the responses to this question came up time and again in our meetings and discussions.

Question 18, “sharing information you feel the Committee should know as they undertake the review,” produced results that suggest that the committee should have been broadened in membership—the Committee was too small to adequately reflect on the issues that it was obligated to review. As well, there were comments critical of the Review Committee relative to the time allotted for the review. The response is that we had little time to get the review completed before the new Provost arrives. We understand this and want these comments about the Committee to be registered. It is clear that something needs to be done to better involve UNCE with the campus faculty, staff and administration.

## Extended Studies Responses to the Survey

Extended studies responses to the survey are recorded similarly to the Cooperative Extension responses. In reviewing Figures 1 through 12, we see a mostly positive self-image of Extended Studies, but the answers to the last few questions suggest some difficulties. There is a feeling that faculty not involved in the Extended Studies programs do not value the services offered by the organization (Figure 9). This could be because many UNR faculty members do not know about Extended Studies, or because some faculty members are not supportive of the mission of the organization. In land grant universities, extending research and teaching on the campus to external audiences is an integral part of the campus work, and should be understood as such.

There is as well an apparent feeling that the work of Extended Studies is not appreciated by the faculty, staff and administrators on the campus – essentially the same response observed for Cooperative Extension (Figure 11). Both organizations work off campus and share some of the same communication problems of connecting with campus faculty, staff and administrators. Incidentally, there is little sharing of knowledge about these “problems” or resources between Cooperative Extension and Extended Studies. Some of the issues raised for Cooperative Extension are at play here as well and should be addressed. Another issue relates to engaging faculty that are presently not participants in Extended Studies Programs. Why is there a feeling of non-cooperation and lack of appreciation? This is another issue that deserves attention, perhaps as we have identified earlier in the report, by better communication among the deans.

