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# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

# TABLE OF CONTENTS

## **1 Introduction**

- 1.1 Purpose of the Manual
- 1.2 Organizational Statement
- 1.3 Mission Statement
- 1.4 Organizational Chart

## **2 Employee Recruitment and Selection**

- 2.1 Procedures
- 2.2 Position Announcement
- 2.3 Advertisement
- 2.4 Application Forms
- 2.5 Job Description
- 2.6 Reference and Background Investigations
- 2.7 Supervisor's Recommendations
- 2.8 Final Approval
- 2.9 Responsibility

## **3 Employment Procedures**

- 3.1 Coverage
- 3.2 Terms and Conditions
- 3.3 Definitions of Terms
- 3.4 Hours of Work
- 3.5 Exceptions and Special Cases

## **4 Organizational Expectations**

- 4.1 Requirement to Maintain Microsoft Outlook Calendars
- 4.2 E-mail Accessibility
- 4.3 Employee Signatures on Official Correspondence
- 4.4 Staff Conferences
- 4.5 University Teaching by Cooperative Extension Program Funded Employees
- 4.6 Professional Expectations
- 4.7 Professional Employee Work Schedule Guidelines
- 4.8 Definition of Professional Employee Work Scheduling

## **5 Conflict of Interest and Commitment**

- 5.1 Aspects Unique to Extension

- 5.2 Second Jobs/Financial Managerial Interests in Outside Organizations

- 5.3 Use of System Services and Resources

## **6 Performance Management**

- 6.1 Performance Management Philosophy

## **7 Financial Policies**

- 7.1 Budgeting Process
- 7.2 Travel
- 7.3 Equipment Inventory
- 7.4 Guiding Principles for Revenue Generation
- 7.5 Risk Management - Loss or Theft of System Owned Property
- 7.6 Gifts and Non-Cash Donations
- 7.7 Other Agency or Company Requests
- 7.8 Record Retention

## **8 Salary Administration**

- 8.1 Salary Increases
- 8.2 Procedures for Merit Pay Increases

## **9 Employee Professional Development**

- 9.1 Philosophy
- 9.2 Organizational Implications
- 9.3 Policy Statement
- 9.4 Examples of Learning Opportunities
- 9.5 Tuition Assistance
- 9.6 Participation in Professional Associations

## **10 Volunteer Policy**

- 10.1 Direct Volunteer
- 10.2 Indirect Volunteer
- 10.3 Policy
- 10.4 Procedures

## **APPENDICES**

APPENDIX A: Performance Evaluations

APPENDIX B: Civil Rights/Equal Opportunity Handbook

APPENDIX C: Organizational Chart

APPENDIX D: Memorandum of Understanding Between the SU and LSU Ag Centers





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

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# 1 INTRODUCTION

## **1.1 Purpose of the Manual**

The purpose of the manual is to familiarize all Cooperative Extension Program employees with the policies and other relevant information necessary to manage your successful employment at the SU Ag Center and further its mission.

The manual is designed to be used as a reference when interpreting and communicating basic policies covering the employees of the Cooperative Extension Program. Additionally, the manual will be periodically updated to reflect changes consistent with applicable institutional, state, and federal laws, as well as other rules or guidelines that may emanate from the entities that directly impact Extension employees.

The Cooperative Extension Program reserves the right to interpret, modify, change, add, or delete all or part of the provisions of this manual at any time.

## **1.2 Organizational Statement**

The SU Ag Center's Cooperative Extension Program operates as the primary outreach organization for the land-grant functions at the Southern University System.

## **1.3 Mission Statement**

The Cooperative Extension Program improves the lives and livelihood of Louisianian's through delivering research-based, evidence-based, information in a manner that is easily understood. As the outreach arm of the Southern University System, we pride ourselves on being responsive, aware, committed, non-judgmental and ready to serve.



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## 1.4 History

### *The Early Beginnings of Extension Work*

The history of land-grant colleges of agriculture is intertwined with the history of higher education for U.S. citizens of average means. The land-grant system began in 1862 with a piece of legislation known as the Morrill Act.

The Morrill Act of 1862, named after Justin Morrill, gave states public lands provided the lands be sold or used for profit and the proceeds used to establish at least one college — hence, land grant colleges — that would teach agriculture and the mechanical arts with a mandate to teach. Twenty-eight (28) years after the 1862 land-grant system was established, Justin Morrill introduced a Second Morrill Act to address race-restrictions. The Second Morrill Act of 1890 passed Congress and provided for annual appropriations to each state to support its land grant college. In addition to appropriating funding, the Second Morrill Act also forbade racial discrimination in admissions policies for colleges receiving these federal funds. Thus the 1890 act led to the establishment of land-grant institutions for African Americans. There are 19 “1890” Institutions — including one private institution, Tuskegee University — located primarily in the southeast. In addition to being part of the land-grant system, these 19 “1890” schools are among the more than 100 Historically Black Colleges and Universities (HBCUs) in the nation. Seaman Asahel Knapp (December 16, 1833 – April 1, 1911), planted the first seeds of the Cooperative Extension Service with work demonstrations as early as 1886 when he moved to Vinton, LA. His work led to the passage of legislation that formalized Cooperative Extension work.

The 1914 Smith-Lever Act, a United States federal law, formalized a system of Cooperative Extension Services. The Smith-Lever Act of 1914 established USDA's partnership with land-grant universities to apply research and provide education in agriculture. Land-grant colleges took on a third function, called ‘extension,’ which was designed to disseminate agricultural college-generated knowledge beyond the campus to farms and consumers. County and parish government agents became Cooperative Extension partners. Federal funding for Extension works at 1890 Institutions came with the passage of Sec.1444 of the Food and Agriculture Act of 1977 which provided permanent funding for Cooperative Extension work.

Mr. Thomas M. Campbell was the first African American extension agent. He was appointed in 1906 and placed in charge of the “Jussup Wagon” in the state of Alabama.

In Louisiana, white demonstration agents began to work under the supervision of Seaman A. Knapp as early as 1905; however, black agents were not hired until 1914 when Mr. T. J. Jordan was hired as the first African American Extension agent.





# COOPERATIVE EXTENSION

## PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

### **The Early Beginnings of Extension Work (continued)**

#### **Southern University and A&M College**

The Southern University System, as it is known today, had its humble beginnings in New Orleans, Louisiana in 1789 when a group of Black politicians petitioned the State Constitutional Convention to establish a school of higher learning for “colored” people. As a result of this petition, Southern University came into existence on April 10, 1880, by the passage of Act 87 of the Louisiana General Assembly. Under the provisions of Act 87 of the 1880 General Assembly, Southern University first opened in New Orleans, Louisiana, on Calliope Street and remained there until 1883 when it was reorganized. It was later moved into a brick structure on Magazine and Soniat Street Square and remained at this location until 1913 when it was relocated to Scotlandville, Louisiana, approximately 5 miles from the city of Baton Rouge. The Southern University System was established in 1971 with its own managing Board of Supervisors. The System consists of five campuses: Southern University and A&M College Baton Rouge Campus (SUBR), Southern University Law Center (SULC), Southern University Agricultural Research and Extension Center (SUAREC), Southern University New Orleans Campus (SUNO) and the Southern University Shreveport Campus (SUSLA). The day-to-day operation of each campus is under the supervision of a Chancellor who is the Chief Administrative Officer. During the formative years of the University, the establishment of industrial courses for boys and girls were formed. The girl’s industrial curriculum resulted in the establishment of the Girl’s Industrial Department (Home Economics) in 1885. During the summer of 1890, an Agriculture Department was established for boys. One of the most significant developments in the history of Southern University was the passage of the Second Morrill Act of 1890, which led to the reorganization of the University as a Land-Grant institution with separate divisions for Agriculture and Mechanical Arts. The Agricultural Department was responsible for teaching agricultural and industrial courses, the development of scientific and agricultural technologies, and subsequent technology transfer to rural inhabitants, primarily agriculturists, in the development of more economic ways of increasing crop productivity, marketing and utilization of products. In 1899, the Agriculture Department expanded to a four-year curriculum and was divided into three sub-departments: the Agricultural School, the Dairy School, and the Agricultural Chemistry Branch. The three divisions had an enrollment of 104 students. In 1977 permanent funding was established for the Southern University Extension Program. Extension had a statewide administrator and two state agents for agriculture and home economics, all housed on the Southern University and A&M campus at Baton Rouge, and county extension agents located in 24 parishes throughout the state. The Southern University Extension Program also administered a Livestock and Poultry show with staff that was jointly paid by Southern University, Louisiana State University, and the state Department of Agriculture, although supervised by the Southern University Extension Administrator, Mr. Ashford O. Williams was the first Southern University Extension Administrator.



