JOINT SOUTHERN REGION
Program Committee Meeting

August 28 - 31, 1994

Proceedings of a Regional Conference

Agriculture & Natural Resources • Communications
Community Development • 4-H Youth Development
Home Economics • Middle Management
Program & Staff Development
Proceedings

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CITIZEN POLITICS MATERIALS

Presented by
Harry C. Boyte
Co-Director, Center for Democracy and Citizenship
University of Minnesota
Citizen Politics & Public Work

- Politics from 'politikos' = The work of the citizen = PUBLIC WORK

- Public from 'populus' comes from people and 'pubes' meaning maturity.

- Public Refers to both a place as well a diverse group of people with varying interests.

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Participants:

What does Public Work mean to you?

How do you act on that?

Why are you interested in citizen politics?

Team Discussion

In general how is work defined in your group?

What works?

What doesn't?
These principles are shaped by the concepts of citizen politics because issues and problems are the vehicles for citizens to become serious players.

- Define Problem
  requires diverse perspectives to avoid polarized positions
  is an on-going process as work is done
  determines players and resources

- Do Political Analysis and Political Mapping
  interests that surround a problem
  power relations between interests
  a mapping of the politics of those environments.

- Develop strategies that engage diverse players
  break a problem down into manageable and practical parts
  organize work so particular steps lead towards larger purpose
  never lose sight of larger purpose of the work

- Evaluate
  tool to keep the work directed
  develop public leaders

- Re-define the Problem
  Work done with diverse peoples alters our definition of a problem
  Problem definition should expand possible players and resources
  Power is related to our ability to influence the diverse interests surrounding a problem
Political Analysis & Mapping

Example of Problem Statement

Issue: Education
Problem (arrived at after public debate) Schools are not engaging young people in learning.

Who does the problem involve?
Particular sites, students, teachers, administrators, school staff, parents, policy makers (local, state, federal), business, etc.

Map the interests in relation to each other and to your efforts.

POLITICAL MAPPING

Map the political environments of the places where you will act.

Questions:

Where will you take action?

What are the interests of the players in the environment?

What are the power relations of the environment?

What are the rules (norms, values, ways of behaving) of the environment?

Strategy:
Build on initiative of the players in work to solve problems.

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# Democratizing Knowledge

**KNOWLEDGE AUTOCRACY AND KNOWLEDGE DEMOCRACY**

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<tr>
<td>(from Greek, <em>autos</em>, self; and <em>kratos</em>, power) Noun...Government ruled by one person; absolute authority; unlimited power or influence.</td>
<td>(from Greek, <em>demos</em>, people; and <em>kratos</em>, power) Noun...government or community run by the people.</td>
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**Knowledge Autocracy**

**Knowledge democracy**

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<td>Goal</td>
<td>Expert opinion private, fixed, outside problem</td>
<td>Public judgment/ common sense when not sentimentalized/dynamic, inside problem</td>
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![Venn Diagram](image)
Key Concepts from Round Table Discussion
from Bonnie Hays and Harry Boyte
on December 8, 1993

System
The key roles for Extension are convener/facilitator/organizer
Extension as a system, poised on the edge to address issues

Goal: Civic Engagement in Public Arena
To bring back civic engagement, engage people
Contributing and creating on a larger stage = moving citizens to public actions
Civic capacity, "explosion of civic leadership"
Public spaces
Amateur (amato) from the heart
Governance does not need Government
Responsibility = involvement
If you are going to be a serious player, you must be a citizen
Empowerment makes people "serious players"
Accountability and evaluation
Ownership, partnership, and responsibility

Skills, Competencies, Outcomes
Learning the art of self-interest
Public work has a product ... vs process
Public judgement and wisdom vs private opinion
Public leadership concepts and skills, negotiation
Self-confidence is broader than self-esteem
Leader sees self as tool for group progress
Values are lived out in practice
Public leadership impacts private life (and vice versa)
Capacity building
Civic capacity building is developing people's capacity to be wise

Attributes of Program
Embrace diversity as a key concept
Inclusion/global/integrated
Technology enhances but does not replace face-to-face interaction. Technology screens out the mess of public dialogue that is necessary.
Conceptualization precedes action; power comes in thinking strategically
Values are lived out in practice
Activity versus action
Philosophy
Ordinary people can be big thinkers, philosophers in their own lives
Power resides in the people
Jeffersonian democracy: People are responsible for their own lives; if people misuse their power, don't take it away -- educate them.
Responsibility cannot be exhorted; you cultivate it
People can solve their own problems
Beware the cookie cutter approach -- one size fits all
Relevant to local situations
Fluid/flexible
People are responsible for their own learning
Self-confident instead of self-esteem
Leadership and volunteer development are tools for stewardship

Key Concepts
Power
Diversity
Public vs private interest
Citizen leadership
Self interest
Accountability
Change language
Citizen Politics

We here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

-Abraham Lincoln

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has.

-Margaret Mead

Our constitution...favors the many instead of the few; this is why it is called democracy...Our public men have, besides politics, their private affairs to attend to, and our ordinary citizens, though occupied with the pursuits of industry, are still fair judges of public matters; for unlike any other nation, [we regard] him who takes no part in these duties not as unambitious but as useless,...and instead of evoking discussion as a stumbling block in the way of action, we think it an indispensable preliminary to any action at all.

-Pericles

Citizenship reflects the diversity of a population. Citizen politics often reflects only a small sampling of the population. In order to best represent the citizenship, we must ensure that our sample is diverse in every respect.

-S.M.J.
APPLICATIONS OF CITIZEN POLITICS

Barbara Mobley
Alabama Cooperative Extension Service

Citizen Politics training was the proverbial "teaching an old dog new trick" idea for me after 28 years in County Extension. Its also brought to life the adage "working smarter not harder!" Though the process dates back many years, it is new in my method of work. May I encourage all Extension personnel to participate because great things will happen! Already new networks are forming that I never perceived, and if I had, I would not have had the capacity to bring the projects to fruition. Citizen Politics is the instrument that has allowed the success.

As citizens recognize issues, they work together to make public choices, and Extension Agents may become catalysts in the process. Often the problem solving requires much discussion, and collaborative actions often result. Citizens become accountable players in the give-and-take of everyday problem solving.

Citizen Politics is an amazing way to empower people to work together to recognize and solve public issues and concerns. The process means letting go of previous methods many Extension agents use in prescribing a "fix" for community problems. The process forces us to draw interested parties into the field of play, and the Extension Agent, as Harry Boyte says, is on "tap," not on top. We let for, give up the ownership, serve as catalyst, and ordinary people become empowered in establishing solutions to problems.

One of the greatest benefits along with diverse ideas and concepts is to improve the decision making processes. Citizens and agencies, as they feel a part of the ownership, are willing to share power, responsibility and dialogue, all to broaden the range of alternatives for solving problems.

Many of you, as I, may ask, What is my role as a county Extension agent in Citizen Politics? With a little brain storming and collection of ideas, following are some possibilities:

1. catalyst
2. facilitator
3. evaluator
4. leader
5. learner
6. collaborator
7. information disseminator
8. organizational capacity builder
9. citizen participant
10. interorganizational liaison
In practicing Citizen Politics I find much time and patience are required for planning, practice, and trail and error. Yes, some efforts fall flat, but I think I've learned more from the failures than the successes. One-on-one interviews and power-mapping are important to establish foundations for projects. One-on-one interviews are important in finding citizens with public and self interests on certain issues. Self interest is common to all players involved and generally means citizens will work harder to solve problems. The process is work intensive up front but with big bonuses later.

Some of the BENEFITS of Citizen Politics include the following:

- Citizens take ownership
- Greater outreach; more diversity
- Greater leadership development
- Empowered citizens
- Creative dialogue
- Discovery of new approaches
- More collaboration among agencies and citizens
- Agencies and citizens work with, not for Extension
- Agents on "tap" not on "top"
- Allows agent more time to concentrate on necessary individual citizen needs

Some Important FEATURES of Citizen Politics include the following:

- Requires time and practice
- Citizens are at the center
- Non-prescriptive
- Work intensive up front with great benefits later
- Umbrella for volunteer programs such as TAXI
- Success requires one-on-one interviews and use of tools as the reputational survey
- No assumption of an ideal model
- Encourages new paradigms
- Empowers ordinary people to solve problems
- Allows citizens opportunities to evaluate, change and create programming

The Citizens Politics process is an evolving one, constantly changing, bringing more citizens to the table, increasing the role of those with public and self interests. Great things do happen when we agents give up the ownership of the problem and solution and allow citizens to take the lead! Following are some examples of Citizen Politics in action.

**Citizen Politics Successes**

**County Health Council**

The core group had a review of key concepts of Citizen Politics: public interest diversity, self-interest and power. The group understood their role as partners in organization of community group
to recognize and challenge health problems. Power mapping was used to determine groups and individuals to contact.

Core group members made one-on-one contacts and used a reputational survey to interest citizens and agency representatives in becoming a part of organizational structure. A luncheon was successful in providing an opportunity for each person to state their public and private interests, understand that of others and determine if indeed a Health Council should be reorganized.

Old Way: The agent called individuals and sent letters to announce the organization of a Health Council, announcing it as an Extension project. The agent served in such a manner that leaders depended upon Extension to be the organizer, secretary, publicity chair, etc., occasionally sharing these responsibilities only with the Health Department. Burnout happened because the leadership was not shared.

New Way: Power mapping and one-on-one contacts were used to reach a diverse audience. Private and public interests brought people to the table. Citizens help define the problems. The new structure provides enthusiastic leadership with no dependence upon Extension. The new leadership felt comfortable making organizational structure change. They developed their own letterhead stationary, solicited $600.00 for postage and operating expenses and wrote a grant without consulting Extension! This group is a prime example of citizens becoming empowered to take part in decision making processes in our community. They are not concerned with turf protection.

Piedmont Citizen Politics Project

Piedmont is located approximately 25 miles from Anniston, Alabama. Often citizens find it difficult to travel to the Extension office for programs. The Mayor of Piedmont, Mrs. Vera Stewart, realized a need for citizen involvement to establish health education programming in the city. A UAB Extension-sponsored Arthritis Seminar was an experiment to organize our first project through citizen politics. After reviewing the concepts of citizen politics with the Mayor, we were off to a running start.

Mayor Stewart invited a diverse, interested group of citizens and town leaders to her planning table. A strategy was developed by the mayor and citizens to obtain a location, do publicity and provide refreshments for this first seminar. Civic Clubs, church groups, FCE, Senior Citizens groups and other town leaders participated.