Figure 1

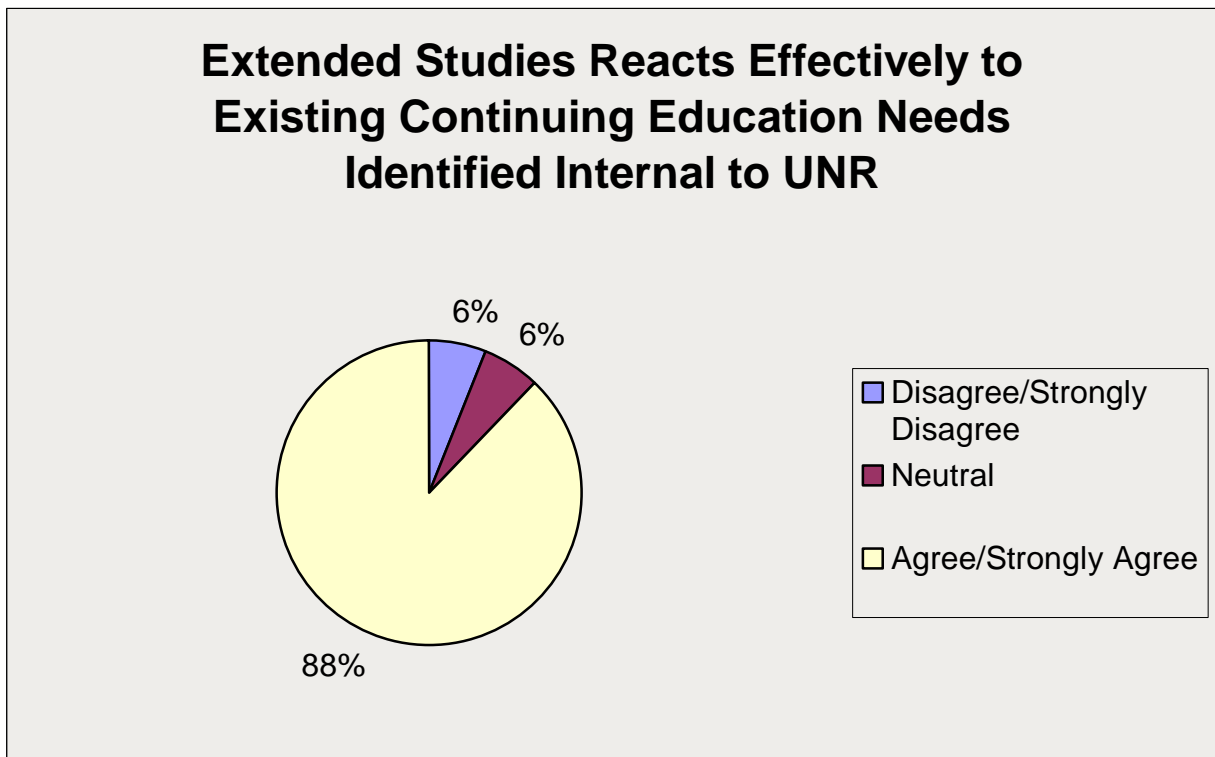


Figure 2

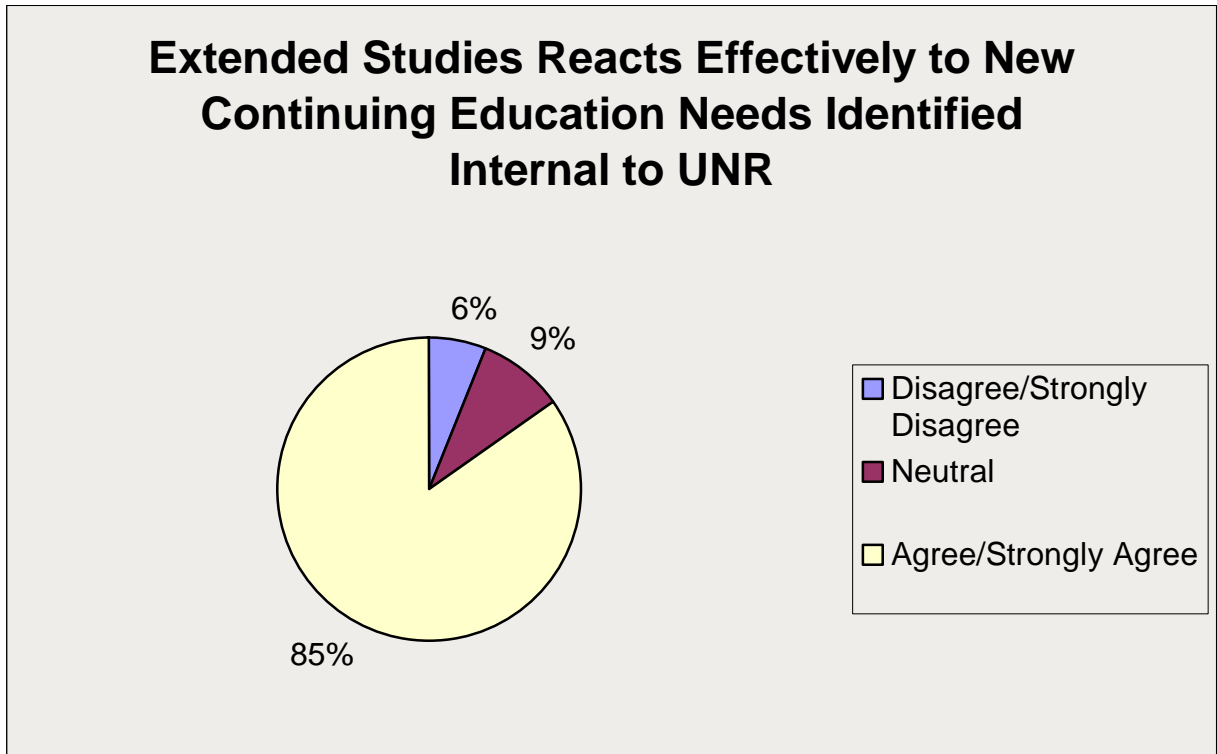


Figure 3