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

The Southern University Agricultural Research and Extension Center (SUAREC) was established on July 1, 2001 out of the need to enhance the impact of the land-grant programs on the citizenry of the state of Louisiana. SUAREC's mission is to conduct basic and applied research and disseminate information to the citizens of Louisiana in a manner that is essential in addressing their scientific, technological, social, economic, and cultural needs of its clientele.

The Southern University Cooperative Extension Program is the outreach arm of the Southern University System. Extension's motto is "LINKING CITIZENS of LOUISIANA with OPPORTUNITIES for SUCCESS!". Southern University Cooperative Extension Program is under the direction of the Vice Chancellor for Extension and Outreach of the Southern University Agricultural Research and Extension Center.

The Cooperative Extension Program has a statewide presence delivering services in the following program areas: 1) Agriculture & Natural Resources with a mission to prepare traditionally unserved and underserved, ranchers, women, veterans, and small farmers to produce and compete in a changing agricultural industry throughout the sixty-four (64) parishes of Louisiana. 2) Family and Human Sciences with a mission to move families to a level of independence by teaching the development of relationships, maintenance of healthy lifestyles, and building family strengths; 3) Youth Development with a mission to provide life-changing skills and opportunities to Louisiana youth with an overarching vision to enhance their lives by providing positive development in a safe and nurturing environment; and 4) the Sustainable Agriculture and Rural Development Institute (SARDI), a satellite campus located in Opelousas, LA, focused on improving the socioeconomic well-being of citizens in rural communities within the ten-parish region of St. Landry, Acadia, Allen, Avoyelles, Beauregard, Evangeline, Lafayette, Point Coupee, St. Martin, and Vermillion parishes.

Extension professionals host and participate in workshops, conferences, meetings, demonstrations, one on one visits, field days and other educational programs in communities across the state. These initiatives target farmers, youths, seniors, families, and small businesses. Additional modes of delivery are available via mobile and virtual platforms. Extension's Mobile Education Technology Center, JAGratory S.T.E.A.M. Lab, and Mobile Harvesting Unit are also available to provide community visits to further extend the resources of the university.



# 2 EMPLOYEE RECRUITMENT AND SELECTION

The Cooperative Extension Program will recruit, hire, transfer, and promote according to the policies and procedures established by the Southern University System. The Cooperative Extension Program strives to enhance opportunities for qualified candidates to apply and be considered for job openings within the program.

The recruitment and selection of new hires and the promotions of current employees will follow established policies by the Southern University System. The Cooperative Extension Program is committed to developing, maintaining, and following policies designed to provide equal opportunity for employment and promotion throughout the program. **No prospective employee can begin work without ALL Human Resources hiring procedures completed, inclusive of the Electronic Personnel Action Form (ePAF).**

## 2.1 Procedures

A completed Position Vacancy Authorization Form and Position Vacancy Announcement Form with appropriate approvals, begins the recruitment process to fill vacant positions in the Cooperative Extension Program.

## 2.2 Position Announcement

A position announcement will be prepared by the Cooperative Extension Program Leader/Director with input from the Vice Chancellor's office. After the final draft is approved by the appropriate office(s), it will be placed on Southern University Baton Rouge Campus website ([www.subr.edu](http://www.subr.edu)) and used as a basis for other external advertisements.

## 2.3 Advertisement

Appropriate advertising strategies will be used to announce vacant positions. All Cooperative Extension Program vacancies will be advertised on the SUBR Vacancy Announcement System website. Position advertisements will include a brief description of the duties and responsibilities; minimum education, and experience levels required for consideration; specific knowledge, skills and abilities; special licenses; salary range; application review date; and instructions for applying. Positions may also be announced in local/regional and national print media, trade and professional journals, bulletin boards, and sent to prospective trade organizations.





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## 2.4 Application Forms

Completed application forms are required for all positions so that the Cooperative Extension Program can fully and totally evaluate an applicant's qualifications. The search committee or hiring supervisor will typically require a professional resume, transcript, and a letter of application for each applicant. Failure to properly complete all required forms will result in the candidate being rejected from further consideration. Once the application pool has been reduced to a manageable number of candidates, the hiring supervisor or search committee chair is encouraged to request the names of the professional references of the candidate(s). The hiring supervisor or search committee chair should obtain permission from the candidate to make contact with the references provided or other officials having job-related information.

## 2.5 Job Description

Supervisors should review the job description and minimum qualifications prior to initiating recruitment. Any concerns with the appropriateness of the documented job content or minimum qualifications should be brought to the attention of the Vice Chancellor, Extension and Outreach for review and resolution.

## 2.6 Reference and Background Investigations

To minimize the probability of hiring unsuitable candidates for employment, background checks will be conducted on all persons selected for employment. Background checks will include, but may not be limited to, criminal history, including conviction, driving records, verification of education, and verification of occupational and professional licenses.

## 2.7 Supervisor's Recommendation

When the search process is completed, the supervisor will forward a recommendation through the chain of command for approval and review by the Vice Chancellor for Extension and Outreach's office.

## 2.8 Final Approval

The Chancellor-Dean will give final approval after the Vice Chancellor for Extension and Outreach's office review of the documents which support the supervisor's recommendation. Positions with salaries of \$60,000 or higher require the approval of the Southern University Board of Supervisors.

## 2.9 Responsibility

Hiring supervisors are responsible for conducting recruitment and selection activities consistent with current policies and procedures. The Vice Chancellor for Extension and Outreach has final authority and is ultimately responsible for all human resource functions within the Cooperative Extension Program.



# EMPLOYMENT PROCEDURES

## 3.1 Coverage

All Cooperative Extension Program employees are governed by this manual.

## 3.2 Terms and Conditions

Employment is subject to a variety of terms and conditions as identified by the Southern University System needs and generally accepted personnel management practices. Employees will be designated either regular or temporary, full-time or part-time.

## 3.3 Definition of Terms

### Status

- a) Part-time - One whose normally scheduled work week is for an average of less than 40 hours.
- b) Full-time - One whose normally scheduled work week is 40 hours or more.

**General** - All employees hired for regular employment will complete an initial probationary period. Continued employment is conditional and subject to satisfactory performance during this probationary period. Hiring supervisors will continually review the performance and suitability of the new employee and, prior to expiration of the probationary period, decide to conclude the probationary period or terminate the employee. The employee may be terminated at any time following the initial date of employment. After satisfactory completion of the probationary period, continued employment is conditional, consistent with other University regulations and rules. Performance standards continue after successful completion of the probationary period.

**Probationary Period** - The probationary period is three to six calendar months, depending on the Supervisor's recommendation, commencing with the initial date of employment. Hiring supervisors will provide leadership and training to support employees through the probationary period. Whenever the new employee fails to show satisfactory progress and an aptitude necessary for success in the job during the probationary period, the hiring supervisor may initiate action to terminate the employee. Also, the hiring supervisor may, at his or her discretion, extend the probationary period for up to an additional 3 calendar months.



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## 3.4 Hours of Work

- a) The established **regular** hours of work comprising full-time employment for a **nonexempt** employee of the Cooperative Extension Program is 40 hours per week.
- b) All offices on the campus shall be open during the hours of 8:00 a.m. to 5:00 p.m., Monday through Friday, except on official University holidays. Changes in this schedule must have prior approval of the Chancellor-Dean.
- c) Office hours for parish Extension offices will be established by the local Parish Chair. Any changes or deviations from the normal office hours for parish staff must be approved by the LSU Ag Center's Regional Coordinator.
- d) When a parish office is closed by directive of the parish governing body on days not recognized by the SU System as holidays, all field staff members will follow the parish calendar.
- e) Exempt employees are expected to work as long as it takes to get the job done and will work additional hours, when necessary, without compensatory time. Classified employees must have the permission of the immediate supervisor prior to working overtime and/or accruing compensatory time. This should only be requested under extraordinary circumstances.

## 3.5 Exceptions and Special Cases

### Volunteers

Occasionally people may serve the University as volunteers. The University, as a public institution, may accept the services of volunteers as long as the individual receives no salary or wages, and the services are not the same type of service the individual normally performs for the University as an employee.



# 4 ORGANIZATIONAL EXPECTATIONS

## 4.1 Requirement to Maintain Microsoft Outlook Calendars

Every Cooperative Extension Program employee is required to maintain his/her individual work calendar using the Systems' official communications software (currently Microsoft Exchange) and to share their work calendar (via "read" privileges) with their immediate supervisor(s). The individual work calendar will show where the employee is any time they are not in the office, and any work they are doing after hours such as night meetings or weekend activities. The individual work calendar should also show any time and dates that the employee is on leave (medical, annual, holiday, etc.), and any time they have been granted "professional" time-off during normal working hours by their supervisor.

During normal working hours, an employee is expected to be in the office and accessible, if the employee's individual work calendar does not show that he/she is out of the office or on leave. However, employees are encouraged to use their individual work calendars for all of their work scheduling and can put other in-office appointments and work done in the office on the calendar if they choose to do so.