A very happy mayor and group of leaders welcomed 175 people to the Piedmont Arthritis Seminar in August. The mayor stated, "I told you we'd have more programs if you would give me your support by attending, and now we are on the way." Local citizen groups provided a brunch for the four-hour program. At the close of the meeting, Mayor Stewart reported a large number of participants had already requested an arthritis support group for Piedmont. The first meeting is scheduled for November and is being coordinated by leaders. The City of Piedmont, Extension Service and Jacksonville Hospital will cosponsor the group. Mayor Stewart stated that many requested next year's program be on Alzheimer disease. She expects more than 200 to attend the
October meeting cosponsored by the City of Piedmont, Extension, UAB and Regional Medical Center. Her planning table already has a diverse group of citizenry involved.

*Old Way:* The agent would have announced the program, set up a meeting place, visited the local paper, and hoped for the best.

*New Way:* One-on-one contact with the Mayor by the agent to explain the process. The mayor then made one-on-one contacts to invite people to the table. There was great community interest and participation. Citizens felt ownership of the challenge.

**County Diabetes Support Group**

Process for organizational meeting: Power mapping, one-on-one contacts for agencies and individuals by core group and reputational survey.

Luncheon meeting of these citizens convened as a problem solving session - the problem: "What is the feasibility of organizing a County Diabetes Support Group?"

Specific agreements of support were given by three hospitals, the Health Department and Extension Service. A diabetes patient made a commitment to participate in the volunteer manager role. Much leader training and encouragement were provided this citizen.

Duties were mutually agreed upon by all participants. Monthly meetings were agreed upon by the five agencies, locations selected, publicity assignments made, etc.

Volunteer manager role was to attend all meetings, affirm each month's program and locations, and remind all agencies to do their publicity.

A follow-up luncheon was held six month's later to determine success of program. One year later a new diabetes support group volunteer manager has stepped forward. She has leadership skills in place and is taking full responsibility with her committee for programming and coordination. As a result of this support group Alabama's first Diabetes Camp for Adults is underway now and will be conducted September 27-28.

*Old Way:* Program was Extension Diabetes Support Group. Agent had planned the meeting and did all the work including scheduling programs, publicity, etc. Program died in Extension as with two other hospitals groups. Programs could have been perceived as competitive. There was very little collaboration and lots of turf protection.

*New Way:* Power mapping one-on-one contacts were held to get citizens to the planning table. Public and self-interests were discussed and now citizen stakeholders identify problems and solutions. Volunteer Manager coordinates programming and surveys group for program ideas, is enthusiastic in publicity and promotion. All five agencies and citizen stakeholders feel equal ownership of program and offer support for structure of group. The program is not owned by any group. There
is total effort in collaboration. Agency representatives not tied down to attending meetings. Participation is growing.

Calhoun Womens' Empowerment Network (CWEN)

Core group convened with reviewed citizen politics concepts: public interests, private interests, power diversity. Agents discussed their own interest for self and organization. The major objective was to devise a leadership development series for a group of women who would never have an opportunity to participate in Leadership Calhoun County.

After mapping, they made one-on-one contacts and used a reputational survey to attract citizens to a luncheon meeting to discuss the possibility of CWEN for low to moderate income women. Excitement and enthusiasm were key elements as this group discussed "Why Not?" The County Leadership Program excluded many of these women merely because of the $500.00 fee. The unanimous decision was "we must have a leadership program for women in these income brackets."

The feeling was "full speed ahead" after numerous confirmations (public and private interests) of the need for such a series. The agent emphasized this was not an Extension program and Extension would not serve as leader but as a support system. A city School Board member agreed to chair the advisory board. Great things have happened in one year: the leadership of the board is assertive. They feel it's actually their program! They've enlisted five banks as sponsors for luncheons and monthly meetings locations, enlisted sponsors for a public policy tour to State Capitol; and devised a screening and interview process for applicants (limited to 25). After graduation, the first class now has solicited money for postage and their own stationary and are in the planning stage for the 1995 January - June series.

**Old Way:** The agent would have been pleased to have this as "her" program. She would have had great community involvement, but would have been on "top" not on "tap." The agent would have prescribed the programming.

**New Way:** Power mapping was one of the first tools used by the core group. One-on-one contacts and reputational survey were used to interest citizens, discussions of self and public interests were held to get citizens to the table. Ownership now belongs to a number of diverse agencies and local citizens. There is a freedom to expand or change without Extension’s approval and advice. Very creative ideas are being discussed in program development and an upcoming name change is even being considered without Extension’s input.
ROUNDTABLE DISCUSSION REMARKS

After a presentation by Harry Boyte on Citizen Politics and a presentation by Barbara Mobley on Applications of Citizen Politics, participants engaged in random roundtable discussion. Following are summary remarks (still in note form) that emerged from the roundtable discussions.

COMPARE AND CONTRAST THE CITIZENS POLITICS PHILOSOPHY WITH THE PRESENT APPROACH TO EXTENSION PROGRAMMING

Citizens politics is the way we were taught to do Extension work. Over the years we have gotten away from this.

On tap/on top theory. Move to use more volunteers as opposed to our expert delivery method. Supportive as opposed to directive.

Present Extension programs are diversified. Old philosophy needs to change (I have to be there). Bench Marketing budgets. (How good is the program and how many people have done it?)

Citizen politics philosophy is new, but it has been utilized. Citizens politics needs to revitalized in Extension programming. Present approach to Extension programming is leaders on "top," not "tap."

Concern with giving up some level of ownership, but need to share control. What we do well: involving people, identifying publics, planning and program design, collaboration. What we don't do well: let people run the program, turf protection. Citizen politics puts customers first. Concern with working "for" and working "with" people. We are very activity oriented and get bogged down.

We can't be on top of everything. We have to be an available and visible resource to the people. We currently talk about this, but when it comes to getting things done or maintaining identity we take on major leadership role.

Present: expert-based, Extension credit and control, advisory committee called together by Extension, service the same people over and over. Citizen Politics: volunteer emphasis, involves new people, not dependent on Extension, serves a broader clientele base, more collaborative, the agent becomes more of a facilitator.
Answers are in people—not information/research alone. The leadership is in citizens—not the agent. Philosophical differences are not different—but it’s the process of getting the work done. Must share power and control—there are risks...but security and liability are not as great as our fears.

In Kentucky our philosophy is consistent with this, yet we sometimes feel we must be in control. TAXI (a volunteer training program) has helped with some of these ideas and helps us let go of control. The old traditional "homemaker" program in KY wants the agent to control and teach every club every month. The same is true in 4-H. Extension’s approach is not static and is moving toward citizen involvement. This reminds me of the process in Boy Scouts where they empowered a leader and turn the program loose under this leader.

Citizen Politics approach—not an either/or but a continuum; focus on user needs, desire, action; shared queen bee responsibilities; others create support base. Present approach—focus on expert and Extension as the info source; one queen bee; we have to generate our support.

Citizen politics has more citizen ownership of program. Building coalitions.

We tend to ask citizens what we should be doing versus how we can work together on issues. Involving citizens to work together rather than doing it ourselves. How we can provide information to news media versus reporting the truth about the issues and involving media to understand the issue. Empower the people to take ownership of the program versus controlling the program. Really analyzing the issues versus assuring the issue people want to address is really the issue. One time workshops versus an in-depth educational program that involves people.

New agents think they have to do the total project themselves versus working smarter not harder. Need to train agents on how to program with a citizen politics perspective. Need to take more risk versus being comfortable with the status quo. Think we need to be the expert versus drawing on interested collaborators who can help solve the issue.

**COULD EXTENSION APPLY CITIZEN POLITICS IN PROGRAMMING? HOW?**

Yes, it would be most valuable on critical issues of concern to the public. The agent would facilitate the citizens' meeting to solve their problem. Extension agents need training in facilitation and conflict resolution. This would do what people can't do for themselves: come together to solve their problem.

Yes, program planning. Agents can help groups come to common ground to address issues. Extension has a strong network that is envied by others. We could broaden network within land grant system.
FCL is an example of training women in politics. Training young agriculturalists in several states. Some training is focused on dealing with the politics of change and how to affect change. Extension is doing more in public policy education. Efforts to provide training for elected officials and certification. Extension infrastructure can help foster Citizen Politics.

Could administration empower agents to promote Citizen Politics.

Could use concepts of process and take time to do it. Use models as concrete examples. Involve weekly management. Try to make "vision" universal across districts. Must have administration's support when agents/specialists switch.

Yes.

"I don't want an Extension agent telling me how to grow potatoes." These producers want to be linked to other growers. I have found others will not take responsibility when Extension continues to be responsible. We must step away and allow others to accept responsibility.

Sure. Issue based programming. Advisory and citizen involvement. With downsizing it tends to force us more to expert system and away from Citizen Politics concept. Need appropriate balance.

Instilling this philosophy needs to be integrated into the system. Discuss the benefits to the Extension profession.

Look at the barriers within the system. Putting program teams together—lots of resistance in systems being protective—using advisory committee more. Remind specialists to involve others. Specialists need to know and understand local problems better. Need to involve new or different people in advisory committees and teach skills to do this. Extension faculty could use training in ways to communicate and work with groups.

Master Gardener is good model—we need to apply more broadly in other program areas. Example: Master Cattlemen doing program. Broaden advisory committees to get more citizen involvement. Link with TAXI volunteer program. Committee members are more than advisory—they also are active participants in program leadership and activities. Give less advice and ask more questions. How does this work in urban areas? Need to focus on neighborhood re-mapping. Need to be sure to involve youth as active, solving participants in community/public problem solving. Not only solve problems in useful ways but learn citizen strategies that can be used/applied throughout their lives. Need to involve broad spectrum of youth in the process. Change role/expectation of agent; building capacity of others is not taking agent's job. Require fundamental change in mindset of the personnel.
DOES CITIZENS POLITICS HAVE APPLICATION TO THE EXTENSION ORGANIZATION?

Yes, especially in increased demand on staff that is smaller (fewer).

Yes, but we need to define credit and accountability to programs. Yes, the way it should be done.

Sure.

Yes, definitely.

Educating Administration.

Yes, but we need to define credit and accountability to programs. Citizens Politics has application by giving clients share of the program and to listen to clients' input.

Extension is becoming more fluid--a lot of changes in positions, structures, responsibilities. Extension must continue to have a technology base and must provide expertise. Increased networking collaboration with other groups and organizations. Concern is how to measure impact/accountability and do evaluation. Need to balance process content and technology. Extension must make sure their role in Citizen Politics is understood by legislators, etc.

All levels could have input in decision making.