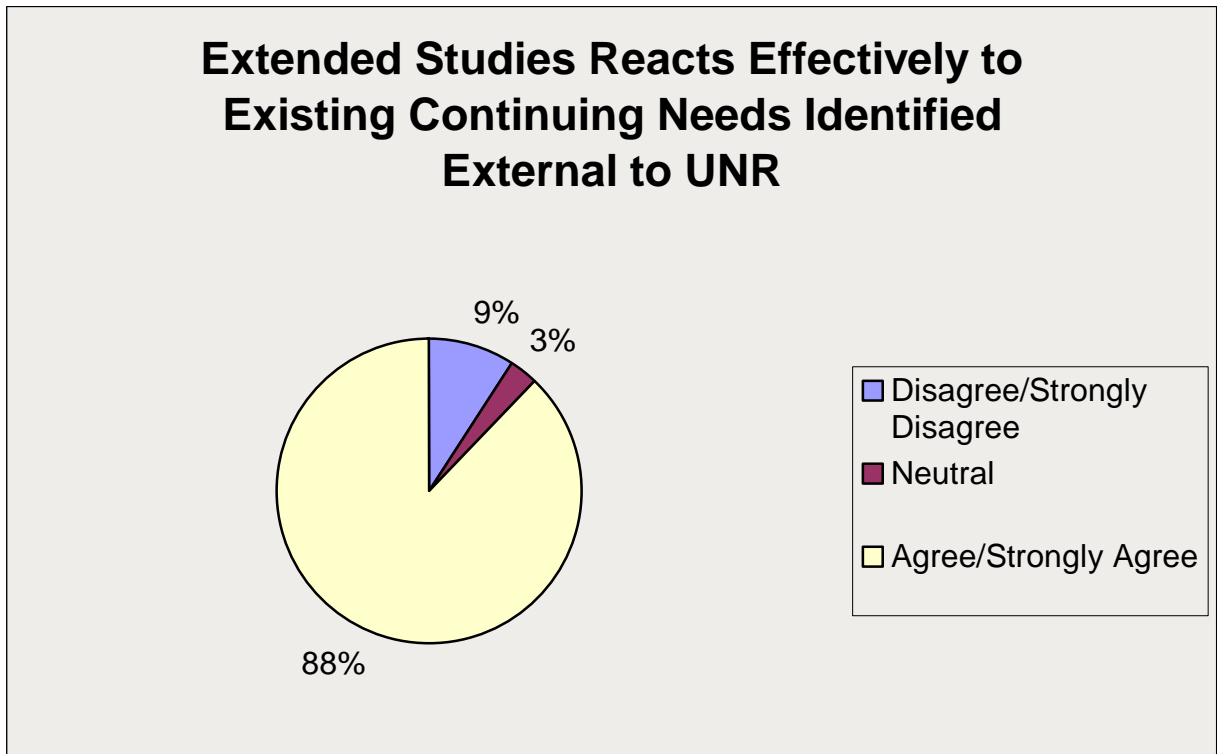


Figure 4

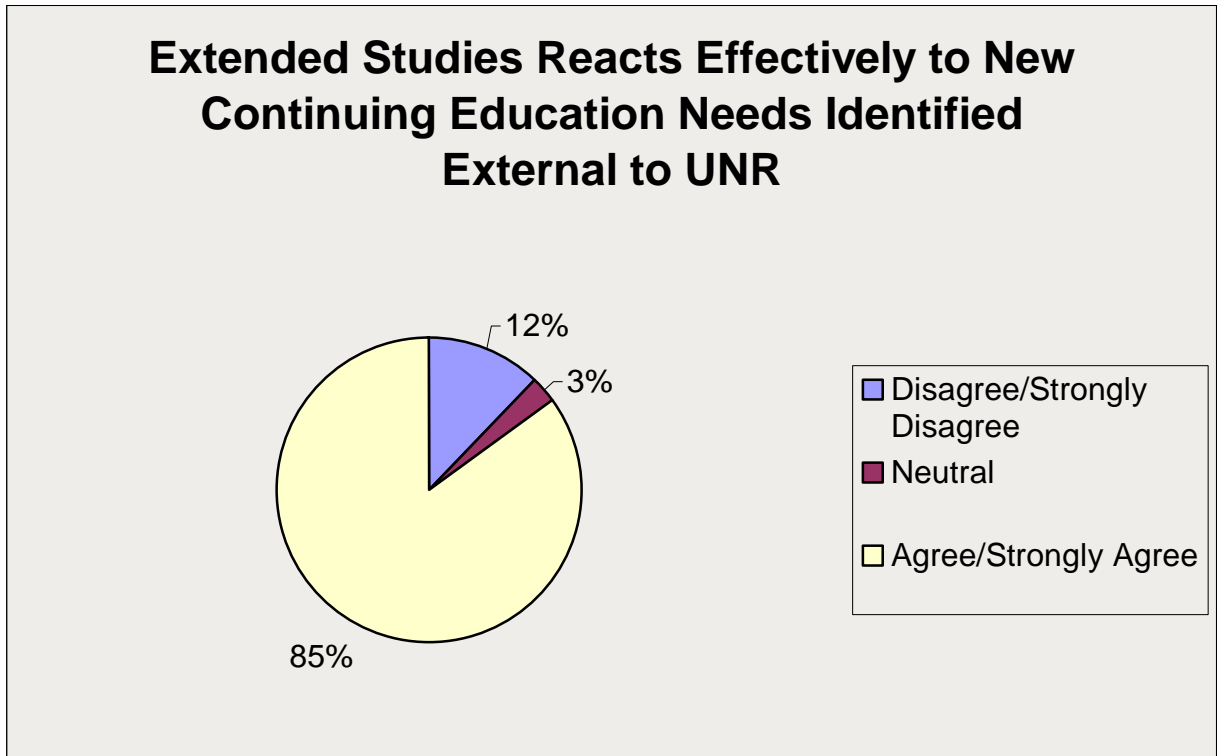


Figure 5

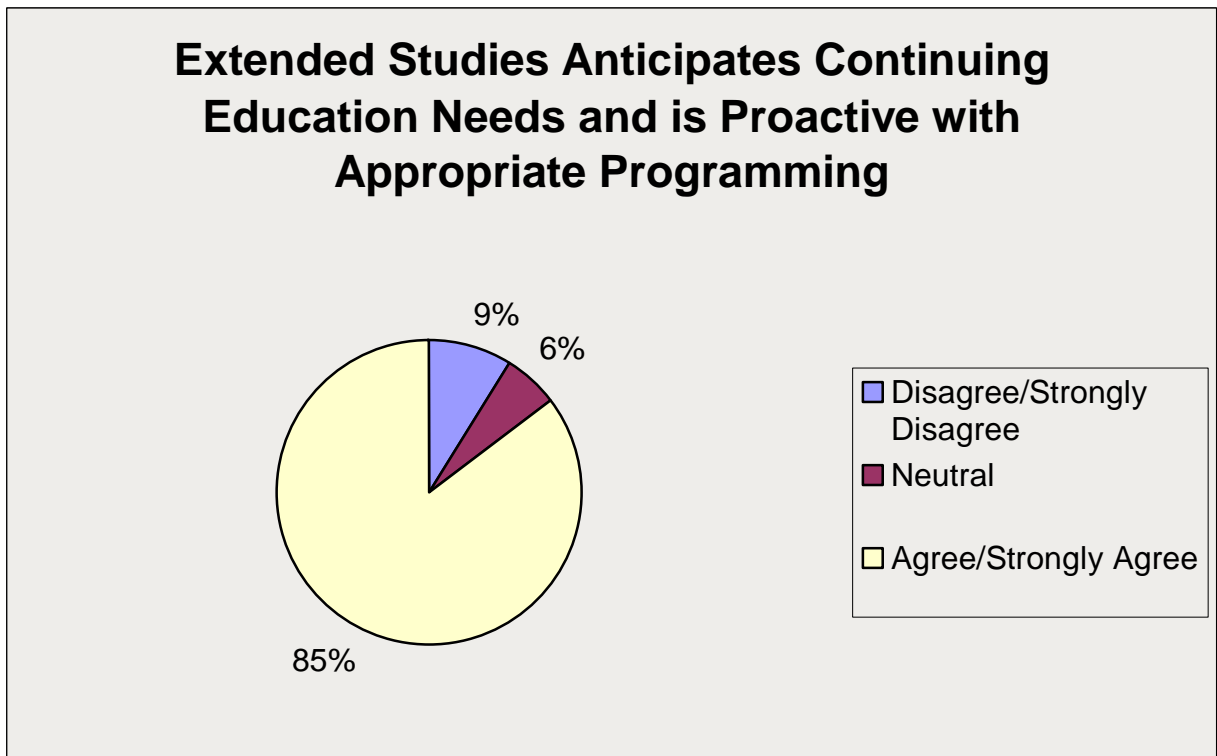