Supervisors are required to periodically review the individual work calendars of the people whom they supervise to ensure they are following proper procedure.

## 4.2 E-mail Accessibility

Each Cooperative Extension Program employee is required to check her/his e-mail regularly and on a frequent basis, during normal working hours, unless the employee is on leave or is in a location where e-mail access is not available for an extended period.

## 4.3 Employee Signatures on Official Correspondence

All forms of official communication including letters, newsletters and e-mail service is provided to employees in support of the educational mission of the Cooperative Extension Program. Under federal law, the SU Ag Center, is an equal opportunity educator and employer. This means it is the responsibility of every employee to create a welcoming Extension environment for people of all beliefs and backgrounds.



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

The e-mail messages which are developed and sent through the Cooperative Extension Program and SU Ag Center represent the formal electronic communications of the Southern University Program. As such, it is appropriate for signature lines to include the following information about the sender:

- Name
- Title and Unit
- Address
- City/state/zip code
- Office telephone
- Mobile telephone
- Fax
- E-mail address
- [www.suagcenter.com](http://www.suagcenter.com)
- Optional – centrally approved Cooperative Extension Program marketing messages. For example, the specially developed mark used in celebration of the Cooperative Extension Program's 20th Year Celebration.

Important note: It is not appropriate to include non-Cooperative Extension Program information in the signature block, such as the sender's personal statement of beliefs, a quote from a well-known person or book, a personal view on a contemporary social issue, or other similar information, as that information may be misconstrued to represent the viewpoint of the Cooperative Extension Program. The SU Ag Center encourages employees to use personal e-mail and other personal communication venues to share their personal values during non-work hours.

Example: John Smith  
Extension Coordinator Louisiana  
Cooperative Extension Program  
600 S. 7<sup>th</sup> Street, Suite 4  
Baton Rouge, LA 70813  
(123) 456-7890 – Office  
(123) 456-7890 – Cell Phone  
[john\\_smith@suagcenter.com](mailto:john_smith@suagcenter.com)  
[www.suagcenter.com](http://www.suagcenter.com)



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## 4.4 Staff Conferences

The Cooperative Extension Program conducts regular (e.g., weekly) staff conferences. One of the purposes of staff conferences is to facilitate good internal communication, and these conferences are the mechanism to disseminate important information related to the Ag Center and University. The meetings also provide an opportunity to share schedules, the use of facilities, and work agendas. It is suggested that a unit (ANR, FHS, YOUTH, SARDI) have at least one staff conference per month.

**The following items are usually covered in staff conferences:**

- **Calendars:** The better-informed staff are of all programs, the better they are able to help promote them, be unified in what they tell others and to help each other. Reviewing calendars should not be the sole purpose for office conferences, nor should it dominate the time.
- **Workload:** Find out who has major projects, priority items, etc. Try to reach consensus on whose work will be done and in what priority. This also gives staff a reminder on the lead time needed for major projects.
- **Program Plans:** This is an excellent time to bounce ideas off one another for recruiting, program content, etc., and to determine visual aids and assistance needed.

**On a periodic basis, the office conference should include:**

- At least one meeting where you share program development plans, directions, goals, and methods discussion.
- Discussion of Civil Rights, ADA issues, emergency response plans, and preventing sexual harassment --take it seriously and so will others.
- Encourage careful planning of new or potentially risky programs.
- Mutually celebrate successes and recognize others' program success whenever possible.
- Discuss the budgetary process and time sequence with all staff.

**Other suggestions for successful office conferences:**

- Be interested in, not dominate, other's programs.
- Take the lead in facilitating communication with others.
- Recognize successes and be supportive when colleagues are working through problems.
- Plan annual leave.
- Develop, with staff assistance, a procedure for handling work.





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

- Be a positive example.
- Work diligently to create a supportive and stimulating atmosphere.

## 4.5 University Teaching by Cooperative Extension Program Funded Employees

There are strict federal regulations and restrictions regarding the use of Cooperative Extension Program funding to support formal classroom teaching at land grant universities. Non-Extension funding must be used to cover an appropriate percentage of the salary and fringe cost for any Cooperative Extension Program employee who teaches a for-credit course at Southern University and A&M College. To ensure that we do not violate these regulations and restrictions, any Cooperative Extension Program employee or Cooperative Extension Program-funded faculty who teaches a “for-credit” course must receive prior written approval from their immediate supervisor.

Cooperative Extension Program employees who consistently teach for-credit courses at Southern University and A&M College will need to have their Cooperative Extension Program appointments changed to accurately reflect split Extension/Teaching appointments. The determination of what constitutes a split teaching-Extension appointment will be made by the Vice Chancellor, Extension and Outreach and Dean, College of Agricultural, Human and Environmental Sciences.

## 4.6 Professional Expectations

The term “professional” is regularly associated with an individual Extension staff member’s approach to his or her assignment. The concept of “being a professional” is recognized as necessary to effectively fulfill the Cooperative Extension Program role.

All Cooperative Extension Program personnel must acquire and practice the following criteria and personal traits generally associated with professionalism:

- Placing service to others over personal gain.
- Developing a strong sense of public responsibility.
- Developing proficiency in a field of specialization and in communicating that knowledge.
- Being dedicated and loyal to our parent institutions and the Cooperative Extension Program.
- Working toward self-direction on the job.
- Pursuing personal professional improvement plans.
- Working within acceptable ethical standards.
- Being knowledgeable of professional literature in specific Extension program and subject matter areas.



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

- Adapting Extension methods and programs when warranted.
- Exchanging information with colleagues.
- Understanding and practicing the language of the Extension profession.
- Creating a positive image in the community.
- Belonging to and supporting appropriate professional organizations and subscribing to professional journals.
- Practicing personal grooming and appropriate dress for tasks at hand.
- Business attire is required Monday through Thursday. However, you may dress comfortably when visiting demonstration sites. Comfortable attire consists of slacks or nice jeans and your SU Ag Center shirt.
- Fridays are casual days
  - o No ripped jeans
  - o No cropped shirts
  - o No yoga pants
  - o Tights are allowed, but the appropriate blouse or tunics should be worn.
- Hair should be neatly groomed, and men should be clean shaven and neat.

As professionals, the normal work week for Cooperative Extension Program will be at least 40 hours per week and the anticipation is that the average will likely exceed 40 hours per week with no allowance for compensatory time.

Extension programs and work with other community groups and agencies may require evening and week-end hours. Staff are expected to become an integral part of the community.

Extension Field staff must avoid work habits which could create doubt as to whether they are conducting business other than Extension business during regular office hours, i.e., working at home without prior approval, keeping irregular hours, conducting business other than Cooperative Extension at the office, or shortening office hours to conduct personal business.

## 4.7 Professional Employee Work Schedule Guidelines

Extension administrators, agents, and specialists are expected to fulfill their job responsibilities and, as professionals, maintain some flexibility of their work schedules. The Cooperative Extension Program supports the appropriate balance of work and personal life of all employees. The work schedules of professional educators in Extension are often dictated by the availability of clientele and the nature of educational programs.

Extension Administrators, agents, and specialists are expected to meet their work objectives and as professionals, are entrusted with the flexibility for work, life balance. This is not a formal policy statement.



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

Rather it is a philosophy or guideline for professionals to use in approaching their work. An assumption is made concerning this principle: full-time Extension professional's responsibilities typically require more than 40 hours per week or portion thereof (for part-time professionals) and often at non-routine work hours. Professional scheduling is not designed to equitably compensate (hour for hour) for work outside the normal 8 am – 5 pm workday or 40-hour work-week. Performance of professionals is a top priority and professional scheduling is intended to support and strengthen performance. It is the individual's responsibility to control one's schedule to meet the needs of clientele while achieving a balance in professional and personal time that is healthy for both the individual and the organization.

## 4.8 Definition of Professional Employee Work Scheduling

Professional time scheduling reflects a fundamental characteristic of salaried, exempt positions which involve an organizational commitment to put in the hours needed to accomplish agreed upon work responsibilities, even if doing so means working hours outside the standard office work schedule.

An Extension professional's responsibilities often require more than 40 hours per week and often at non-routine office hours. Professional scheduling should not be confused with compensatory time. Exempt employees are not eligible for compensatory time. These guidelines are not designed to equitably compensate (hour for hour) for work outside the normal workday. Extension administrators, agents, and specialists are accountable for their own time and also for fulfilling the assigned job responsibilities and completing objectives delineated in the chosen plans-of-work and Extension projects.

Personal time off should be taken at the convenience of the organization and the individual. Professional courtesy requires that employees discuss this in advance with their immediate supervisor. It is the employee's responsibility to develop and maintain his/her professional calendar. Scheduling activities outside the normal workday is at the discretion of the employee. The key is fulfilling the objectives, the chosen plans-of-work, and Extension team projects and meeting expectations as identified in the job description.