Yes, it is not just for community development, but for all program areas. The reward system needs to recognize the value of the agent as the facilitator in the performance appraisal. Staff development would need to help agents acquire skills in facilitation and conflict resolution. To accept the idea that as we give away power, we actually gain power.

In the past some interested community groups and individuals were shut out due to meeting places.

Yes, but need to change mindset of personnel. Training, administrative support, model program building. We need to be generalists, then move to expert caller roles, now need to change so that we help people sort through the information and use it. We must be able to give up some things like control; power. Will empower people who may not have previously felt capable and involved.

We need to re-think Extension's role in youth development programming and use of the 4-H name and emblem in that process. We need to hire agents who have the people skills rather than the technical expertise only. Need to add "people skill" courses to Master's degree and undergraduate preparation as well as in-service offered on continuing basis. Help agents develop long term program leadership embedded in citizens rather than in themselves.
COMMUNICATION'S TECHNOLOGY
A REGIONAL SHOWCASE

COMMUNICATIONS

Joe Courson, Chair
University of Georgia

Communications technology has captured the interest and some pocketbooks in our 13-state region. Today with communications technology you can order a pizza through the Internet in California, download and audition rock and roll music to a computer via CompuServe, relay your thoughts to NBC News, National Public Radio and other sources, and learn about thousands of topics via distance learning.

Communications technology comes to us at the speed of light, and as stated in the Communications Committee meeting, changes in the past five years are not as significant as the changes we'll see in the next five years.

The Communications Technology: A Regional Showcase that you will see in just a few minutes utilized technology to put it together.

To set the state for the showcase, three people were asked to comment on what's happening in communications technology - stressing real world applications, not the hype and pie-in-the-sky, not futuristic applications that could happen, but what is happening in communications departments in our region.

Our first comments come from Dr. Barbara White of USDA's Communications, Information, Technology unit who will focus on the considerations for the technological future.

EDUCATIONAL TECHNOLOGY AND DISTANCE EDUCATION: PERSPECTIVES OF THE 90's AND BEYOND

Barbara White
ES-USDA

Societal indicators pointing to the "technological future" are the topic of many futurists as they plan for the 21st century. Everywhere one looks throughout the world, evidence of the technological future abounds; the Internet has connections in dozens of countries with growth being recorded daily. Satellites provide video delivery to virtually every part of the world. Private business like KINKO's and SPRINT are working to build the world's largest public video-conferencing network with every KINKO copy center eventually having a video booth that will accommodate as many as five people. Lewis Perelman, author of Schools Out suggests that within two years, a technology called video dial
tone will turn millions of American living rooms and offices into "virtual" campuses. John Naisbitt suggests that by 1995 some 8.5 million U.S. professionals will telecommute from their home 35 or more hours a week.

The technological advances of the 20th century set the stage for a key paradigm shift, a shift from dissemination of information to one of providing access to information and education. The force that is driving fundamental changes also represents a move to learner-centered/community-centered learning from the traditional teacher-centered approach.

The Clinton/Gore administration made the term "information highways" a buzzword during the election and are now implementing initial steps toward such a technology initiative through the National Information Infrastructure (NII) calling for more than $2 billion for high performance computing and advanced networking between 1994 and 1997. An amended version of the NII Act of 1993 (H.R. 1757), also known as the Boucher Bill, provides for federal monies to speed the development of high speed networking applications in four specific areas: Education, Healthcare, Digital Libraries, and Government Information. From a national perspective, it is projected that by the end of the decade, every teacher and every student will be using technology tools and multimedia applications in a variety of ways. TCI, the nation's largest cable company, has announced that a new technology called digital compression will enable it to deliver 500 channels by as early as 1994.

The technological future is here; the question is one of how to access, implement, and manage such a future. Partnerships and collaborative efforts are a must; those in control of these information pipelines and those figuring out how to use them will be in the driver's seat! Questions remain, however: What role do we want technology to play? Where do we want to go from here? What do we do with what we already have? In light of these questions, what does this mean to higher education and to educational service providers such as the Cooperative Extension Service?

We are working under a number of assumptions as we move forward into the 21st century, including but not limited to the following:

1) the future will be customer driven,
2) organizations and institutions committed to education at a distance will require an infrastructure based on sound strategic planning and management,
3) educational service providers must assure ease of access and equity in availability and opportunity, and
4) institutions and organizations will become educational entities without walls.

From the perspective of a well-defined infrastructure, factors under consideration from the institutional view may include revisiting the institution's mission and scope. How does the technological future and participation in the NII fit into that mission? What does the concept of outreach mean as the institution moves to meet the needs of those students expecting education and information at their own home, place of work and at their own time and pacing? What about quality and standards in the design and development of program offerings? How do we assure quality and consistency in offerings originating in the cable industry, national consortia, social agencies, institutions, and non-profits such as the Cooperative Extension Service? And what about the
teaching/learning transaction recognizing the new realities of learners, changes in demographics, economics, social structure, cultural diversity...these become the focus for the delivery of educational and informational programs.

Let us switch gears and look more closely at the CES. From the perspective of the Land Grant system, whose mission is to take education and information to the people, the Extension System plays a critical role. In meeting that mission, one cannot debate the need for involving the agency in the technological future; the question may be one of extent, degree of involvement, ability to link electronically, but the message is clear: the Extension System will move into the 21st century and play a key role in the technological future.

Major components include leadership in the strategic planning for the system; recognition of diverse audiences with a "client-focused organization" as the target; increased staffing, training, and human resource development in the arena of educational technology; computer and video networking and program development; and distance education. A major factor affecting success of such a venture is the mind-set of those implementing the process. No one doubts that telecommunications technologies provide new opportunities to reach the adult learner and a promise of instant, individualized access to education. However, the use of telecommunications in higher education requires acceptance by the faculty; the perception is that negative faculty attitudes ranging from apathy to open antagonism remain a major barrier. The implementation and support of educational telecommunications requires changes in familiar teaching patterns and practices as faculty find they often must relinquish a degree of control over the teaching-learning process.

Dr. Chere' Gibson, University of Wisconsin-Madison, provided an appropriate comparison in a recent keynote address. In her remarks she suggested the need for re-examining the "field of play, the players, and the rules by which we play." The design of learning, for example, is for critical thinking, presented in a broader context as compared to the traditional, passive learning mode of previous decades. The field of play now includes K-12, vocational technical colleges, the lecture hall in the university, business and industry, and the on-site field evaluation. We are redefining the place of education, due in part to educational technology. We are also reexamining the players as there is more room for players, more teams, more community.

Dr. Gibson also suggests that the rules on which and by which we play have changed. Non-traditional rules providing the opportunity for educators to guide on the side have replaced the traditional mode of operation of sage on the stage. The paradigm shift is in recognition of the importance of how one learns, not what one learns. No one person needs to be in control; someone does need to facilitate, to guide. This requires a much broader perspective of what teaching and learning really mean. As we in Extension look at our initiatives, our base programs, our special projects, the central factor is the learner, the community. How can we best provide the access and availability to that learner for the enhancement and improvement of their lives and living?
In closing, some comments about the learner. What does the client-centered focus bring to us as an educational service provider? The learner perspective represents an expectation for:

a) immediate access and application,
b) communication of up-to-date and authoritative knowledge,
c) education that is accompanied by guidance in study,
d) an opportunity to do something with the knowledge,
e) an opportunity for feedback, and
f) assistance at a time when unanticipated problems arise.

Some suggest that the future is more a change in perspective than a change in the hardware used to deliver educational programs. It may be that the variety of provision and the quality of interaction with the educator and learning materials will be what attracts and sustains the learner. Students will be expecting and demanding greater use of educational technology which, in turn, will provide equity of access and ongoing support and interaction during the learning process.

The question or questions for the system is how do we meet these needs, these future directions. How do we provide unlimited access in a time of traditional funding sources being flat and/or decreasing? How do we provide faculty and staff development opportunities at a time when accountability is key, but educators are constrained by use of techniques and technologies that are more than ten years old? This is an access revolution; it is not only possible, but necessary. Today, single educational institutions can precipitate change in the mission and programs of many institutions; the next five to ten years will be very uncomfortable for traditionalists. Questions of who owns courses and degrees will be redebated; competition will become very intense and partnering critical. Instruction will have to be rediscovered, reorganized, redesigned. New collaborations and teamwork will be essential. We will have virtual universities. By the year 2000 it is projected that as much as 85% of the educational offerings could be at a distance.

I would challenge each of you to look at your future, the efforts you and your colleagues are making on behalf of the learner, the agency, the institution, and the nation. I would challenge you to look at distance learning as a process, not hardware, at educational technology as a tool, not equipment. I would suggest more partnering, more collaboration, more cooperation. Change has become the rule, not the exception. The goal for education, including distance education, is to bring us closer to a learning society whereby the context or environment (be it physical, political, social, or cultural) becomes conducive to and supportive of learning for everybody.

The Communications Technology - satellite uplinks and downlinks, computer networks and the like - make up part of the communications technology balance - people make up the other half. What good is it to have the hardware and software if we don't have people to operate it and teach others how to use it? Barry Jones, editor and head of Agricultural Communications at Texas A&M University will comment on a new partnership.

The PLC planning committee's charge to communicators was simple - show us communications technology that works now and could be adapted to other states. "No pie in the sky," said one committee member, but real world applications. Also, the request included cooperative efforts
between states. Show us the cooperation that's been going on for years. Come see the past, but more importantly the future of communications technology.

The Communications Department Heads in our 13-state Southern PLC region invite you to Communications Technology: A Regional Showcase. Just 2 doors down in St. Anthony's Club Room. As you enter the showcase, you'll see history - A newspaper story dated 1921 - and you'll see examples that were recently completed technologies.

In all, 15 exhibits (all the space we had) will open your eyes about real world communications technology that's going on right here in our region. You'll see computer based publications computer based CD-Rom interactive, a video swap project, as well as a newsroom of the future to mention just four.

Our break will be served there, and you'll have plenty of time to view and ask questions of communicators.

ROLE OF COMMUNICATIONS PROGRAMS IN AN INFORMATION AGE

Don Poucher
University of Florida

Introduction

Today my comments will deal with a partnership to assist land grant universities to expand their levels of service to traditional and nontraditional customers in a setting of flat or declining resources. Historically, the land grant institution has excelled at extending its food, agricultural and natural resources science and technology base as a means of serving well defined users. But an era of standardized practices and mass communications has evolved into the Information Age in which technology transcends geographic boundaries and has transformed the world into a global village. Today, land grant institutions are becoming increasingly obligated to broaden educational communications programs to include enhanced access of high demand, consumer-oriented information and programs to fractionalized customers through a variety of methods and media. Thus, a major goal of communications programs is to help the land grant institution seriously address Information Age opportunities to strategically position itself among state, national and international constituencies to be a major player in attracting customers and resources.