Figure 6

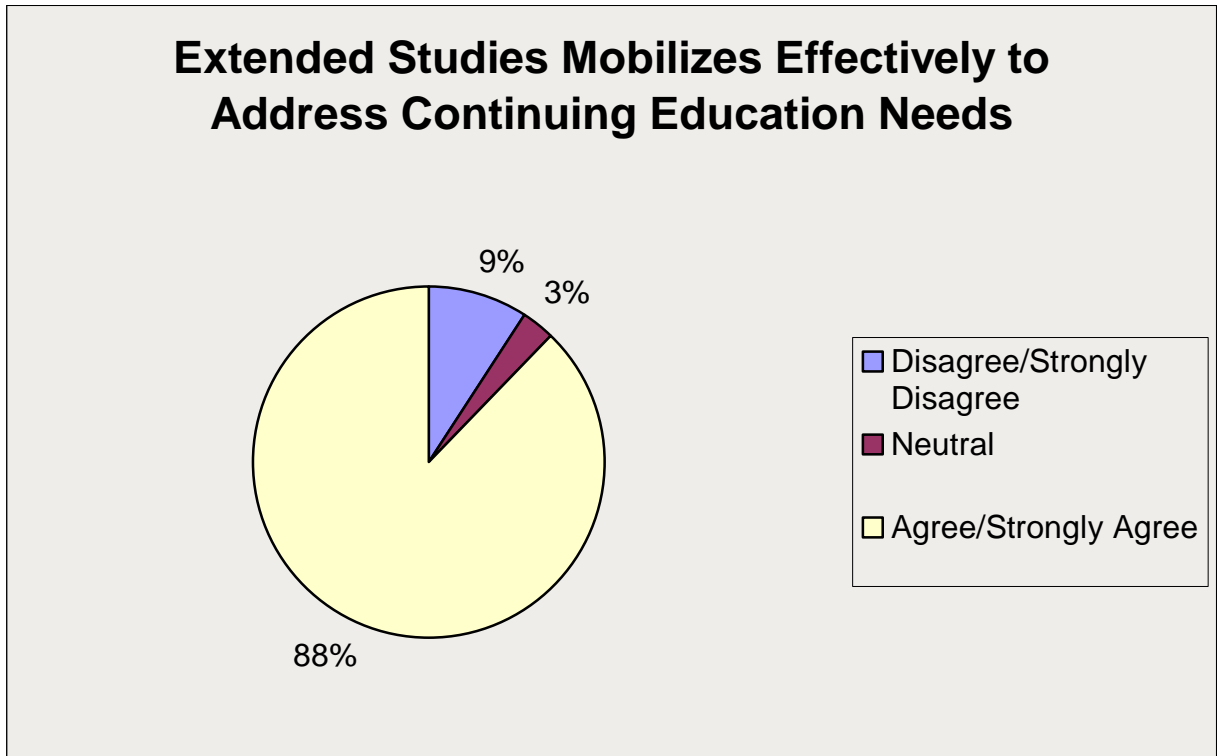


Figure 7

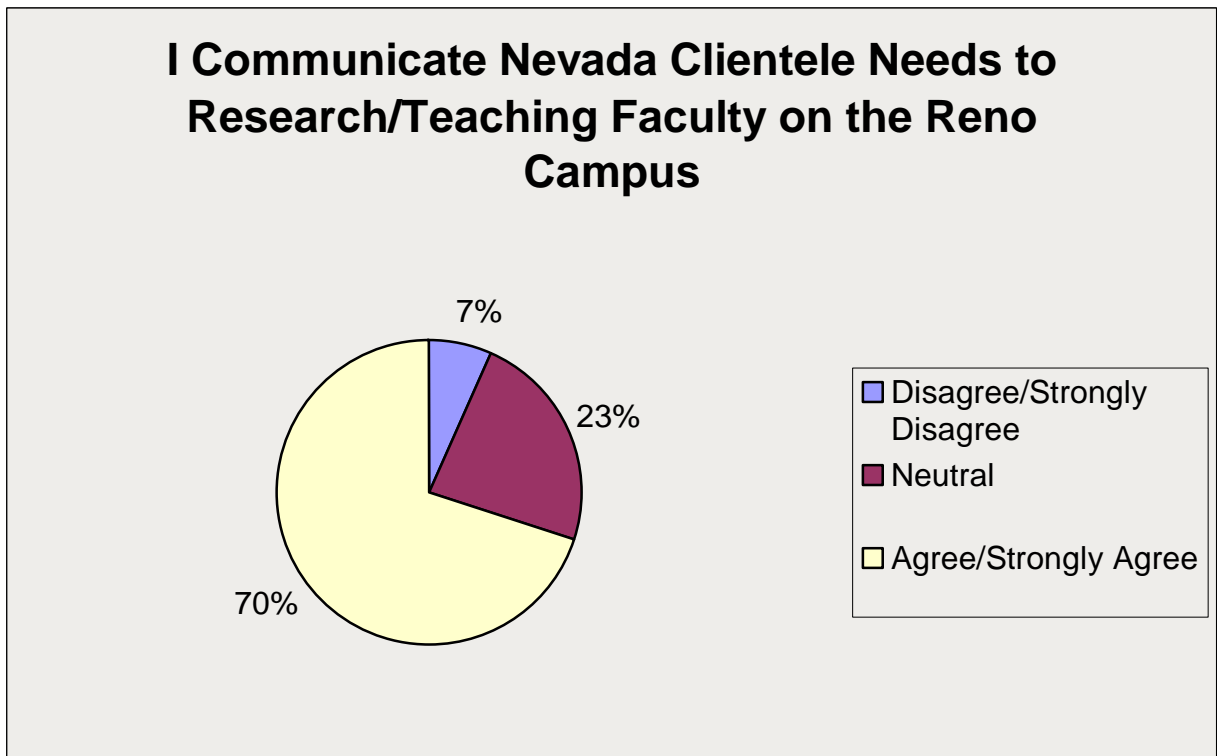