Supervisors will not negotiate with employees a specific number of days off in lieu of professional scheduling. Rather, professional scheduling is primarily the responsibility of the employee.

Professional courtesy requires that Extension personnel communicate with their office team in advance when they will be taking time off by posting the time on their respective individual work Outlook calendars. Controlling one's schedule to best meet the needs of clients, while achieving a balance in work and personal time, is not only healthy for the individual, but also for Extension as an organization.

## 5.1 Aspects Unique to Extension





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## 5.3 Use of System Services and Resources

Cooperative Extension Program employees have access to services and resources necessary to conduct their job assignment. Opportunities exist to utilize these services and resources for the employee's personal gain or what may be perceived as being the employee's personal gain. Examples include, but are not limited to, use of equipment, personal services, telephone services, and letter or other material preparation, computers, and emails.

Cooperative Extension Program employees shall not use any parish, state, federal, or university, resources for his/her personal gain. The use by an Cooperative Extension Program employee of public services and/or resources for personal gain is strictly prohibited.

Government-owned supplies or equipment must not be used for non-governmental purposes. Therefore, all supplies and equipment purchased with Extension funds must be used only to enhance the function and operation of the Cooperative Extension Program.



# PERFORMANCE MANAGEMENT

## 6.1 Performance Management Philosophy

The overall purpose of performance management is to build, encourage, and promote the highest form of service that an employee can render and, simultaneously, to provide the employee a rewarding professional career through continuous professional growth. The Cooperative Extension Program understands the importance of evaluation and enhancement of an employee's professional development. With their supervisors, employees should develop plans to enhance skills and prepare for continually evolving responsibilities in their positions.

The Cooperative Extension Program policy requires that all regular employees receive written notification of the supervisor's expectations for future performance, be given feedback at least annually about the supervisor's assessment of the employee's performance compared to those expectations and be assisted or guided to improve any deficiencies that are identified. Expectations will be communicated through written standards or statements related to assigned responsibilities, and periodic reviews will assess the achievement of these written standards. The evaluation conference should focus on the employee and ensuring that they have at least one hour of face-to-face time; written comments are provided on the evaluation form especially for those that need to enhance their performance levels; and there should be discussion on the professional development of the employee.

The performance evaluation process can improve the employee's job performance by identifying those elements which indicate strengths and those where there is evidence of a need for improvement. The results of the evaluation are useful in that they let the staff member know more definitely how he/she is getting along in the organization, and provide an opportunity for counseling between supervisors and staff members. This should encourage and promote professional growth and development.

*See Appendix A: Performance Documents*



# FINANCIAL POLICIES

## 7.1 Budgeting Process

The budgeting process will include and account for all anticipated Cooperative Extension Program revenues and expenditures from all sources (i.e., parish, municipal, state funding, 1890 federal funding, grants, contracts, and other non-appropriated sources).

## 7.2 Travel

All official travel should be wisely planned so that the best interests of the Cooperative Extension Program are served at the most reasonable cost. Anyone traveling on Cooperative Extension Program business is expected to exercise the same economy that a practical person would exercise when traveling on personal business. Excessive costs or unjustifiable costs are not acceptable and will not be reimbursed. The individual requesting reimbursement from the Cooperative Extension Program is responsible for insuring that his/her expense and related reimbursement request complies with all applicable policies, is properly authorized, and is supported with necessary receipts and documentation.

A 'Request for Authorization to Travel' is required for all travel in-state and out-of-state travel and must be submitted at least 14-days in advance; 30-days for international travel. Please reference the State of Louisiana Official Travel Policy for guidance.

## 7.3 Equipment Inventory

Property and Inventory control policies and procedures apply to all moveable equipment or property acquired by the Cooperative Extension Program costing \$5,000 or more, with a useful life of more than one year. Property acquired under a contract, grant, or sub-award, either by direct charge or in part as required for cost sharing, as well as property furnished to the Cooperative Extension Program by any federal sponsor, is subject to the sponsor and University property management requirements.

A physical inventory of equipment is performed at least once a year. At the scheduled time, SU Property Services will provide a current inventory report, which must be verified, signed, and returned within 30 working days. Newly purchased items placed on the Cooperative Extension Program inventory should have the location, tag numbers and serial numbers (if applicable). Inventory transfers and/or disposals are to be reported to the Cooperative Extension Program Vice Chancellor and the Director of Technology Services with the appropriate forms completed. Based on the information provided, appropriate updates will be made to the inventory system.



# COOPERATIVE EXTENSION

## PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

### 7.4 Guiding Principles for Revenue Generation

Programming is the “product” that the Cooperative Extension Program provides to enhance our stakeholder’s quality of life. Federal, state, and parish partnerships provide resources for the Cooperative Extension Program to develop and deliver programming. The Extension Program will be more successful in fulfilling our responsibilities and addressing stakeholder expectations when we collaborate, with trust and respect for our colleagues and partners, to augment our resources through revenue generation. The term “revenue generation” encompasses fee-for-service activity, grants and contracts, match on grants and contracts, and gifts.

Principles:

- The purpose of revenue generation is to bring new resources into the Cooperative Extension Program to enhance our programming ability.
- Revenue generation must be consistent with the mission of Cooperative Extension Program.
- Regional programming and activities are encouraged.

There are two program categories:

1. Programs offered to clients at no charge. These programs/services are fundamental to the mission of Cooperative Extension Program.
2. Programs for which clients are charged to participate. These programs provide private good value to the participants beyond the public good value created. The charge may include fees for variable expenses, tuition for development and delivery, costs for certification, and fees for service.
  - The decision to hold an activity and its registration fee should be based on programming and client needs and not solely on its revenue potential.
  - Provisions must be in place to reduce or waive fees with individuals, families, or organizations based on special circumstances.
  - Grants and contracts may determine revenue generation or sharing for specific programs.

### 7.5 Risk Management - Loss or Theft of System Owned Property

SU System employees are expected to take reasonable precautionary measures to safeguard University property in their custody. Money, cameras, projectors, laptops and similar items should not be left in unlocked vehicles, on top of desks overnight or when away from the office.





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

Employees may be required to pay for property lost or stolen in cases where they have failed to follow the notification procedure as soon as loss or theft has been discovered and/or when negligence occurs.

When a loss or theft of University property is discovered, all the known facts and circumstances should be furnished immediately to the appropriate local law enforcement agency or Southern University Police Department for those staff member located on the Baton Rouge landmass. Information regarding the loss should be forwarded to the Vice Chancellor for Extension and Outreach and Director of Technology, who will be responsible for reporting the loss to Property Management.

## 7.6 Gifts and Non-Cash Donations

It is the policy of the Cooperative Extension Program that individuals are not to accept money, gifts or donations of non-cash items without prior approval of the Chancellor-Dean. If a person or company wishes to donate items, please provide the name and address of donor, description, expected use, condition and the estimated market value of the item. You will be notified when approval has been granted. After official approval, you will complete the appropriate paperwork so that the SU Ag Center Finance Department can add the donated gift to the appropriate account.

## 7.7 Other Agency or Company Requests

Cooperative Extension Program employees, particularly Specialists, and Agents are often requested by representatives of other agencies to complete questionnaires, sign project proposals, supply mailing lists, and endorse programs. Cooperative Extension Program employees are not free to sign documents, complete questionnaires, endorse programs, supply mailing lists or agree to devote significant blocks of time to another agency or companies unless it is in accord with the provisions of an understanding agreed to by the Cooperative Extension Program administration in advance of the request. Therefore, the Cooperative Extension Program employees should not automatically respond to questionnaires or sign documents from other agencies and organizations without administrative clearance from the Vice Chancellor for Extension and Outreach or Chancellor-Dean, depending upon the request.

## 7.8 Record Retention

Maintaining records is an on-going problem because of space limitations. Guidelines have been established for us to follow dealing with the length of time records must be maintained. A general rule of thumb is the current year's records plus the prior 3 years.



# SALARY ADMINISTRATION

## 8.1 Salary Increases

The Chancellor-Dean may authorize merit increases for employees based on the employees' performance during the previous year. These adjustments are based solely upon the job performance appraisal ratings for the past year.

## 8.2 Procedures for Merit Pay Increases

Supervisors will recommend whether an employee should receive any increase and, if so, the level of the increase. Increases are awarded within the constraints of the merit budget and other guidelines issued.

Supervisors are responsible for completing performance evaluations for all regular and continuing term employees on an annual basis. The completed performance evaluation will be the basis for the recommended award. Supervisors are responsible for open communication with each employee and accurately documenting job-related factors that determine annual merit. Supervisors will follow the procedures outlined in this policy as administered by the Cooperative Extension Program.