Fostering Partnerships

At the very beginning, I mentioned that my comments would deal with a partnership. Indeed, fostering partnerships between program faculty and communication staffs is a major goal of any communications program. A primary objective of the communications partnership becomes one of processing and shaping data into relevant information sets as consumable products. Educational information must be developed, packaged and made available through improved access to diverse customers. As program information sets meet customer needs, they provide the means for an
institution to transcend geographic constraints and serve customers wherever they may reside. Solid partnerships allow institutions to expand their ability to meet expanding consumer demands, to deal with change, to utilize new technologies, and to develop protocols for enhancing image and visibility.

Information Age Influences

The success of educational programs will depend on our ability to recognize and adapt to the challenges and realities of the Information Age, as opposed to a previous era of standardized procedures and practices and mass communications tools. Everyone will soon belong to a minority group according to Judith Waldrop writing in American Demographics. An Information Age dichotomy is a fragmented mass-market of the past as identifiable, to dissimilar, yet overlapping constituencies, each of which may need the same educational program and a slightly different format then the others. Developing communications products and services, therefore, becomes a series of the similar customers specific task, all variations of the same theme. The diverse needs and information processing habits of the customer dictate multi-packaging of educational information to provide for mosaic consumption and use patterns as opposed to mass consumption patterns.

Diversification of customer demand is only one of the driving forces of the Information Age. Another major force is that a new democracy exists in an economic system that is global and, for the most part, borderless. Customers have little concern over the source of educational information. Only if it is accurate, timely, useful and effective will the customers support it. A customer orientation with continued consumer satisfaction becomes the major goal, then, of information based organizations rather than to rely on traditional customer loyalties.

Program Access System

The living patterns and habits of market segments and subsegments will determine the most effective techniques and vehicles for providing access to educational information by customers. Understanding how groups of individuals process the information they require is as important to customer satisfaction as the need fulfillment qualities of the program itself. Evidence is building to suggest that future consumers will not receive their information in the same form as their predecessors though they may need the same information. As a necessity, then, information will have to be packaged according to the needs of different customer groups. New technological advances in communications that will permit personalization of information programs and will allow for two way interaction between sender and receiver are also important to reaching newly emerging customers. Organizations engaged in educational programs must, of necessity, plan for a shift in information systems from a static form of one way communications to forms that provide for interactive access by consumers.

To ensure success we must embrace the paradigm shift from an information distribution system to a system allowing information access on demand by customers, according to their needs. For example, future technology will allow newspaper subscribers to order only the news that interests them. According to one source, Americans spent more than $400 billion during the 1980's on new information technology. This technology will enable people to access world-wide data bases. Hyper-information systems, or knowledge navigation, will permit users to build multidata relationships that can be uniformly managed and accessed according to interest and need. So-called smart TVs will
know what people want to watch before they are turned on. The successful marriage of computers and FAX modems and the advent of cellular telephones as personal communication devices allow people to take their offices with them. And if a person takes their office with them, why go to the office? Therefore, the trend toward home-based work stations will also accelerate. Therefore, distance learning systems such as computer networks, compressed video, satellite and cable communications and expert decision systems will become increasing important tools for providing interactive access to educational information by diverse customers in their homes and work places as well as community meeting places.

Information Based Organization

Information based organizational relationships are less vertically layered than those of the past. Effective information based organizations resist command and control configurations where knowledge and information is based at the top and middle managers serve as conduits, or relays, of information. The information based organization trends toward horizontally shaped interdisciplinary teams of task-focused specialists who work in operations rather than management. As knowledge and information is placed in the hands of communications specialists rather than concentrated at the top, the need for a complete layer of middle management (conduits) is eliminated. A service staff layered between top management and operational specialists can be redirected as the command control and control structure is replaced by the task-focused teams. Groups of teams may be coordinated by single individuals to reduce duplication of effort. However, the team members direct themselves and depend on feedback from colleagues and clientele to evaluate information product defectiveness. You'll learn more about staffing and organization from another one of our reports to be presented by Dr. Barry Jones from Texas A&M.

From Education to Public Relations

The major justification for allocating public resources to meet communications programs is based first and foremost on the educational mission of the programs. And if we first tend to our educational business, other goals become easier to achieve. For example, as communications programs serve an educational function, they also provide a public relations impact by effectively meeting the needs of customers and providing public exposure for the institution. In fact, a rational exists for the proposition that in providing access to its technology base by customers at all levels through the educational communications programs, an educational institution will accomplish a great deal more at enhancing its reputation and image then it would be the case if it attempted to "sell" its image through promotion and public relations programs alone.

Drucker has documented that marketing makes selling superfluous. He effectively advances the proposition that if a product or idea has been designed according to the needs of a marketplace, selling the product or idea to the marketplace will become unnecessary. Kotler and Fox and their book on institutional strategic marketing embrace Drucker's concept and point out that only by fulfilling the needs of customers can an institution effectively market itself.

As customers recognize their problems, they will seek help in solving those problems. Those programs offering the best solutions to problems are the ones most likely to be embraced. Effective
strategic marketing involves translating marketplace needs into programs to fulfill those needs and then informing the market of the programs. The programs, however, sell themselves because the information services and products are solving real problems and meeting real needs of clientele.

Summary

We have said that a major goal of communications programs is to foster partnerships--partnerships between communications staff and program faculty. These partnerships expand institutions' ability to meet growing consumer demands, to deal with changes and consumption patterns, to utilize new technologies, and to develop protocols for enhancing image and visibility.

In the final analysis, communications programs help us enhance the impact of our programs and enable us to deal with the new order in which there could be no business as usual.
SOUTHERN REGION PROGRAM LEADERSHIP COMMITTEE (PLC)

August 1994

1993-94 Program Leadership Committee members were as follows:

- Horace Hudson, chair, Georgia (1 year)
- Billy Caldwell, North Carolina (3 years)
- Joe Courson, Georgia (2 years)
- Susan Holder, Mississippi (3 years)
- Martha Johnson, Alabama (1 year)
- Bill Shimel, South Carolina (2 years)
- James West, North Carolina (1 year)
- Noland Williams, Kentucky State
- C. Wayne Jordan, Georgia
- Doss Brodnax/Bonnie Teater, SRDC

Community Development
Agriculture and Natural Resources
Communications
4-H Youth Development
Home Economics
Program and Staff Development
Middle Management
1890 Institutions
Advisor
Ex-Officio

Task Forces, Ad Hoc Work Groups, etc.

Extension Work in Urban Counties

The committee Extension Work in Urban Counties held a Southern Region Conference entitled "Extension in the Cities: A Working Conference for Extension Professionals Serving Urban, Suburban, and Fast-Growth Counties." The conference was held in Atlanta, Georgia, May 17-19, 1994, with more than 200 professional Extension workers and 5 state Extension directors in attendance.

The conference objectives were:
- to share successful urban Extension program ideas and resources,
- to help develop process skills useful in conducting urban programming,
- to promote liaison and networking relationships among Extension professionals working in the cities, and
- to acquire knowledge, skills and programming ideas for working with diverse audiences.

The overall satisfactions rating of the conference with 106 responses were:

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The committee received many positive comments from co-workers in reference to the need for urban professionals to meet in this type of setting to accomplish objectives outlined for this conference.

George Hadley, chair, attended a National Big Cities Extension Conference on August 18-20, 1994, in San Diego, California. In attendance were at least 8 other county Extension directors from Southern urban cities. The primary objective of this conference was "to expand and enhance extension's capacity to serve urban constituents." In his opinion, the county Extension directors support a forum for metropolitan Extension directors to meet and unite around this objective.

The Southern Committee on Extension Work in Urban Counties requested and received approval of the following from the Program Leadership Committee:
- to continue as a Task Force on Extension Work in Urban Counties,
- to support staff attending North Central region conference in 1995,
- to support a national regional conference in the summer of 1996, and
- to build the bridge to unite one regional urban conference to share successful Extension programs, ideas, and resources.

The committee has available a Resource Directory on Extension in the Cities.

Committee members are as follows:
- George W. Hadley (Georgia), chair
- Robert Doyle (Virginia)
- Ellen Ritter (Texas)
- JoAnn Hilliker (Florida)
- Karen Lavendar (Georgia)
- Sue Gray-Melaugh (Oklahoma)
- John Mowbray (Kentucky)
- Rose Simmons (Georgia)
- Jerome Burton (Mississippi)
- Linda Murray (Oklahoma)
- Deborah Harris (Mississippi)

Joel Plath will serve as PLC advisor, replacing Horace Hudson.

**Issue-Based 4-H Health Curriculum**

The Southern Region 4-H Innovative Health Curriculum Task Force met in Raleigh, North Carolina, in February 1994 to finalize the scope and sequence of the Youth Health Curriculum. The six modules were finalized as follows: Decisions for a Healthy Life (comprehensive wellness); Sexual Health; Environmental Health; Violence Prevention, Personal Safety; Diet and Fitness; and Substance Use and Abuse. Each module will include information for the four targeted age groups, their parents and the community. Participating committee members examined data on possible funding sources within their states for each module and committed to look for resources.

With special funding from the Southern Rural Development Center, Adult and Youth Health Curriculum Task Force representatives met in Atlanta in April to explore collaborative efforts. A conceptual framework based upon the developmental tasks throughout the lifespan was designed across all ages. The two task forces agreed to pursue curriculum development for the individual, family and community in order to accomplish behavioral change. The group also met with Dr.
Marvin Konyha, National Program Leader for Communities Services and Facilities, and chair of the Decisions for Health Task Force. He agreed to help the Southern Region Task Forces secure federal funding for curriculum development.

Task Force Chair Sharon Runion Rowland submitted a $200,000 grant to the Extension Service, USDA, for Special Needs funding. The grant is designed to develop the Decisions for a Healthy Life and Sexual Health modules of the youth curriculum. Several states from other regions have been added to broaden the task force to national membership. The grant was submitted to Dr. Leodrey Williams from the ES, 4-H and ES-Community Services groups.

Grants will be submitted to the following funding sources for the September cycle: Mary Duke Biddle, Southern Rural Development Center, and Babcock. Total request is for $165,000. The Task Force is also cultivating relationships with Burroughs Wellcome Foundation whose fund has just increased to $500 million. This pharmaceutical group could potentially fund both the youth and adult programs.