Figure 8

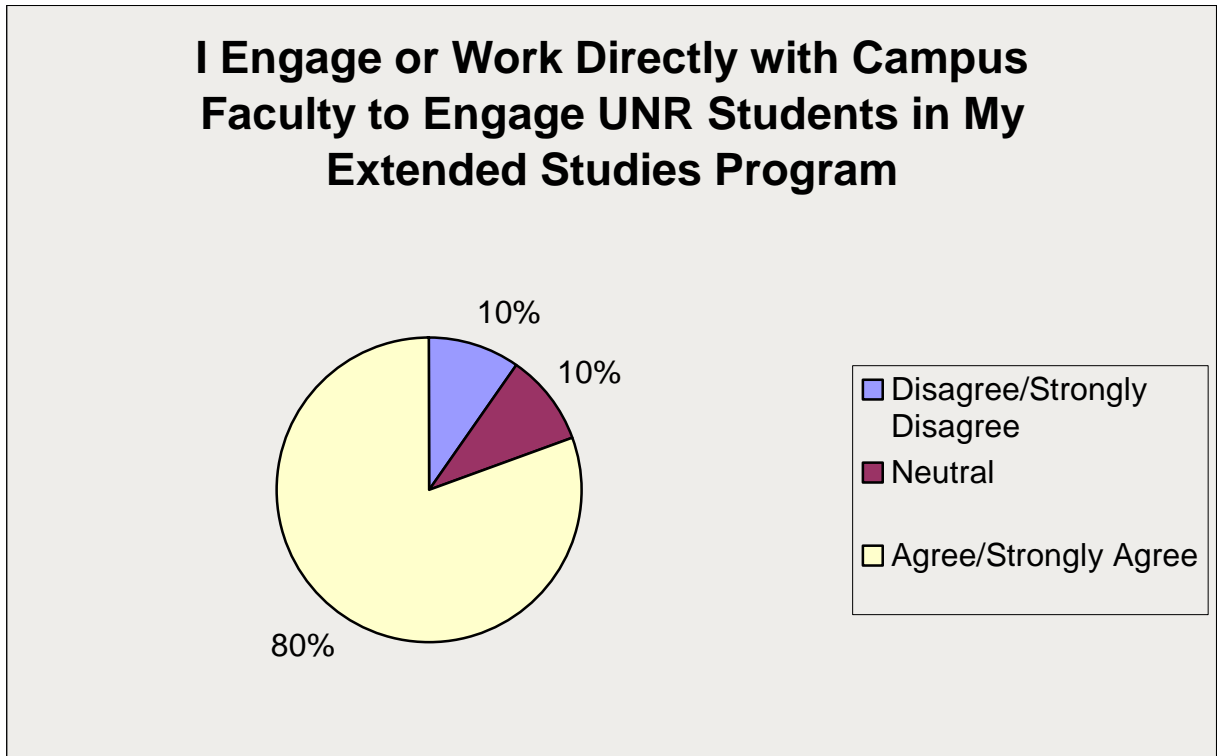


Figure 9

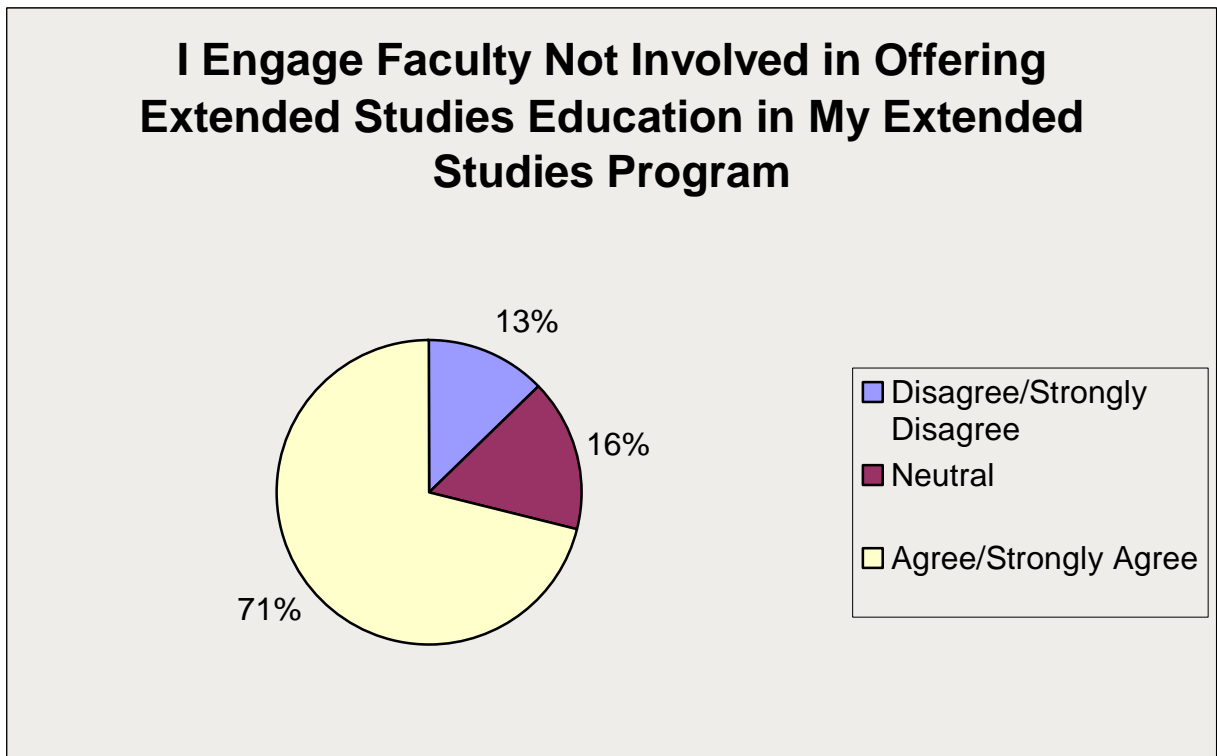


Figure 10