# EMPLOYEE PROFESSIONAL DEVELOPMENT

## 9.1 Philosophy

Learning is expanding our ability to produce the results we truly desire in life. Learning together is continually expanding our capacity to create the future for the Cooperative Extension Program. Based on this definition, both professional and personal development is learning, and is not distinct, one from the other.

People grow both personally and professionally as they learn. Individuals learning how to learn builds the capacity for the Cooperative Extension Program organization, and is fundamental in being healthy, viable, and client centered. Continuous learning creates staff who can change, generate new solutions to recurring problems, do something they were never able to do, perceive the world and their relationship to it, and extend their capacity to create, to be part of the generative process of life.

The Cooperative Extension Program aspires to be a learning organization, and one that empowers the individual to take responsibility for continuous learning through personal and professional development.

## 9.2 Organizational Implications

The Cooperative Extension Program will support individual learning opportunities and supply organizational learning opportunities. This is congruent with our philosophy and assures the organization that individuals are receiving learning opportunities needed for strategic improvement.

The Cooperative Extension Program may assist with the financial costs of some learning opportunities by providing financial assistance and/or time off with pay, as agreed upon by the Chancellor-Dean. In addition to this support, staff will be encouraged to use other resources, such as tuition grants and personal resources.

## 9.3 Policy Statement

Staff will mutually agree to a Personal Professional Development Plan with his or her supervisor.

## 9.4 Examples of Learning Opportunities

- Learning/Teaching Systems In-service education
- Annual training conferences and computer courses
- Conferences/workshops/seminars



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

Examples of supported, **not supplied**, learning opportunities. These can be non-structured or structured, active or passive, group or individual, formal or informal learning opportunities:

- Extension association meetings
- LEAD21 Program
- FSLI Program
- Mentors
- Visiting companies/organizations
- Fellowships (i.e., Kellogg)
- Volunteer work
- Synthesizing the work of others
- Journal writing/submissions
- Community building groups
- Non-extension association meetings
- Internships
- Computer networks
- Conferences/workshops/ seminars
- Community college classes
- Building own model or adapting
- Problem solving teams
- Graduate credit courses
- Continued education

The Cooperative Extension Program is committed to enabling all professional staff to reach their fullest potential, both as individuals, and as members of the Extension Program. By supporting staff members in professional growth, both job performance and personal satisfaction are increased.

All employees are encouraged, at all times, to upgrade their professional competency. This is accomplished through participation in in-service training opportunities and advanced study programs. A significant phase of staff development is keeping staff members informed of professional improvement opportunities and counseling them in developing individual professional improvement plans. Relevant training and retraining must be provided for its personnel at all levels if the Cooperative Extension Program is to remain a viable force in effecting desirable change among diverse audiences.





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

The interests of the Cooperative Extension Program are best served through the acquisition and development of skilled and highly trained employees who have a clear understanding of the requirements of their jobs and the best methods of performing them, and the importance of their roles in relation to the goals and objectives of the organizational element. Employees are expected to participate in professional improvement programs that will contribute to the overall objectives of the Cooperative Extension Program.

## 9.5 Tuition Assistance

Employees may take advantage of tuition assistance programs as offered by the University. For further information on tuition assistance programs see the Southern University System Employee Handbook.

## 9.6 Participation in Professional Associations

Federal regulations prohibit the use of Smith-Lever funds or respective matching funds to pay an individual's membership fees to professional organizations. In accordance with this federal regulation, Cooperative Extension Program funds may not be used to pay an individual's memberships fees in professional organizations/associations of any kind. However, the Cooperative Extension Program will support an individual's participation in professional association meetings related to their fields of training or position of assignment. Attendance at professional meetings will be subject to supervisor approval, which will include a review of the employee's role at the meeting, participation in other meetings, and the effect of attendance on the employee's programs. Request for approval should be submitted at least 30 days in advance. Travel policies of the University will be followed in relation to designated travel time and reimbursement.



Volunteers with the Cooperative Extension Program fall into 2 categories: direct and indirect. Definitions for each are as following:

### **10.1 Direct Volunteer**

A direct Cooperative Extension Program volunteer has direct contact with adults, youth under the age of 19, the elderly, or disabled and special needs youth and adults. These individuals have day and night responsibilities with or without the presence of paid staff. Examples: chaperoning, spending the night at camps or conferences, chauffeuring to and from events, teaching, serving meals, etc.

### **10.2 Indirect Volunteer**

An indirect Cooperative Extension Program volunteer provides a service for an event but does not have direct unsupervised contact with adults, youth under the age of 19, the elderly, or disabled and special needs youth and adults. These individuals assist with the event but have no supervisory responsibilities. Examples include competition judges, ringmasters, and donors.

### **10.3 Policy**

All direct volunteers affiliated with the Cooperative Extension Program must be registered and have completed a comprehensive volunteer selection process prior to engaging in service:

All indirect volunteers affiliated with the Cooperative Extension Program will be listed as volunteers with the program in which they serve as a volunteer. They are not required to participate in the comprehensive volunteer selection process.



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## 10.4 Procedures

All potential Cooperative Extension Program Direct Volunteers must participate in the comprehensive volunteer selection process:

1. Submit a completed Cooperative Extension Program Volunteer application. Specific programs may also require additional completed forms for volunteers.
2. Provide contact information and a minimum of 2 names of non-relatives that can serve as references.
3. Participate in an interview process.
4. Submit to and successfully pass a criminal background check.
5. Pass a review of the Louisiana Sex Offender Registry.
6. Complete a volunteer training session and sign appropriate Cooperative Extension Program volunteer forms.
7. Receive written approval to serve as a direct volunteer.
8. Receive a written direct volunteer position description.

### Extension faculty and volunteer

All Cooperative Extension Program Indirect Volunteers:

1. Will be asked to sign-in or register prior to assuming responsibilities for the event/function.
2. Will receive instructions for the event from the individual in charge of the volunteers for the event/function.

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# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

# APPENDICES





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## APPENDIX A: PERFORMANCE EVALUATIONS

# Southern University Ag Center's Cooperative Extension Program Staff Performance Appraisal Instrument



(Program Leaders, Directors, & Specialists)

Staff Name: \_\_\_\_\_

Position: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Review Period: \_\_\_\_\_

The SU Ag Center's Cooperative Extension Program's performance review process is designed to improve job understanding, promote more effective job performance and staff development, and encourage the flow of communication between supervisors and staff members. Performance review should be a continuing process throughout the year, with a formal review recommended annually, or when needed. "Needs Improvement" or "Fails to Achieve Expectation" ratings should include comments for development and applicable development goals.

Using all information available, the supervisor will evaluate and assign a rating for the employee's overall performance. Overall performance ratings are defined as:

**Outstanding (4 PTS):** Individual not only fulfills but exceeds expectations in most of the duties listed in their job description. Skills for success are well-established. The individual shares/uses their skills with mentees, other staff and outside groups. Follow through on goals and expectations is excellent. Programming is engaging and innovative. Reporting is thorough and accurate and includes descriptive narratives for most programs to help tell a complete story of programming. Policies and procedures are consistently implemented. Programming and performance is recognized by Extension and stakeholders as contributing to achievement of local, regional, and state goals. Partnerships are sought out or grown to support new opportunities. If applicable to position, volunteer programs are more diverse, and program value and impact are shared with stakeholders. Volunteer leadership is supported and developed. Individual provides service to Extension by serving on search committees, organizational committees, and projects making a significant contribution to the overall direction and achievement of Extension goals. Individuals are aware of parish demographics and is working towards meeting parity and promoting an inclusive environment.

**Highly Effective (3 PTS):**

**Effective (2 PTS):** Individual successfully fulfills duties of the position as described in their job description. Skills for success are regularly applied. Individual consistently meets goals and follows through on expectations. Programming is planned, implemented, and evaluated; program outputs and outcomes are accurate and captured in the Extension database and narratives provide an insight into programming. The SU Ag Center and parish policies and procedures are followed, and resources are utilized. Programming and performance contribute to the goals of Extension and addresses local stakeholders' interests and needs. Works well with partners. If appropriate to position, delegates appropriate responsibilities and provides supervision, recognition, and educational opportunities to volunteers. Communicates value/benefits of volunteers to stakeholders. The individual participates in organizational meetings, activities, regional meetings, and subject-area meetings. Individuals demonstrate professional commitment to diversity and inclusion.



**Needs Improvement (1 PT):** Performance below the minimum acceptable expectations for the position. There is expectation of improvement within a reasonable time frame.