The task force has discussed the possibility of having each state contribute up to $5,000 to provide matching funding for the USDA grant and to address the critical need across the country for a health curriculum. The task force invites Southern Region 4-H Leaders to discuss the possibility at their next meeting and to provide guidance about asking states across all Extension regions to participate. In return for their contributions, participating states would receive a disk copy and camera-ready copies of print materials (four age groups for the youth, parent support components, community support components); video training tapes; and Facilitator's Guides.

Ad Hoc Group on Cultural Diversity

The Program and Staff Development areas were asked to survey and summarize the Southern Region's activities related to Cultural Diversity. Dr. Bill Shimel was asked by that group to coordinate the collection and report the findings.

A survey was conducted following the Fall 1993 Southern Region Program Committee meeting in New Orleans. A survey form was distributed at that meeting and two follow-up requests were made. Eleven of the states and territories of the region responded to the following questions:

1. Is responsibility for cultural diversity support identified?
2. Who is a contact person for further information?
3. What specific activities related to cultural diversity were conducted during the recent past?
4. What future activities are planned?
5. What reference materials are available for loan or purchase?

The following summarizes the responses to each of these areas:

35
Eleven states/territories reported. Each has designated the responsibility for cultural diversity. Nine indicated the existence of a committee or task force. Of the 9, five have the responsibility for leadership of cultural diversity efforts. In the remaining four the group serves an advisory role to the person responsible for cultural diversity.

Where individuals were designated as responsible, their primary administrative locations were personnel office (3), program and staff development (2), Dean's office (1) the remaining were undesignated.

For further information the following contact persons were identified:

P.W. Brown, Alabama
W.R. Summerhill, Florida
Martha Thompson, Kentucky
Jimmy Richardson, Mississippi
Kim Alexander, South Carolina
Linda Willis, Texas (Prairie View)
Bethann Witcher Byus, Texas

Michael Wright, Arkansas
Patricia Simmons, Georgia
Eloise Futrell, Louisiana
M.A. Gularte, Oklahoma
Charles Norman, Tennessee

Activities varied among the states/territories reporting varied. However, certain fairly common efforts emerged. About half the states reported the creation of a state plan for educating employees about cultural diversity. Seven states of the 11 states reporting indicated state-wide training, most on a district basis. Two specifically mentioned training for Extension administrators. Two indicated cultural diversity to be a topic covered at an all-employee conference and several indicated it to be a topic covered in new-employee orientation. Two states specifically mentioned that cultural diversity activities were a joint effort of 1862 and 1890 institutions.

Other activities mentioned included inclusion of cultural diversity in educational programs for clients, credit class sections on cultural diversity, organizational review of diversity status, creation of a diversity award, creation of a catalog of references, and an FCL unit on diversity.

In the area of future activities most of the eleven states/territories indicated a continuation of training efforts. Two additional states plan to develop teams or task forces to support cultural diversity planning and/or training. Two mentioned continuing efforts to keep employees sensitive to the subject.

This Ad Hoc group recommended and the PLC approved disbanding of this group.

Regional Study Group: Committee Structure

(Full report provided to chairs of Regional Program Committees)
Southern Region Water Quality Conference

More than 220 state and county Extension staff participated for the regional conference, "Visioning for Cooperative Extension Water Quality Programs." The conference was held March 19-22, 1994, in Charleston, South Carolina. Agents, area staff and specialists shared program ideas and educational methodologies during sessions on cooperative programming, nutrient management, water quality programs for youth, public policy, volunteer monitoring, residential water supply and waste treatment, geographic information systems and wetlands. The resource fair and a session on "success stories" provided specific examples of innovative and unique programs. Opportunities for informal and formal networking throughout the conference helped strengthen the cooperative working relationships within Extension, across program areas and among disciplines.

Waste Management

Planning is underway for a Regional Water Quality and Waste Management Conference to be held in cooperation with the Southern Rural Development Center in the spring of 1995.

The goal of the conference is to strengthen Extension water quality and waste management programs in the Southern region. Expected outcomes are 1) more rapid adoption of innovative and successful Extension programs and materials across the region, 2) an increase in cooperative working relationships within Extension and 3) an increase in cooperative working relationships with other state and federal agencies responsible for water and waste management issues.

A meeting will be held September 13 in Atlanta to finalize meeting location, dates and program format. Members of the planning committee presenting solid waste are Bill Branch, Louisiana; Gerald Docksen, Oklahoma; Marie Hammer, Florida; Mike Levi, North Carolina; Albert Myles, Mississippi; Frank Wolak, South Carolina; Noland Williams, Kentucky; and Marv Konyha, ES-USDA. Two or three agents with experience in water quality and waste management will also participate in the planning meeting.

Tourism

The National Extension Travel and Tourism Conference is scheduled for April 18-21, 1994, at the Doubletree Hotel, New Orleans. Margaret Moore, Louisiana State University, is overall conference chair; and Mike Woods, Oklahoma State University, is program committee chair. Program Overview follows:

**Justification:** Tourism development offers an important opportunity for communities to expand and diversify their economies. Extension can play an important educational role in this area of economic and community development. Potential partners, subject matter, and programming opportunities should be explored and pursued. As communities have become more concerned with quality of life issues, tourism development can focus on efforts that are
mutually beneficial to visitors and community members. Extension can play a key assistance role with our research-based educational programs.

Objectives:
- Assist Extension personnel in understanding the organizational, business, planning and management nature of tourism.
- Assist Extension personnel in accessing tourism development resources.
- Encourage networking and collaboration between Extension personnel and others concerned with tourism initiatives.
- Provide a forum to discuss Extension's role in helping communities plan for their future.
- Identify and share resources available from all sources to help with tourism development efforts.

Audience:
- Extension personnel at the local, regional, state and national level.
- Tourism development occurs at the local level and "front line" Extension staff should benefit from the conference.
- Tourism opportunities impact all program areas and should include home economics, agriculture, 4-H youth development, natural resources, and community development staffs.
- Economic developers, entrepreneurs, and community leaders involved in tourism initiatives.
- Extension partners and collaborators should be involved.
- Academic researchers will benefit by learning about needed research while sharing their current research findings.

Curriculum Overview:
- General sessions will focus on the "big picture" including national trends in tourism and policy issues.
- Tracts will be offered to participants: Tract I focusing on providing assistance in planning for sustainable tourism (strategic planning, analyzing opportunities, organization, gaining community support) and Tract II focusing on providing technical assistance (recreational use of farm land, hospitality training, marketing, accessing and utilizing data, international opportunities, bed and breakfast opportunities, home-based business).
- A resource fair will be offered throughout the conference to all participants to share current tourism programming efforts and to encourage networking.

Anticipated Outcomes:
- Extension will become a key partner in local development efforts focused on tourism while building on Extension's comparative advantage in providing educational assistance.
• Extension will articulate and refine our strategy for a nation-wide tourism effort and make positive steps toward implementation of the strategy.
• Extension personnel will build awareness of broader trends and the role of tourism in local economic development efforts.
• Extension personnel will understand the content and methods of accessing tourism related resources.
• Collaboration and newly formed partnerships will emerge to aid in tourism development.
• The programs, resources, and cooperative opportunities of Federal, State, and Local organizations will be better understood.

National Planning Committee:
Philip Alexander, Michigan
Doss Brodnax, SRDC
Adell Brown, Louisiana
Tom Chestnut, Alabama
Marion Clarke, Florida
Aaron Harp, Idaho
Mike Hedges, Arkansas
Donald Holecék, Michigan
Horace Hudson, Georgia
Margaret Moore (Chair), Louisiana
Donald L. Nelson, (retired), ES-USDA
Rich Novak, North Carolina

Tom Potts, South Carolina
Charlotte Reed, Virginia
Sue Sadowske, Wisconsin
Mary Saylor, Pennsylvania
Dave Sharpe, Montana
Bonnie Teeter, SRDC
Robert Townsend, Vermont
Gale Trussell, TVA
Carson Watt, Texas
Glenn Weaver, Missouri
Mike Woods, Oklahoma
Allan Worms, Kentucky

Home-Based Business

The ES-USDA national initiative "Communities in Economic Transition" (CET) obtains input and direction from a national management team chaired by Randy Williams, ES-USDA. The CET initiative has two major objectives in relation to program of work: (1) strategic planning for economic development and (2) enterprise development and business assistance. The initiative identifies six target areas in relation to the overall objectives: Agribusiness/Value-Added, Home-Based and Micro Business, Retail Development, Small Manufacturing, Tourism and Youth Entrepreneurship. Each of the six target areas receives input and direction from a national design team. The Home-Based and Micro Business National Design Team to provide leadership in this targeted area in an effort to achieve the overall objectives of the CET initiative.

The Home-Based and Micro Business National Design Team is composed of active members representing national, state and field levels of Extension. The team has representation from Home Economics, 4-H Youth Development, Agriculture and Community Resource Development, with a good geographic mix. The team held its first 2-hour meeting during the first National Home-Based Business Conference May 2 in Tulsa, Oklahoma. All members of the Design Team were present as well as several educators, researchers and industry representatives. Randy Williams gave a brief
overview of the CET National Initiative. Beth Duncan, design team chair, gave an overview of the role and function of the CET National Design Teams.

After much discussion and brainstorming, the design team came up with their short list of items to accomplish before the next meeting. They include:

- identify the Extension contact for each state,
- establish an Extension home-based and micro business networking computer mail group,
- compile a comprehensive list of all research that has been completed in the Home-Based and Micro Business arena,
- pull together all the existing Extension resources regarding home-based and micro businesses, begin a screening process to make recommendations for national Extension use, where appropriate, convert text to CD ROM format and/or other computer databases for easy access and retrieval, and
- begin to establish computer databases, in annotated bibliography form, of all resources available in the area of home-based and micro businesses.

The design team held a conference call on July 13 to discuss progress made since the meeting in May and to discuss agenda items for the next meeting in August.

The second meeting, a 3-day work session, was held August 11-13, 1994, at the Sheraton Atlanta Airport Hotel in Atlanta, Georgia. All design team members were present. The meeting was extremely productive. The following progress has been made since May regarding items identified on the short list:

1. Extension home-based/micro business contacts have been identified for 30 states. A request to identify a state contact person was sent to directors/administrators from ES-USDA. The list is being compiled by the design team and will be sent to all states Fall 1994.

2. A home-based/micro business computer mail group is currently operational and those interested can subscribe via internet. It is designated for educators and professionals who service and support home-based and micro business owners, as well as individual entrepreneurs. Information regarding access to this mail group will be disseminated to states and the private sector throughout the year.

3. A comprehensive research bibliography has been compiled and completed. This will become a component of the home-based/micro business Resource Directory (refer to number 5).