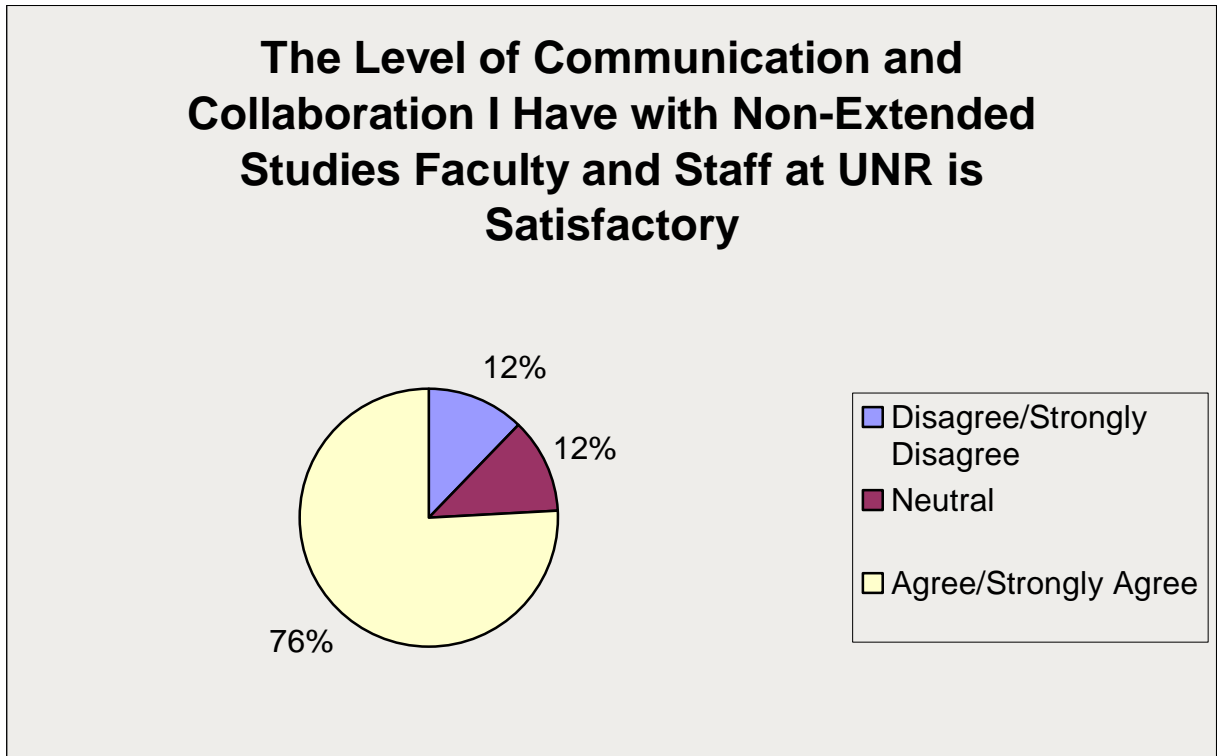


Figure 11

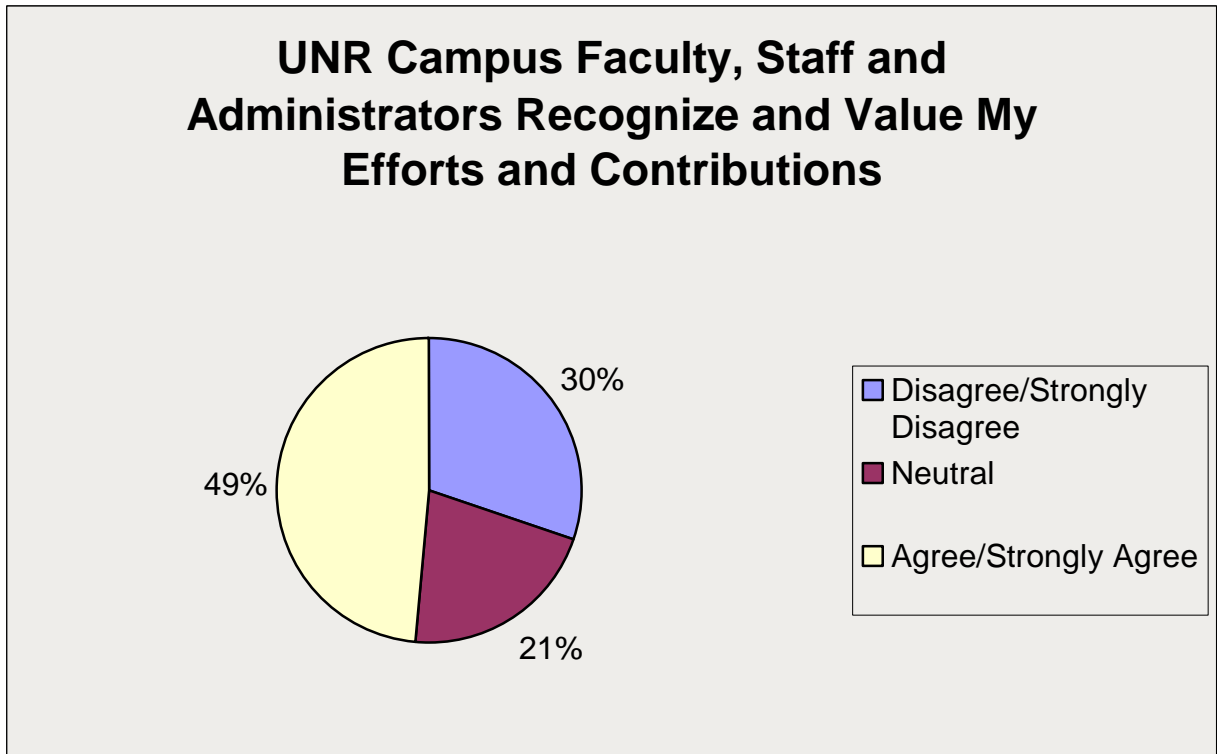
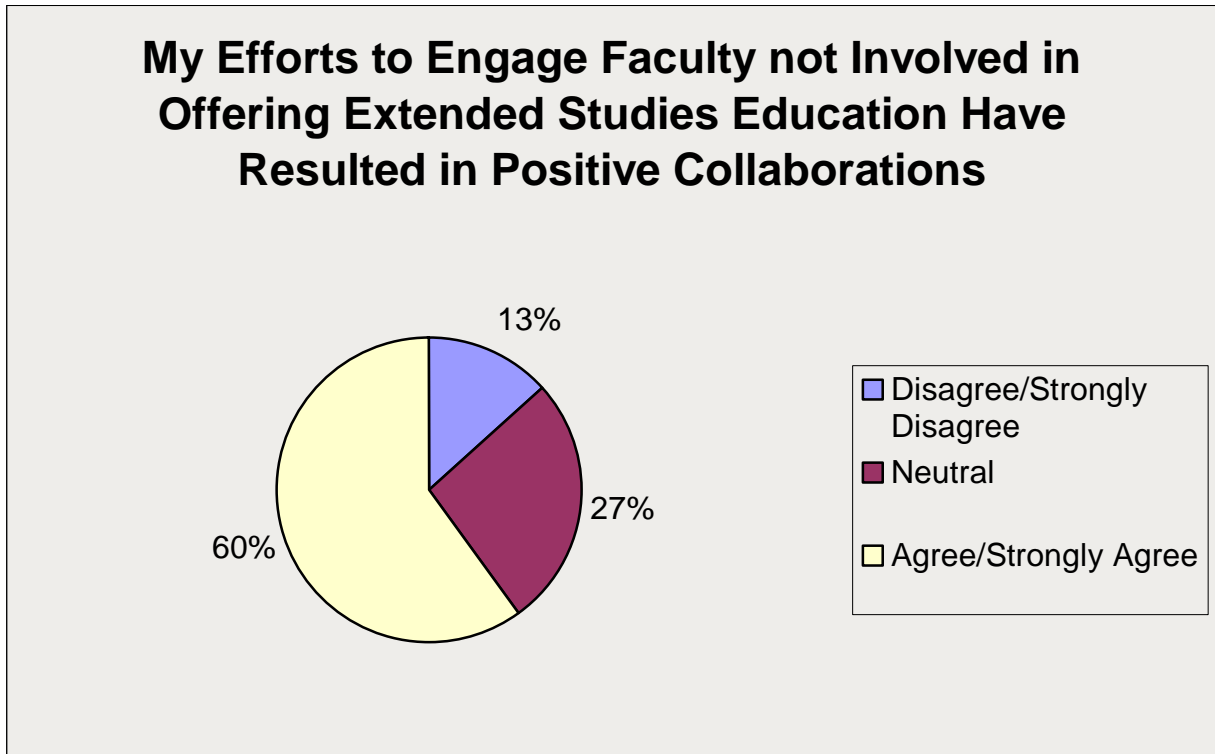