**Unsatisfactory (0 PTS):** Does not fulfill position expectations.

PERFORMANCE EXPECTATION	OUTSTANDING	HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT	UNSATISFACTORY
<b>Position Responsibilities and Essential Functions:</b> Completes position responsibilities and performs the essential functions as outlined in the job description.					
<b>Program/Outcomes.</b> Develops relevant programming. Encourages innovation and supports risk-taking. Identifies problems and opportunities. Effectively uses internal/external resources toward program accomplishments. Attain established goals. Effectively plans, conducts, and evaluates programs so that meaningful and measurable outcomes are documented. Adapt program focuses to changing environment. Recognizes and eliminates outdated programs or activities that no longer contribute to organization priorities.					
<b>Attendance.</b> Consistently demonstrates good attendance (e.g. work schedules, staff meetings, trainings, etc.) dependability, and dedication to accomplishing program objectives.					
<b>Integrity.</b> Interact with integrity so people are respected and engaged. Convey respect and professionalism in interactions. Put others at ease and respond calmly even in difficult situations. Honest and trustworthy; have a high standard of personal conduct. Acknowledge mistakes and errors, take timely corrective actions, including an apology, if appropriate. Demonstrate empathy and compassion for others. Give, ask for and act on feedback. Manage conflict, taking uncomfortable or unpopular action when necessary.					
<b>Communication.</b> Communicate clearly and consistently. Share important information and decisions in a timely manner. Ensure people have a clear understanding of the expectations and desired results. Convey thoughts clearly, verbally, and in writing. Adapt messaging to audience. Summarize other points of view to confirm understanding.					
<b>Initiative.</b> Confident in taking ownership of work and results. Adopt a culture of sustainability and efficiency. Strive to develop and implement best practices. Take responsible risks for innovation and advancements in products, processes, services, technologies, or ideas. Identify opportunities in challenges and show initiative. Reach out in a timely and responsive manner to resolve problems and conflicts. Anticipate and adapt to changing priorities and additional demands.					
<b>Program Development and Evaluation.</b> Develops programs based on identified community and stakeholder needs. Involves clientele in program development when appropriate. Collects data to substantiate program needs, direction and improvements. Evaluates programs for impact; reports and utilizes information to improve programs.					
<b>Program Implementation.</b> Utilizes a variety of teaching methods. Stays within budget restrictions and uses resources wisely. Understands and adapts to learners' needs. Engages in problem-solving; suggests ways to improve performance and be more efficient.					
<b>Adaptability.</b> Is flexible, open, and receptive to new ideas and approaches. Handles multiple tasks and priorities.					
<b>Professional Competency.</b> Displays energy and enthusiasm for Extension's mission, objectives, and strategic goals. Acknowledges and accepts responsibility. Demonstrates knowledge, appreciation, and support of the CEP. Manages time effectively; focuses on appropriate priorities. Upholds commitments. Seeks professional development to improve needed competencies. Stays current professionally.					
<b>Fiscal/Physical Resource Management.</b> Establishes and maintains effective communications and rapport with key decision makers/stakeholders. Manages assigned fiscal/physical resources appropriately; directs/redirects resources to maximize results. Evaluates options carefully, makes timely and effective decisions. Engages in effective resource development as appropriate.					
<b>Teamwork, Collaborations and Leadership.</b> Recognizes and responds appropriately to change. Establishes and maintains effective relationships. Delegates appropriately. Communicates and builds credibility with others. Generates excitement/commitment toward achievements of shared goals. Demonstrates effective verbal, written, and public speaking skills. Seeks out and understands goals and needs of other parties/partners. Understands and demonstrates compliance with Civil Rights requirements.					
<b>Teamwork (Internal/External).</b> Build working relationships to solve problems and reach common goals. Offer assistance, support, and feedback to others. Actively engages in CEP work teams. Actively engages in community and local events. Engages other professionals in team environments to address local, regional, and/or state level needs.					
<b>Professionalism.</b> Always speaks in a professional manner. Accepts and demonstrates leadership as appropriate. Positively represents and markets the SU Ag Center, CEP, and programming according to organizational policies. Adheres to SU Ag Center administrative policies. Effectively works with co-workers, volunteers, and stakeholders in a timely and professional manner.					
<b>Publications/Social Media/Technology.</b> Publishes at a minimum of 4 publications per year (factsheets, newsletters, flyers, magazines, brochures, etc.). Uses social media and technology to promote programming and as a means providing programming via webinars, seminars, vlogs, and social media posts.					
<b>PERFORMANCE EXPECTATION FOR PROGRAM LEADERS, SUPERVISORS AND DIRECTORS</b>	<b>OUTSTANDING</b>	<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNSATISFACTORY</b>
<b>Supervision.</b> Helps to ensure positive, team-based employee relations. Carries out supervisory responsibilities in accordance with the SU Ag Center's policies and procedures. Serves as a role model for others. Vacancies reviewed and filled appropriately. Regular check-ins with staff individually and at staff meetings. Staff members observed in action. Staff evaluations conducted					

in a timely fashion. Job descriptions reviewed and updated as appropriate. Professional development plans are complete and on file for each staffer. Establishes expectations for civility within the office. Recognizes issues; seeks assistance as appropriate. Informs chain of command as appropriate regarding supervisory/staff issues. Demonstrates emotional intelligence. Coaches staff to use common workplace skills (organization, time management, communication, boundaries).					
<b>Leadership.</b> Has a functioning advisory committee that meets regularly and is representative of the broad diversity of the community. Works with local city/parish government officials to help them understand the role of Extension locally. Has relationships with other department heads and maintains current relationships with local organizations. All areas of the CEP (including electronic delivery methods) are promoted, and the CEP is portrayed in a manner consistent with the vision and values of the organization.					
<b>Budget.</b> Manages budget and stays within budget guidelines. Budget is aligned with current priorities. Vice Chancellor for Extension and Outreach is made aware of any budget concerns in a timely manner. Non-appropriated accounts and balances handled appropriately. Garner additional resources through such vehicles as appropriate cost recovery, grants, contracts, program supplies, cost share contributions, in-kind and/or sponsorships in support of programs.					
<b>Inclusion.</b> Create an open and inclusive environment. Create an environment of trust. Demonstrate respect for all individuals. Actively invite new ideas, alternatives, and perspectives. Integrate workplace flexibility as a part of the results-oriented work culture. Acknowledge the support and contributions of every person. Shows respect for different backgrounds, lifestyles, viewpoint, and needs including but not limited if ethnicity, gender, creed, and sexual orientation.					
<b>Vision.</b> Inspire and articulate a shared vision and mission. Be adaptable, embrace, promote, and implement change. Deliver results with a sustainable future in mind. Demonstrate foresight and imagination to see possibilities, opportunities, and trends. Monitor and re-evaluate decisions, priorities and plans to achieve a vision.					

OVERALL SCORE:

Professionalism					
Publications/Social Media/Technology					
<b>SUPERVISOR RATINGS</b>					
Supervision					
Leadership					
Budget					
Inclusion					
Vision					
<b>TOTAL POINTS PER CATEGORY FOR SUPERVISION</b>					

**TOTAL POINTS FOR NON-SUPERVISORS:** \_\_\_\_\_/10 = \_\_\_\_\_. \_\_\_\_\_

- ☐ Outstanding:
- ☐ Highly Effective:
- ☐ Effective
- ☐ Needs Improvement:
- ☐ Fails to Achieve Performance Indicators:

**TOTAL POINTS FOR SUPERVISORS:** \_\_\_\_\_/10 = \_\_\_\_\_. \_\_\_\_\_

- ☐ Outstanding:
- ☐ Highly Effective:
- ☐ Effective:
- ☐ Needs Improvement:
- ☐ Fails to Achieve Performance Indicators:

COMMENTS:

\_\_\_\_\_  
Staff Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice Chancellor, Extension and Outreach Signature

\_\_\_\_\_  
Date

# Southern University Ag Center's Cooperative Extension Program Achievement Report & Goals



(Program Leaders, Directors, & Specialists)



SU Ag Center’s Cooperative Extension Program has skilled and highly trained professionals (agents, specialists, and others) helping Louisiana’s citizens, businesses, and communities apply unbiased, research-based knowledge. Extension’s Performance Review Process is designed to recognize and support performance and leadership. It is designed to accommodate the unique and diverse position responsibilities with Extension. This process incorporates not only this document and its contents but also interactions, observations, reports, information, and inputs over the course of the performance year.

The achievement report document encompasses the employee’s work during the prior calendar year. The report is intended to focus on those aspects of the employee’s performance done well and areas for improvement. Employees should complete all sections in blue; supervisors will complete all sections in gold. Keep in mind that this document should reflect and support the Annual Plan of Work document.

**Section I: Narrative**

*In this section, the employee is given the opportunity to frame their evaluation year to help their supervisor better understand their accomplishments and barriers, and the innovation that has been exhibited by the employee in the previous year’s work.*

*The employee must also address their goals of the past year, citing growth, achievements, challenges, and impacts of their work toward their goals. If there were specific plans for improvement outlined in the prior year, please address progress or improvements made.*

Provide an overall description of your year, and professional accomplishments and barriers; describe how you implemented innovative strategies and approaches to your work.