4. The design team has started collecting and reviewing existing educational materials that related to home-based and micro businesses. This will be an ongoing process. The process for converting materials to CD ROM format and/or other computer databases is being researched. Recommendations will be forthcoming in spring 1995. A long-term goal is the development of a comprehensive computer database of educational materials, training curriculums, publications, and technical assistance tools on home-based and micro businesses that can easily be accessed through a computer network.
5. A comprehensive home-based/micro business Resource Directory is in the development process. Input from states was solicited via regular mail and e-mail to all state leaders (HE, 4-H, CRD and ANR). The first printing of the resource directory is scheduled to be completed by February 1995.

In addition, the Home-Based and Micro Business Design Team has accomplished or is in the process of accomplishing the following:

- A comprehensive strategic ACTION plan was developed regarding CES programming efforts in the area of home-based and micro business development. CES is making a notable impact in this arena in some states—the potential for making significant impact in all states exists.

- The design team is taking an in-depth look at CES staff development and training needs at the county, state and regional levels. In-service training needs, alternative program deliveries, packaged programs, model programs, etc. are being considered. Recommendations will be developed by February 1995. A long-term goal of the design team is to assist in the development and presentation of staff development opportunities that will increase competencies of Extension and other state/federal agency professionals in home-based and micro business development. These opportunities will be focused on skill enhancement for leading county-based programming.

- A regional Extension home-based and micro business expert team has been formed to work with the implementation of the CET six-state Pilot effort. This expert team consists of Extension professionals from the six states involved in the pilot (CO, NM, TX, UT, AZ, OK). This team is a subset of the design team and they are working in conjunction and support of one another. Implementation of the CET six-State Pilot is February 1995.

- The design team is actively seeking collaborative partnerships among federal and state agencies, private sector groups and consultants and end-users to facilitate home-based and micro business job and income development at the community level.

The Home-Based and Micro Business Design Team has a conference call scheduled for November 30, and the next work session meeting is scheduled for February 1995. Design Team members include the following:

Beth Duncan, chair, Mississippi
Doss Brodnax/Bonnie Teater, SRDC
Marilyn Burns, Oklahoma
Ann Lastovica, Virginia
Myrna Miller, Washington

Gregory Passewitz, Ohio
Ray Prigge, Idaho
Barbara Rowe, Indiana
Patty Rai Smith, Kentucky
Eleanor Wilson, ES-USDA Liaison
Southern Region Wetlands and Endangered Species Conference

Hal Harris, Clemson University, has agreed to carry out the workshop. A new memorandum of agreement between Clemson and ES-USDA was developed, extending the project for completion of the Southern regional in-service training. The workshop will be held at the University of Tennessee Conference Center, October 30-November 2, 1994. The Southern Extension Public Affairs Committee enthusiastically voted to support a fall regional workshop at their June 13-15 meeting. Therefore, a preannouncement memo was widely circulated in early July. Hal Harris, Paul McCauley, Fred Woods and Jim Miller will finalize program plans and a conference brochure will be developed and circulated in early September. Greg Taylor was appointed PLC advisor.
AGRICULTURE AND NATURAL RESOURCES

Ray Campbell, Chair
Oklahoma State University

Participants:
Curtis Absher, Doss Brodnax, Jack Bagent, Calvin Broomfield, Billy Caldwell, Roger Crickenberger, Ray Campbell, Bill Hubbard, Elwyn Deal, John Ikerd, Mike French, Wayne Jordan, David Foster, Patrick Morgan, Ray Humbert, Pedro Rodriguez, Bob Issac, Bob Wells, Jerry Jones, Randy Williams, Gaines Smith, Richard Winston, Mike Quart, Fred Woods, Bob Williams, Noland Williams

New Officers 1994/1995:
D. Ray Humbert, chair, University of Tennessee
Bob Issac, chair-elect, University of Georgia
Jerry Jones, secretary, Virginia Polytechnic Institute & State University

PLC Representative:
Billy Caldwell, North Carolina University

Summary of Meeting:

John Ikerd, Roger Crickenberger and Billy Caldwell led the discussion on sustainable agriculture. Ikerd reviewed the history of Chapter 3 funding and the process that led to regional consortium and training proposals. The consortium proposal submitted by North Carolina State, North Carolina A&T and ATTRA was approved by the Administrative Council. In addition, six training proposals were funded. Each state will receive a $10,000 one-time funding for each land-grant university for the strategic planning process. Ikerd will provide some guidelines for strategic planning, but states should develop a plan that fits its state.

Caldwell pointed out that the A/NR committee began planning for educational programs in sustainable agriculture four years ago and the Callaway Gardens conference was one result.

Crickenberger discussed the consortium framework. John O'Sullivan, NCA&T, and Jim Lukens, ATTRA, form the management team along with Crickenberger. Activities are collaborative. Perceived roles for the consortium are (1) assess training needs, (2) establish training priorities for the Southern Region, (3) identify niches for development or contact training (if proposals do not surface) and (4) evaluation. Requests will go to Extension directors for nominations for the interim executive leadership group with the goal of appointments by December 31, 1994. Annual stakeholder meeting will be held sometime in late 1995. The consortium has to work in partnership and build trust or it will not succeed.
Caldwell reminded the committee that a SERA-TF on sustainable agriculture is active. The task force will go beyond training and will focus on total sustainability. Three things have emerged:

1. establish some type of network
2. an internal workshop for research and extension faculty to share experiences
3. an external open forum meeting

The task force should parallel training groups and over time coordinate with the consortium. It should also link with other research/extension activities (IPM for example).

Reports were received from Fred Woods and Randy Williams on activities at the national level of importance to A/NR programs. Included in this discussion was the federal crop insurance reform legislation, CET initiatives, 1995 Farm Bill and likely increased funding for pesticide applicator training and integrated pest management. Bill Hubbard reported on activities for the regional forestry position, and Doss Brodnax presented the progress report from the SRDC. The A/NR chair was requested to write a letter to SRDC expressing the committee's appreciation for their support and coordination.

The A/NR committee met in joint session with the Community Resource Development Committee. Discussion led by Harry Boyte focused on citizen politics and his position that society has lost public deliberation, public problem solving and public reformer resulting in a loss of citizenship.

Chris Sieverdes discussed a CRD proposal on public issues education, and Joe McGilberry briefly discussed the opportunity for regional cooperation for involvement in industrial extension.

A/NR committee also met in joint session with middle management. This session was devoted to small group exercises utilizing the CQI technique of brainstorming two issues and determining the driving force in each. NC State staff served as facilitator for the group process.

Absher also reported on the North Central A/NR program leaders meeting held in Indianapolis on July 13-15, 1994, which he attended as a representative of the Southern A/NR committee. Issues discussed by the North Central group are similar to the South: sustainable ag, CCA, reorganization, etc.

Caldwell reported on the current status of IPM initiatives. IPM is seen at the national level as a vehicle to reduce pesticide use. There is a proposal for a new national initiative on IPM with emphasis on developing one action plan from CSRS, ARS and ES. Funding may be through 3-d. IPM coordinators are developing a long range plan. SERA-IEG-3 Integrated Pest Management is also active. Caldwell is co-chair.

Caldwell presented the PLC report. The 1995 meeting will be at Adams Mark Hotel in Charlotte, North Carolina, August 27-30. Program format will be the same as 1994. Ad-hoc meetings can be scheduled on Sunday afternoon at the committee's discretion. PLC offers the opportunity to look at program activities across committees and disciplines. PLC serves well in the liaison role. Requests
for regional activities should go through PLC when the activity deals with more than one program area. Programs do not require PLC approval when involving subjects specific to one program area. PLC will continue to emphasize linkages with the 1890 institutions. Absher suggested the PLC committee consider inviting a regional director from the agent associations to attend the meeting and interact with the committees.

The A/NR committee discussed and updated the extension committees operating under the sanction of the A/NR leaders.

All committees will be continued with the following exceptions.

1. It is recommended that the Entomology and Plant Pathology Triennial workshop be terminated.

2. It is recommended that the Agronomist Triennial workshop be terminated.

3. It is recommended that the Ag Engineering Committee and the Southern Regional Plan Exchange be combined into one committee.

All committees will continue to be evaluated annually by the A/NR leaders.
COMMUNICATIONS

Joe Courson, Chair
University of Georgia

Summary of Meeting

The successful presentation of Communications Technology - A Regional Showcase was the top priority of this group for this year's meeting. The group discussed the possibility of taking the presentation and the showcase to other regional PLC meetings, as well as the Southern Association of Agricultural Scientists (SAAS) meeting. A committee (Barry Jones, chair, TX; Willie Strain, AL; Don Poucher, FL; Bill Murphy, VA; Joe Courson, GA; Barbara White, USDA) was named to get logistical and financial considerations.

Dr. Danny Cheatham, our advisor, discussed the Extension environment and effects of changes within the region and its possible impacts on Communications Departments. Some of the topics discussed were: USDA reorganization, stabilization of states, emphasizing responsiveness to change; accountability and impact budgeting; re-definitions of agriculture; loss of corporate memory; distance education; collaboration and partnership; disregarding of geographical boundaries; and rural and urban programming. Some Communication topics were: standards for handling, storing and manipulating information; coping with advances in technology; strategies for marketing Extension; distance learning; maintaining Extension's identity in combined communications units; competition for resources; alternative sources for information; and outsourcings.

The committee voted to ask, through PLC, Extension Directors to use technology again for a three-year communications training opportunity. Kevin Hayes to write-up.

There was a presentation by Valarie McAlpin of North Carolina State A & T to discuss the suggested structure of Communications Department. This formed the foundation for discussion where the group decided to develop broad vision, mission, assumptions and goals/guiding principles for application throughout the region. Committees were formed and deadlines established. The committees are: Vision: Barry Jones, Texas A&M; Barb White, USDA and Mike Futrell, chair, LSU; Assumptions: Pat Calvert, chair, USDA, Valarie McAlpin, N.C. A&T, Ron Addis, S.C., and Gloria Mosby, Prairie View A & M; Mission Statement: Joe Courson, chair, GA, Don Poucher, FL, Cliff Bice, MS, and Lynette Jones, MS (Alcorn); Goals within 10 years and guiding principles: Roy Roberson, AL, June Brotherton, chair, NC State, Willie Strain, AL, Conrad Reinhardt, TN, Joe Williams, KY, and Doug Sprangler, AK.

Deadlines: 1st Draft, November 1, 1994; 2nd Draft January 5, 1995; Final Approval at SAAS meeting February 1, 1995.

The committee agreed to work with Personnel and Staff Development on curriculum development project on the utilization of distance learning opportunities.
The committee met with 4-H about a possible regional meeting addressing youth issues with Doug Sprangler, chair, AR, Conrad Reinhardt, TN, John Bentley, GA (Ft. Valley State), and Cliff Bice, MS.