Figure 12



### Responses to Extended Studies Open-Ended Questions

Question 13 is about the “best things that you can say about Extended Studies”. Opportunities to work with a dedicated staff, was a theme that came through strongly. The businesslike management style of the organization was appreciated as well. Here there was evidence of entrepreneurship as well as an organizational culture that is different from much of the remainder of UNR. The variety of avenues to address learning was mentioned as well as the value to UNR of having Extended Studies involved in off-campus teaching and learning. Generally, the comments were up-beat as might be anticipated by the question.

Question 14, about major obstacles for Extended Studies serving the state resulted in three types of answers: location, incentives and recognition. There were several comments about access to Extended Studies and parking which is apparently being lost due to renovations. The organization needs to be easily accessible to off-campus and on-campus students, faculty, and staff. Incentives for faculty and colleges to participate in Extended Studies is an issue that was raised. Fees are one way to address this issue quickly without involving the differential tuition question, but how large can fees be and when do they get recognized for simple lack of flexibility of tuition. The issue of fees and flexible tuition for off-campus offerings needs to be addressed. Recognition of the valuable role that Extended Studies offers the University is another issue raised by the faculty and staff and it deserves attention.

Question 15, refers to “opportunities for improving the efficiency of Extended Studies that you would like the Committee to consider”. The themes that emerged from responses to this question involved better cooperation in registration of students, increasing recognition of the value of the work of Extended Studies, budget and overhead as well as University “taxes” in times of shortfall, and unification of outreach with UNCE. These are all issues that deserve attention for better functioning of Extended Studies.

Question 16, requested “any other issues that the committee should review”. Issues about over-staffing and under-staffing were evident in many of the responses. The reasons for the responses were not given, and would not be given in view of the short nature of the questionnaire, but deserve attention. There is a feeling that some of the areas are over-staffed relative to the revenue they generate. Similar comments relate to processes or lack thereof for allocations of staff across the functional areas of Extended Studies. A response that deserves attention relates to the fact that the University is not marketing graduate programs effectively, again reasons were not given, but the issue deserves looking into. The answer to this problem is the inability to charge tuition or tuition and fees that together provide the necessary income for the faculty and deans to implement new Extended Studies graduate programs.

Question 17 asked the respondents to share “any additional information you feel the Committee should know as it undertakes the review”. Again, themes that come through are related to a focus on better serving students, assertions of a feeling of being an appendage of the real campus, lack of recognition for efforts that contribute to the success of many colleges, the Jazz Festival, for example. As well, there is a feeling that there are apparent opportunities for becoming more efficient that are not being effectively taken advantage of related to both the situation inside Extended Studies and Extended Studies in relation to campus services that it shares responsibility for supplying to students.

### **Common Themes from Cooperative Extension and Extended Studies**

A common response by the members of both Cooperative Extension and Extended Studies reflected the fact that they were very satisfied with the results of their work. They also felt that the results of their work responded well to the demands of their constituents. Many referred to the assessment mechanism that is used by Cooperative Extension to design and evaluate its programs. Extended Studies does not utilize the evaluation method used by Cooperative Extension but expressed the same feelings relative to the outcomes of their work.

Although well received by outside constituents, both organizations feel to an extent separated and unappreciated by the campus faculty, staff and administration. In the view of the committee, this feeling is stronger than that experienced on other well functioning land grant universities. These two organizations feel that their work is not only unappreciated, but that their work is very important relative to how the general public views the University. The issues of isolation and lack of appreciation must be addressed

if UNR is going to improve its delivery of outreach and be better recognized for its contributions to all of Nevada's citizens.

The answers of Cooperative Extension were in general more confrontational than those of Extended Studies. This may be due to the reorganization of Cooperative Extension a decade ago or the fact that they have been reviewed several times in recent years. Whatever the case, the matter needs attention and it needs to be placed on some type of schedule to be resolved. The situation with Cooperative Extension and its relationships with the rest of the University must be resolved in an equitable and fair way, if the University is to move ahead as it can in Nevada.