Year in Review

Employee Comments

Goals (Evaluate the goals that were identified in the previous year’s performance appraisal document.

Previous Year’s Goals	Results Achieved	Contributing Factors

Goals (Supervisor will provide feedback on goals)

Supervisor’s Comments

Plans for Improvement (Supervisor will evaluate any items for improvement identified from previous year evaluation.

Supervisor Comments

**Section II: Evidence of Excellence and Innovation**

*In this section, the employee can provide additional documentation so that their supervisor can better evaluate their performance. Comment boxes are provided to document evidence of excellence and innovation. If your input exceeds the space provided, additional documents may be attached. Please specify, in the comment box, that you are attaching additional documentation.*

Provide additional documentation/information to describe your performance. Comment boxes are provided to document evidence of excellence and innovation. If your input exceeds the space provided, additional documents may be attached. Please reference that you’ve provided attachments in the comment box. Your supervisor will access and evaluate information and reporting in the CEP database, and review with you directly.

Innovative and Significant Program Accomplishments (Attach additional pages if needed).

Employee Comments

**Awards/Publications/Organizational Participation and Service**

Employee Comments

Other Activities and Accomplishments

Employee Comments

Impact on the Community You Serve (Describe any significant impacts you made in your community (program, parish, state, national)).

Employee Comments

Section III: Upcoming Year

*The employee should propose three SMART (specific, measurable, achievable, realistic, timely) programming goals to achieve in the upcoming program year. The employee can include goals that span several years; goals should be an indication to the supervisor what the employee's priorities are for the upcoming year. The employee and supervisor need to agree on the goals. Employees should identify specific trainings (professional development), then update their long- and short-term professional development goals and projects or educational activities planned for the upcoming year in the 'Professional Development Plans the Upcoming Year' comment box. Following the review process, the supervisor and employee should note any changes recommended for the current job description in the comment boxes.*

Program Goals for the Upcoming Year

Goal1
Goal 2
Goal 3



Professional Development Plan

Progress Toward Professional Development Goals from the Last Year		
Professional Development Plan for Upcoming Year		
Long Term Goals (2-5 Years)	Short Term Goals (This Year)	Professional Development (Activities Planned for This Year)

*Signatures*

---

\_\_\_\_\_  
Staff Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice Chancellor, Extension and Outreach Signature

\_\_\_\_\_  
Date

# SU Ag Center's Cooperative Extension Program Extension Agent Performance Appraisal Instrument

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Name: \_\_\_\_\_

Parish: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

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# **PERFORMANCE APPRAISAL SYSTEM**

This performance appraisal system identifies four major areas or “performance domains” for the evaluation of Extension agents. The components that comprise each domain are set forth in this document, along with related criteria and standards. Evaluation is based on the agent’s ability to meet or exceed the standards outlined in this performance system.

## **I. EDUCATIONAL EFFECTIVENESS**

Effective design, delivery, evaluation and interpretation are essential to Extension education. Outstanding educational programs include a strong foundation in program development, a comprehensive educational plan, appropriate teaching methods, and well-designed, suitable evaluation instruments and techniques.

As Extension educators, agents should develop programs through appropriate Extension planning groups, including leadership advisory boards, program area committees, youth boards, and task forces. Engagement with other community groups is also important. It helps to gain more stakeholder support for community-wide Extension efforts and to ensure Extension’s role as a partner in broader community planning.

The responsibility to create a high-quality learning environment involves using a variety of available resources, technologies, and creative and innovative teaching methods. Extension agents have further responsibility to consider inclusion and diversity, affirmative action, civil rights, and related laws and principles during the planning and implementation of Extension programs.

To review, enhance, and measure outcomes of educational programs, Extension agents must use appropriate evaluation tools and techniques. These include formative evaluation to improve program quality and effectiveness, along with clientele satisfaction surveys. Also important are summative evaluation techniques to measure the effect of programs on their target audience, such as changes in knowledge, skills, attitudes, practices, and behaviors, as well as the economic impact of these changes where applicable.

Each month, agents must report—by the specified due date—the results and impact of their program efforts and outreach. Reports should include verifiable participant counts (based on sign-in sheets and attendance logs) and descriptive information that enables a supervisor and others to readily understand each activity and its impacts.

Program interpretation refers to efforts to communicate with stakeholders about the nature and value of the agency and its programs. Stakeholders include federal, state, and parish officials, along with other locally-elected and appointed officials, as well as Extension planning group members, agency partners and collaborators, and others who may be public or private investors in our programs. Extension agents are expected to follow agency branding guidelines and to communicate the value of our programs in appropriate ways. Examples include annual reports, promotional publications, public presentations, use of mass media, personal contacts, informational events, and related strategies.

Agent performance will be measured based on the agent’s ability to meet or exceed standards set for criteria in each major component in this domain area.

Below are the components, criteria, and standards for the performance domain of Educational Effectiveness.

# PERFORMANCE APPRAISAL SYSTEM

## A. PROGRAM DEVELOPMENT (In Depth Programs)

### 1. In-Depth Program Planning

- Provided leadership for determining specific issues in the parish or designated area of responsibility.
- Has an organized, effective, and engaged Extension planning group(s) that support parish plans and programs. Planning group members are volunteer representatives of the community and rotated regularly.
- Is involved with external or multi-parish planning groups to strategically place Extension as a stakeholder in broader community programs.
- Modified programs based on client needs.
- Has evidence of data to support relevance of issues and needs.
- Sought out and involved appropriate partners and collaborators to enhance the program development process.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

### 2. In-Depth Program Implementation

- Program has a clearly identified audience and targets an appropriate population.
- Adapted and effectively used multiple teaching methods and learning activities to conduct educational programs, as appropriate to address target audience needs.
- ANR programs included an appropriate number of result demonstrations as teaching tools in the program. Results from demonstrations are shared broadly as an educational tool. Involvement of Extension Specialists is an expectation in Result Demonstration Implementation.
- Used participant feedback to improve teaching effectiveness.
- Effectively branded and marketed programs to target audience participation. Effective marketing will include the use of multiple media outlets and methods.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

### 3. In-Depth Program Evaluation

- Developed a plan to evaluate the quality and effectiveness of programs.
- Evaluation methods implemented were appropriate and effective in measuring the type of change expected.
- Used evaluation data to improve teaching methods, effectiveness, and quality, with input from planning groups.
- Collected and analyzed data that was valid and reliable in measuring program impacts.



## PERFORMANCE APPRAISAL SYSTEM

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

### B. PROGRAM DEVELOPMENT (Outreach Programs)

- Outreach plans are representative of needs of the parish, all needed plans are in place and approved.
- Planning groups are engaged in Outreach Programs. Involvement of Extension Specialists or other resource people is expected with planning groups.
- Effectively engaged in management of the 4-H Program, including recruitment, volunteer development, project support, camp and other educational activity participation and other support needed to maintain a quality program for youth.
- All Outreach Programs completed as planned.
- Markets all outreach programs effectively, including newsletters, media, and electronic methods as appropriate.
- ANR Outreach plans should include appropriate Result Demonstrations.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

### C. ACCOUNTABILITY AND INTERPRETATION

- Monthly reports were submitted on time and complete.
- Responded promptly and professionally to special requests for reports and materials.
- Effectively branded and interpreted extension programs and programming efforts to key stakeholders, including state/federal elected officials, and others as appropriate, using a variety of strategies and methods.
- Effectively utilized appropriate communication tools and channels to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc.
- Implemented a coordinated strategy to communicate value of Extension programs with other agents, staff, and partners as appropriate.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

# PERFORMANCE APPRAISAL SYSTEM

Goals for Progress in this Domain:

**Key:**

**0 - Unsatisfactory:** Has major and/or multiple deficiencies in meeting minimum performance standards.

**1 - Needs Improvement:** Improvements in multiple areas required to bring performance up to minimum standards.

**2 - Effective:** Demonstrates acceptable performance in all areas.

**3 - Highly Effective:** Meets all performance standards, with no deficiencies identified, and exceeds expectations in many areas.

**4 - Outstanding:** Meets all performance standards, with no deficiencies identified, and exceeds expectations in all performance categories and/or domains.

## **II. PROGRAM RESOURCES, VOLUNTEERISM, AND ORGANIZATIONAL SUPPORT**

Program and organizational support depend greatly upon appropriate use and management of human and material resources to enhance the educational programming and program outcomes of the Cooperative Extension Program and to advance the organizations as a whole.

Volunteer Engagement Effective agents have the ability to recruit, train, recognize, and manage volunteers in a productive manner.

Material resources include grants, sponsorships, fundraising revenue, donations, and other support (cash or in-kind), whether from internal or external sources, which provide for equipment, supplies, travel, or other Extension program needs. Sources may include private or public organizations, foundations, charitable trusts, businesses, government, or private citizens. Internal sources such as parish and state appropriations to Extension are also available and should be reviewed annually by the total parish Extension faculty and staff to determine fair and equitable distribution, according to program needs and goals. In the course of soliciting program and organizational support, Extension faculty must assure that those groups and organizations solicited do not in any way discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, or veteran status.