Discussed other common committee business.
COMMUNITY DEVELOPMENT

Michael P. Levi, Chair
North Carolina State University

Number of Members Present: 14

ES/USDA Representatives and others attending:
  Todd Landfried, Ted Maher, Randy Williams (ES-USDA)
  Bill Hubbard, Southern Region Extension Forester
  Doss Brodnax, Bonnie Teater, Jacque Tisdale (SRDC)
  Deborah Davis (Alcorn)

New Officers 1994/1995:
  Mike Hedges, University of Arkansas, chair
  Rick Maurer, Kentucky, chair-elect
  Chris Sieverdes, South Carolina, secretary

PLC Representative: Greg Taylor, Texas A&M

Summary of Meeting:

Several Community Development leaders had a preconference meeting with Ted Maher (ES/USDA) to discuss manufacturing extension. Joe McGilberry moderated the session. It was agreed that the opportunity exists for Cooperative Extension in the region to take a leadership role in food processing industry competitiveness. If the year-end CRD proposal to ES-USDA is unsuccessful, a proposal will be sent to SRDC for a multidisciplinary team that will develop a proposal to form a Southern Region Consortium To Address Food Processing Industry Competitiveness for submission to the next NIST funding cycle. In addition, efforts will be made to seek additional sources of funding for a regional program. Joe McGilberry and Ted Maher, with assistance from Mike Hedges and Rick Maurer will lead this effort.

On Monday afternoon the chairman welcomed the group, reviewed the agenda, provided an update on the CRD proposal to ES-USDA and received recommendations from the nominating committee (McAlister, chair; Hudson and Levi). Taylor and Sieverdes were unanimously approved as Community Development PLC representative and secretary, respectively.

Mike Woods led a discussion of business retention and expansion (BR&E). He provided an overview of Oklahoma activities and described the focus of the BR&E component of the CRD proposal to ES-USDA. CRD leaders provided a list of suggested state members for a regional design team and agreed that if the CRD proposal is not funded Randy Williams and Ted Maher will work with Mike
Woods to seek other sources of funding. After an update on federal activities in tourism, a joint meeting was held with ANR leaders to discuss citizens politics and CRD plans on environmental issues education.

Tuesday afternoon started with presentations on Rural Development Administration and Rural Conservation and Development Council activities in Texas. Next, updates were received from SRDC, the Forest Service (Bill Hubbard, Regional Extension Forester), PLC and the federal partner. There was considerable discussion of the proposed mission and vision statement for the new Cooperative State, Research, Education and Extension Service (CSREES). A subcommittee (Levi, Taylor, Williams, Hedges and McCord) was established to recommend changes in the mission and vision so that it would more clearly include community development.

On Wednesday the group approved recommended changes in the mission and vision statements for submission to the CSREES steering committee and Fred Harrison (ECOP chair). Rick Maurer led a brief discussion on communication/distance education. Bonnie Teater agreed to establish an electronic mail group for CRD leaders only. A general discussion of tourism indicated that a wide variety of activities are underway in the region. Mike Hedges will lead a session on resources at the national Tourism conference in April 1995. At that time the need for further regional efforts will be discussed. The group also agreed to review the need for additional regional activities in environmental issues education after the in-state pilot program in Georgia, South Carolina and North Carolina next spring. Sieverdes will provide leadership for this.

At the business meeting a proposed procedure for election of officers was approved, and agreed to hold a mid-year meeting of leaders, in conjunction with the national tourism meeting in New Orleans. The purpose of the meeting will be to continue implementation of the strategic plan developed in April 1994. The group accepted the request of the 4-H leaders to assist in the development and implementation of a citizen politics curriculum at next year's Regional 4-H Congress, if the Congress is approved by the Southern Directors. The following suggestions were made to improve communications between the states and ES-USDA:

1. Every effort should be made to include the NR/CD Deputy Administrator and the CRD liaison in the fall meeting;

2. The Deputy Administrator should reinstitute regular communication with the chairs of the Regional CRD Leaders (including at least one face-to-face meeting a year);

3. Federal ES leaders should expand their efforts to communicate to state CRD leaders brief summaries of national developments in all aspects of community development.

Finally the leaders exchanged state reports and recognized Larry Graves for his contributions to the group.
Executive Committee Responsibilities

The Executive Committee of the southern CD Leaders is made up of the following officers: chair, chair-elect, secretary and immediate past-chair. Each officer serves one year starting at the end of the Fall Joint Southern Region Program Committee Meeting. Officers serve sequentially as secretary, chair-elect, chair and immediate past-chair. Normally, a new secretary is elected each year. If for any reason the chair-elect is unable to become the chair then the secretary will move directly into the chair position. In this situation and also if the secretary is unable to become chair-elect, an election will be held at the fall meeting for both the secretary and the chair-elect.

Chair

1. Preside at regular and special meetings of the Southern CD Leaders and their executive committee.
2. Appoint a nominating committee to recommend executive committee membership and PLC representation as appropriate.
3. Coordinate, maintain contact with
   a. Individual State Committee representatives
   b. ES-USDA, NRCD, Program Leaders, etc.
   c. Other program area committees within Southern Region
   d. Committee Administrative Advisor
   e. Southern Rural Development Center
   f. Southern Directors
   g. Southern Region task forces/committees in which CD has an interest
   h. Farm Foundation
   i. CD committees in other regions
   j. Committee representative to Southern Region Program Leadership Committee
4. Represent Southern CD Leaders at appropriate regional and national meetings.
5. Lead and monitor committee activities as directed by the CD leaders and the Southern Region Program Leadership Committee
6. Schedule and organize a mid-year meeting for either the executive or full committee.
7. Assist the chair-elect to develop the agenda for the fall annual meeting and work with SRDC on facilities/other requirements.
8. Extend formal invitations/appreciation outside the groups.
9. Submit proposals to Southern PLC for regional training of an interdisciplinary nature.
10. Submit annual reports to Southern PLC on committee activities and special projects.
11. Submit proposal requests to Farm Foundation for support of special projects/ speakers/meetings.

Chair-Elect

1. Serve as program chairman for fall annual meeting of CD Leaders.
2. Preside at meetings in the absence of the chair.
Woods to seek other sources of funding. After an update meeting was held with ANR leaders to discuss citizen issues education.

Tuesday afternoon started with presentations by Conservation and Development Council Director, SRDC, the Forest Service (Bill Hubbard, P), and Cooperative State, Research, Education, and Extension Service (Jim Taylor, Williams, Hedges and McCullough). There was considerable discussion on a variety of activities and programs.

On Wednesday the group submitted a new proposal to the CSP. There was a brief discussion of the CSP proposal in the electronic mail of the officers. A new secretary is elected each year, and the chair-elect will move the chair and the chair-elect.

Committee Responsibilities

M. Levi
G. Taylor
L. Graves

August 1994
4-H YOUTH DEVELOPMENT

Lynne Thibodeaux, Chair
Texas A&M University

                        Frank Plafcan, chair-elect
                        Bill Umsheid, secretary

Summary of Meeting:

Lynne Thibodeaux called the meeting to order. Director Billy Hicks of Tennessee and other
Directors met with 4-H State Leaders. Sue Fisher reviewed the history of the National 4-H Council.

Drs. Hicks, Wells and Woeste volunteered to resubmit to ECOP their white paper voicing concern.
They said that the system had failed us. Dorothy Hall, advisor, reported on the preliminary plans for
a 4-H Invitational Congress in 1995.

The directors expressed support for the plans and asked that it be submitted for their consideration
at their meeting the first week in October.

The group decided to submit a request to Dr. Hicks that the board of National 4-H Council include
one State 4-H Leader from each region. This would mean an increase in the total Board composition
by two. These would be selected by each region.

It was requested that a Memorandum of Agreement be developed between ES-4-H, State 4-H
Leaders and National 4-H Council.

Dr. Harrison, ECOP chair, met with the group. He suggested we include 1890 universities and
credentialed people in curriculum and youth development. He encouraged the group to be aware of
inclusiveness of all our clientele.

General Business Meeting

Report of Retirement Committee - Bo Ryals reviewed plans.

PLC Report - Susan Holder encouraged the development of proposals to the PLC that reflect
current issues and involve other program committees.

Recognition Model - The Southern Region training will be at Olive Branch, Mississippi, a
suburb of Memphis, Tennessee, April 17-19, 1995. ES-USDA 4-H encourages teams of five per
state to attend.
Regional Horse Event - In 1995, it will be in Baton Rouge, Louisiana on August 3-7. Larry Hudson of South Carolina is chairman of Management Committee in 1995.

Assignment of Responsibilities:

- Strategic Directors Team Representative: Sue Fisher
- Engineering Event: George Duncan
- Japanese Exchange Program - 1st choice: Ruth Henderson
- Alternate: Tony Dozier

Merger of CSRS and ES - Concern was expressed about the lack of visibility of 4-H within the organizational structure.

Animal Welfare - A training package has been developed by Texas and will be available in a few months.

Youth Development Block Grants - recommended that we ask Southern Directors to ask that Terry Nipp be put on this.

Health - The proposal was presented. It was decided that states should not be asked to invest at this point. There is the possibility that grants will be secured or that the committee will write it themselves.

Textile Symposium - Dr. Procter reported that the textile forum is funded for next year.

Communications Curriculum - Written materials have been completed. Videos are in rough form but will be sent to the states. The question was asked about what should be done at this point. It was decided that the committee should do some research on the North Central Region system and talk with PLC about how best to develop curriculum materials as a regional project and what to do about charging other states.

TAX1, a volunteer training system - States reported on their progress. Most are doing well.

Triennial Conference - It will be held in 1996 in Memphis. The time preference is early March or early April, second choice. The tri-state committee of Tennessee, Mississippi and Arkansas will coordinate the program and request input from the other states.

Wednesday

Frank Plafcan presiding. The discussion on the '95 Congress proposal was opened. Revisions were made and the plan will be revised.
Proposals to SRDC:

1. Due September 12-
   for $15,000
   Program Development Committee
   Evaluation
   Curriculum Development
   Educational Material - Publications
   to board

2. Due October 15-
   to have SRDC serve as the banker/manager

Collaborators - Program Leader Groups:

Community Development
Assist with program and have a representative on the management committee.

Communications
Presented the idea that the Congress be widely broadcast in a structure that will involve lots of youth back home.

Communications Committee
Conrad Reinhart - TN
John Bently - 1890
Doug Sprangler - AR - chair

A time line for Congress planning was developed. A general discussion of resources in the states followed.