## Appendix C

### Cooperative Extension/Extended Studies Review Committee Meetings

|                               |  |  |
|-------------------------------|--|--|
| Stan Johnson<br>Chair         | Retired Vice Provost for Extension<br>from Iowa State University             | <a href="mailto:sjohnson@cabnr.unr.edu">sjohnson@cabnr.unr.edu</a> |
| Alissa Mortensen<br>Secretary | Provost's Office   | <a href="mailto:alissam@unr.edu">alissam@unr.edu</a>               |
| Jerry Buk                     | Area Director, Central/ Northeast<br>Area, Cooperative Extension             | <a href="mailto:bukj@unce.unr.edu">bukj@unce.unr.edu</a>           |
| Scott Casper                  | Chair, Department of History   | <a href="mailto:casper@unr.edu">casper@unr.edu</a>                 |
| Kerri Garcia                  | Executive Director, Summer Session<br>& Evening Studies, Extended<br>Studies | <a href="mailto:kmgarcia@unr.edu">kmgarcia@unr.edu</a>             |
| Greg Mosier                   | Dean, College of Business<br>Administration                                  | <a href="mailto:greg.mosier@unr.edu">greg.mosier@unr.edu</a>       |
| Kurt Pregitzer                | Chair, Natural Resources &<br>Environmental Sciences                         | <a href="mailto:ksp@cabnr.unr.edu">ksp@cabnr.unr.edu</a>           |

#### Friday, August 17<sup>th</sup>:

9:00-10:00 a.m.      First Review Committee Meeting

#### Monday, September 24<sup>th</sup>:

2:00-3:00 p.m.      Karen Hinton, Dean & Director, Cooperative Extension  
3:00-4:00 p.m.      Fred Holman, Vice Provost, Extended Studies

#### Tuesday, October 9<sup>th</sup>:

10:00-11:00 a.m.      Kerri Garcia, Executive Director, Summer Session  
11:00-11:30 a.m.      Ed Smith, Natural Resource Specialist  
12:00-1:00 p.m.      Denise Baclawski, Executive Director, Fire Science Academy

#### Thursday, October 11<sup>th</sup>:

8:30-9:30 a.m.      Dee Henderson, Associate Vice Provost, Extended Studies,  
(Fleischmann Planetarium and Science Center)  
10:00-11:00 a.m.      Meeting with Extension Specialists from CABNR & HHS

#### Friday, October 12<sup>th</sup>:

8:30-10:00 a.m.      Review Committee Meeting

Monday, October 15<sup>th</sup>:

|                  |  |
|------------------|--|
| All day          | Las Vegas – Stan, Kurt, Jerry, & Alissa  |
| 9:00-10:00 a.m.  | Jill Ukeiley, Southern Area Director   |
| 10:00-11:00 a.m. | External Advisory Committee  |
| 11:00-12:00 p.m. | Meeting with all Southern Area Cooperative Extension Faculty & Staff   |
| Afternoon        | Individual meetings with faculty:<br>Mary Wilson, Nutrition Specialist<br>Madeline Sigman-Grant, Community Nutrition Specialist<br>Angela O’Callaghan, Social Horticulture Specialist<br>Bob Morris, Horticulture Specialist<br>Teresa Byington, Early Childhood Development Specialist<br>Walter Barker, 4-H Youth Development Specialist |

Tuesday, October 23<sup>rd</sup>:

|                  |  |
|------------------|--|
| 7:00-8:00 a.m.   | Tom Baker, Cooperative Extension Advisory Committee    |
| 9:30-10:30 a.m.  | Bill Eadington, Director for the Institute of Gambling |
| 11:00-12:00 p.m. | Committee Meeting                                      |
| 1:00-1:30 p.m.   | JoAnne Skelly, Carson City Area Director               |
| 1:30-2:00 p.m.   | Sue Donaldson, Water Quality Education Specialist      |
| 2:00-3:00 p.m.   | Rang Narayanan, Associate Dean for Outreach (CABNR)    |
| 3:30-4:30 p.m.   | Carley Ries, Associate Director, Independent Learning  |

Wednesday, October 24<sup>th</sup>:

|                  |   |
|------------------|---|
| 8:30-9:30 a.m.   | Frank Flavin, Western Area Director                       |
| 10:00-11:00 a.m. | Kim Zaski, Director, Public Relations & Marketing         |
| 11:00-12:00 p.m. | Gay Warner, Director, Academic Credit Programs            |
| 12:00-1:00 p.m.  | Jim McClenahan, Director, Management & Executive Programs |
| 1:00-2:00 p.m.   | Jodi Herzik, Director, Redfield Campus                    |
| 2:30-3:30 p.m.   | Steve Rock, Chair Faculty Senate                          |

Thursday, October 25<sup>th</sup>:

|                  |   |
|------------------|---|
| All day          | Fallon – Central/Northeast Cooperative Extension Meetings |
| 9:00-10:00 a.m.  | Jerry Buk, Director, Central/Northeast Area               |
| 10:15-10:45 a.m. | Randy Emm, Federally Recognized Tribal Extension Program  |
| 11:00-12:00 p.m. | Meeting with all Central/Northeast Faculty & Staff        |
| 12:00-1:15 p.m.  | Lunch   |
| 1:15-1:45 p.m.   | Jay Davison, Alternative Crops and Forage Specialist      |
| 2:00-2:30 p.m.   | Pam Powell, Churchill County Extension Educator           |
| 2:45-3:15 p.m.   | Earl Creech, Extension Specialist                         |

Friday, November 2<sup>nd</sup>:

8:00-9:00 a.m. Larry Engstrom, Director, School of the Arts  
9:15-10:15 a.m. Neal Ferguson, Former Vice Provost for Extended Studies  
10:30-11:30 a.m. Committee Meeting  
1:30-2:00 p.m. Jim Middlebrooks, Specialist Distance Education

Friday, November 9<sup>th</sup>:

9:30-10:00 a.m. Vikki Ford, Specialist Communication (UNCE)  
10:00-11:00 a.m. Committee Meeting  
11:00-12:00 p.m. John Burton, Assistant Director (UNCE)  
2:30-3:00 p.m. Chris Pritsos, Chair, Nutrition

Tuesday, November 20<sup>th</sup>:

1:30-2:00 p.m. Cooperative Extension Governing Board  
2:30-3:30 p.m. Committee Meeting

Wednesday, December 19<sup>th</sup>:

3:00-4:00 p.m. Karen Hinton, Dean & Director, Cooperative Extension

Thursday, December 20<sup>th</sup>:

9:00-10:00 a.m. Committee Meeting  
10:00-11:00 a.m. Fred Holman, Vice Provost, Extended Studies

Monday, January 7<sup>th</sup>:

1:00-4:00 p.m. Committee Meeting – Draft Revisions

Friday, January 11<sup>th</sup>:

11:00-2:00 p.m. Committee Meeting – Draft Revisions