Thibodeaux asked that we pull together materials that need to be in the files for the 4-H PLC of SRPLC and send to her. It was agreed that there would be weekly conference calls for 4-H Program Leaders on Fridays at 7:30 a.m. beginning with September 9.
HOME ECONOMICS

Patricia M. Ganter, Chair
The University of Tennessee

Participants: Carolyn Carter, LA; Rosalie Bivin, LA; Deborah Caples, MS; Marilyn Corbin, NC; Pat Ganter, TN; Lynda Harriman, OK; Mildred Holland, MS; Martha Johnson, AL; Diane Jones, AR; Jennie Kitching, TX; Raygene Paige, MS; Doris Tichenor, FL; Diane Smather, SC; Alva Youngner, GA; Wayne Jordan, ECOP Director; and Connie McKenna, ES-USDA.

PLC Representative: Pat Ganter

Southern Directors Representative: Wayne Jordan

Alva Youngner, Georgia, chair-elect

Summary of Meeting:

The draft of Administrative Leadership Issues for Program Implementation included Communications, Empowerment, Partnership, and Accountability. These will be shared with other regions. Dr. Connie McKenna, ES-USDA interim deputy administrator, discussed plans for re-organization and reviewed current staff positions.

Southern Region Extension Home Economics Program Leaders have identified four targeted program areas addressed in each state. The goal to strengthen communications, networking, interaction, sharing of resources, and funding sources has resulted in creation of a directory of programs and the formation of program networks. A draft of the directory was presented and is to be completed by October 1994. In alignment with the process, program networks are being established to facilitate specialists working together using electronic communications.

<table>
<thead>
<tr>
<th>Network Targeted Program Area</th>
<th>SRPLC Advisor</th>
</tr>
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<tbody>
<tr>
<td>Family and Economic Wellbeing</td>
<td>Alva Youngner</td>
</tr>
<tr>
<td>Family and Human Development</td>
<td>Marilyn Corbin</td>
</tr>
<tr>
<td>Environmental Management and Enhancement</td>
<td>Doris Tichenor</td>
</tr>
<tr>
<td>Human Nutrition, Health, and Food Safety</td>
<td>Darlene Forester</td>
</tr>
</tbody>
</table>

Issues brought to the Extension Home Economics Assistant Directors by Wayne Jordan, ECOP advisor, from Extension directors resulted in committees to study the following issues:

The "New" Home Economics,
Teaching and Learning through Extension Programs with a Family Focus,
Partnerships,
Administrative Leadership for Extension Programs with a Family Focus,
Impact of Extension Programs with a Family Focus, and
Building Support for Extension Programs with a Family Focus.

Recommendations for PLC:

Plan and conduct a Southern Region Workshop on Citizen Politics.
MIDDLE MANAGEMENT

Mason Morrison, Chair
University of Kentucky

New Officers 1994/1995: Mason Morrison, chair, University of Kentucky
Dorothy Rogers, chair-elect, University of Arkansas
Bill Clinkscales, secretary, Clemson University

Summary of Meeting:

Session opened by James West from North Carolina who had agreed to complete the term of Meatra Harrison from Texas who retired. The main part of two days was presentations by the North Carolina team on Continuous Quality Improvement (CQI) as explained in the attached abstract. The same was presented in an abbreviated form to a joint session with the Agriculture and Natural Resources group.

In other discussions, each representative presented an update on their state including budget changes, personnel changes, salary structure, study leave policy, performance evaluation procedures and other related Extension guidelines and changes. Several handouts were available to further explain the presentations.

The business session was primarily to finalize plans for the Southern Region Middle Management bi-annual meeting which is scheduled for Oklahoma City February 27 - March 2, 1995. Jan Montgomery, Oklahoma, briefed the group on meeting facilities and registration procedures. Dorothy Rogers, Arkansas, presented each member with preliminary copy of the planned program and reviewed each section.

An election was held to select a representative to the PLC committee for a three year term. Joel Plath, Virginia, was elected and agreed to serve. The group was reminded that new officers are to be elected at the Oklahoma meeting and an invitation as host for the 1997 meeting would be welcomed.

Summary of Continuous Quality Improvement (CQI) Meeting:

Continuous Quality Improvement (CQI) requires an organization to look at its mission and the work that it does in a whole new way. The Middle Management meeting focused on learning more about the concept of CQI and practicing some of the tools that are an integral part of implementing CQI.
CQI asks an organization to change its perspective—to shift the "paradigm." A paradigm is a model or a map within which we structure or filter information—it gives us a way to establish boundaries and make sense of a lot of information. CQI allows us to look at the systems or processes and systematically improve them for the purpose of satisfying the people we serve—our customers. The process begins by changing the approach to the way work is done in an organization. This is not always an easy task. To demonstrate the difficulty of change, a video was shown titled The Business of Paradigm.

Pat Barber, Clyde Chesney, and James West from the North Carolina Cooperative Extension Service presented an overview of the concept. Then three teams were formed to implement two of the management and planning tools. They were asked to examine three questions—Who are the customers of Cooperative Extension? What are the needs and expectations of one of the primary customers? What are the critical processes necessary to meet and exceed one of the needs of the primary customer?

Each team, with the assistance of a facilitator, used an affinity diagram and an interrelationship digraph to address the problems. At the end of the exercise, each team not only reached consensus on the customers and their needs but also had a plan in place for improving one of the critical processes necessary to meet these needs.

To summarize the workshop and exercises, the instructors pointed out the CQI's main focus is customer needs and expectations. Teams should focus on the process and on empowering people to improve those processes. There is a synergy of values that occurs in an organization when people work in teams. CQI offers tools and techniques for collecting, displaying and analyzing data and for planning continuous improvement. It is a new paradigm.

The Middle Management Group was excited by the presentation and felt the concept of CQI had merit for each of the states represented. They asked the North Carolina team to offer a regional CQI facilitator training for the Southern states. Also, the group was very interested in getting copies of the supporting "packaged" program materials that were used during the presentation. Pat Barber will follow-up through James West as to the cost and logistics of putting together such a training for the Southern Middle Management group. The group felt that this training should be endorsed by the Middle Management Group of the Southern Regional Program Committee Meeting.

The Middle Management Group then met jointly with the Agriculture & Natural Resources Group. Two additional North Carolina trained facilitators—June Brotherton from the Communications group and Ron Shearon from the Program & Staff Development Group—assisted with applying CQI techniques to problems facing agriculture. The combined group was subdivided into five teams to address issues around environmental impacts on agriculture and urban agriculture. Again, the combined group felt the concept would be useful for looking at improving processes in the area of agriculture for problem solving purposes.
PROGRAM AND STAFF DEVELOPMENT

Cliff Taylor, Chair
University of Florida

Number of members present: 16

ES/USDA Representatives
and others attending: Barbara White, Communication Information & Technology, ES/USDA
Leon Hunter, Planning Development & Evaluation, ES/USDA

Joe Waldrum, vice chair
Jerry Whiteside, secretary

PLC Representative: Bill Shimel, Clemson University

Summary of Meeting:

Discussion and follow up actions proposed on various activities in which CES and/or the Program and Staff Development Committee are engaged.

GPRA (Government Performance and Results Act)

Leon Hunter, acting deputy administrator, Planning, Development and Evaluation, ES-USDA, discussed the implications of the act for the Cooperative Extension System and for the agencies (ARS, CSRS, ES, NAL, NASS) to be grouped together under the proposed USDA reorganization. Experiences with the ES pilot project involving Texas and Alabama in the Southern Region were presented.

Suggested follow up actions:

1. Because of the importance, complexity and systemwide implications of GPRA, the Southern Directors will be apprised of the business involved at their October 1994 meeting by listening to an invited presentation from ES.

2. GPRA would be included as an agenda item for the 1995 committee meeting, with Texas and Alabama presenting an update.
Shared Leadership

Howard Ladewig, Texas, discussed the Southern Region Extension Leadership Development (SELD) Project. The first workshop on managerial proficiency (MAP) assessment was held in Kentucky in April with 27 participants. A follow up workshop on the 12 components of management covered in the assessment is being proposed for January.

A broader need was seen in terms of expanding this training in management-leadership in the Southern Region using the "train-the-trainer" strategy. Southern directors will be presented with a proposal to approve training of the Program and Staff Development Committee Membership so that they could serve as key "trainers" and provide leadership to the effort.

Distance Education

Barbara White, CIT, ES-USDA, had emphasized in the plenary session the importance of developing the human component of the distance education technology/process. She expanded on this in our committee, citing three critical areas of training - appropriate application of distance education in Extension programming and programs; needed professional competencies and skills; and teaching-learning, including instructional models and research opportunities.

The need was seen for a joint Program and Staff Development-Communications Distance Education Committee to pursue the idea. The Communications group was approached and agreed. Names from Program and Staff Development were suggested - Jimmy Richardson (Mississippi), Mary Ellen Blackburn (Georgia), John Richardson (North Carolina). It was important to have an 1890 representative of the joint committee. Barbara White agreed to serve on the committee.

Staff Development

Staff development issues were the need for evaluating agents and specialists inservice training, and certification training of agents in subject specialties in the interest of professional competence and competitive advantage over private consultants. These issues will be pursued and a report/proposal presented at the 1995 meeting.

Program and Staff Development Resource Directory

The goal of this activity initiated in 1993 is to build a directory of Program and Staff Development resources in the Southern Region state Extension Services which could be electronically updated and shared.

Format revisions include identification of materials available and readily deliverable upon request: fact sheets, publications, curricula, videos, references, and human resources. Progress report at 1995 meeting.
Cultural Diversity Ad Hoc Task Force

Results of a survey of Southern states were presented. Directors will be informed of results and asked to approve disbanding this ad hoc group.

1890 Representation on PSD Committee

Each member of the committee will contact 1890's to have a representative serve on our committee.

Proposals to be presented to Southern Directors/Administration at October 1994 meeting:

a. GPRA - listen to ES presentation and give guidance to PSD committee
b. Shared leadership - approve "Train-the-Trainer" proposal
c. Distance Education - approve joint PSD-Communications Distance Education Committee
d. Cultural Diversity Ad Hoc Task Force - approve disbanding

Proposed 1994-95 activities:

1. Resource Directory - format revision, update and sharing
2. GPRA - update on pilot in Texas and Alabama
3. Methodology to evaluate in-service training
4. Specialty certification of Extension personnel categories
5. Distance education committee
6. Explore pre-conference session of PSD on Sunday afternoon; panel presentation format
7. More focused state sharing (a) a specific activity; (b) one page handouts of bullets/successes/"prouds"
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