### **A. VOLUNTEER MANAGEMENT AND ENGAGEMENT**

- Effectively trained and engaged volunteers in program implementation to include:
  - volunteers teaching clientele
  - program planning
  - result demonstration cooperators
  - master volunteers and mentors provide direct clientele support
- Effectively conducted screening of volunteers working directly with youth.
- Recruited, involved, managed, and recognized volunteers, including 4-H Club Leaders and Project Leaders, Master volunteers, in a manner that enhanced educational outreach.
- Volunteer numbers are appropriate for size and complexity of the parish. Adequate numbers of volunteers are involved in program areas where volunteer support is beneficial.
- 4-H volunteer involvement is adequate to lead and grow the 4-H program to be representative of the needs of the parish.

## PERFORMANCE APPRAISAL SYSTEM

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

### B. MATERIAL RESOURCES

- Developed and maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs.
- Effectively accrued and managed funds in a manner that enhanced program quality and outreach, including funds from parish budgets, grants, donations, and program funds maintained by external groups. Included dollar amounts when appropriate.
- Actively and effectively supported fee-based programming.
- Completed a written annual review of support group accounts for all external groups who raise funds. Took corrective actions as appropriate.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

Goals for Progress in this Domain:
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#### Key:

**0 - Unsatisfactory:** Has major and/or multiple deficiencies in meeting minimum performance standards.

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# PERFORMANCE APPRAISAL SYSTEM

## III. RELATIONSHIPS AND TEAMWORK

Establishing effective working relationships—with coworkers, colleagues, supervisors, volunteers, clientele, key community leaders, partners, institutions of higher education, NIFA partners, parish and state agencies and organizations, stakeholders, and people in the political arena—is critical to the success and enhancement of a visible and viable Extension Program. The identification, development, and involvement of teams, partners, and collaborators are examples of the behavior, skills, and actions necessary in the domain of cooperation and coordination. Successful performance in this domain impacts the desired program outcomes by increasing the effectiveness and outreach of Extension faculty members and their programs.

Below are the components, criteria, and standards for the performance domain of Cooperation and Coordination.

### A. INTERNAL RELATIONSHIPS

- Fostered joint education and program delivery activities with other Extension agents and specialists that led to a positive program impact within the parish and in multi-parish activities.
- Demonstrated evidence of multi-disciplinary, multi-cultural, and/or multi-parish program efforts as appropriate.
- Collaborated effectively with Extension organizations and support groups such as 4-H clubs, master volunteer groups, and study groups, etc., in a manner that enhanced program outcomes.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

### B. EXTERNAL RELATIONSHIPS

- Established, sustained, and expanded networks, coalitions, and collaborations, which further the work of Extension in serving clientele.
- Established and maintained active and positive relationships with local state and federal representatives, and representatives of local groups, organizations, and other agencies.
- Provided the necessary leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs.
- Actively partnered with local, parish, state, and national/federal stakeholders, agencies, organizations, clubs, private businesses, agribusinesses, financial institutions, school groups etc., to develop and enhance educational programs and responses to effectively address local needs.
- Demonstrated expansion of programs to new audiences as a result of external relationships. Examples: expansion of 4-H clubs, increased volunteerism, and new target communities and other audiences.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

## PERFORMANCE APPRAISAL SYSTEM

### C. OVERALL TEAMWORK

- Demonstrated ability to cooperate effectively as a team member at local, district, state, and national levels through collaborative programming efforts, participation on committees/task forces, and other tasks and duties as assigned.
- Demonstrated leadership in team building skills and service as a team leader when appropriate.
- Actively cooperated and supported employee recruitment and onboarding processes such as mentoring, First Step, internships, career days, and related team-oriented activities and processes.
- Worked cooperatively with coworkers on local job responsibilities, including interdisciplinary programming, multi-parish planning groups, interpretation efforts, office support, joint reports, and related duties that require teamwork.
- Fostered a work environment that encourages positive staff interaction and relationships.

Supervisor Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

Goals for Progress in this Domain:
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#### Key:

**0 - Unsatisfactory:** Has major and/or multiple deficiencies in meeting minimum performance standards.

**1 - Needs Improvement:** Improvements in multiple areas required to bring performance up to minimum standards.

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**4 - Outstanding:** Meets all performance standards, with no deficiencies identified, and exceeds expectations in all performance categories and/or domains.

## IV. PROFESSIONAL DEVELOPMENT AND PROFESSIONALISM

The future of the Cooperative Extension Program depends upon the effectiveness of our employees. To maintain and enhance professional competence, parish faculty members should participate in staff development efforts such as in-service training, graduate study, professional associations, and externally-sponsored training. Our organizational success also depends on employees who have a clear understanding of the organization's mission and vision.

Professional Development: As professionals, Extension agents are expected to participate in significant applied research, creative activities, and intellectual and scholarly work that are validated by peers and shared with other professionals. Effective agents bring new insights to issues by interpreting and integrating research-based knowledge from multiple sources, including current events, professional publications, workshops, seminars, and professional affiliations.

Professionalism: In addition to their personal and professional development, Extension agents must promote a positive and professional image through their conduct and commitment to standards that support continued success, not only for themselves but for our organization. Extension agents must dress professionally, interact positively and productively with colleagues and local leaders, and conduct themselves in a manner that reflects favorably on our organization.

# PERFORMANCE APPRAISAL SYSTEM

Below are the components, criteria, and standards for the performance domain of Professional Development and Professionalism.

## A. PROFESSIONAL DEVELOPMENT

- Served in leadership roles on local, regional, state, national, and Extension committees and task forces.
- Demonstrated the competencies and interpersonal skills necessary to successfully conduct Extension programs.
- Participated in appropriate professional development training.
- Displayed a positive attitude and provides leadership to professional development activities in the District/Region.
- Actively participated in appropriate professional organizations and demonstrates evidence of leadership and recognition.
- Made appropriate scholarly contributions, such as publications, fact sheets, newsletters, web pages, handbooks, etc., at district, regional, state, and national levels.

Supervisory Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding

## B. PROFESSIONALISM

- Maintained appropriate office hours.
- Followed instructions and responded properly and promptly to management.
- Communicated positively with co-workers, staff, administrators, clientele, and local stakeholders.
- Expressed disagreements in a constructive, non-confrontational manner
- Consistently complied with policies and procedures.
- Demonstrated the necessary initiative that will lead to fulfillment of job duties and responsibilities
- Was involved in community and organizations as appropriate to build community support and relationships.
- Represented the agency positively through personal appearance and conduct.

Supervisory Summary:				
0 Unsatisfactory	1 Needs Improvement	2 Effective	3 Highly Effective	4 Outstanding
Goals for Progress in this Domain:				

### Key:

**0 - Unsatisfactory:** Has major and/or multiple deficiencies in meeting minimum performance standards.

**1 - Needs Improvement:** Improvements in multiple areas required to bring performance up to minimum standards.

**2 - Effective:** Demonstrates acceptable performance in all areas.

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**4 - Outstanding:** Meets all performance standards, with no deficiencies identified, and exceeds expectations in all performance categories and/or domains.



## PERFORMANCE APPRAISAL SYSTEM

Additional Comments:

# PERFORMANCE APPRAISAL SYSTEM

## OVERALL SCORE

NAME: \_\_\_\_\_

PARISH: \_\_\_\_\_

CATEGORY	SCORE (0 – 4)
• Planning	
• Implementation	
• Evaluation	
• Outreach Programs	
• Accountability and	
PROGRAM DEVELOPMENT TOTAL	
• Volunteer Management	
• Other Human Resources	
• Material Resources	
PROGRAM RESOURCES TOTAL	
• Internal Relationships	
• External Relationships	
• Overall Teamwork	
RELATIONSHIPS AND TEAMWORK TOTAL	
• Professional Development	
• Professionalism	
PROFESSIONALISM TOTAL	
OVERALL TOTAL SCORE	

## PERFORMANCE APPRAISAL SYSTEM

## Overall Evaluation of Extension Agent

Rating of parish faculty member's overall performance:

- ☐ **Outstanding:** Meets all performance standards, with no deficiencies identified, and exceeds expectations in all performance categories and/or domains.
- ☐ **Highly Effective:** Meets all performance standards, with no deficiencies identified, and exceeds expectations in many areas.
- ☐ **Effective:** Demonstrates acceptable performance in all areas.
- ☐ **Needs Improvement:** Improvements in multiple areas required to bring performance up to minimum standards.
- ☐ **Unsatisfactory:** Has major and/or multiple deficiencies in meeting minimum performance standards.

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Extension Agent Signature

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Supervisor's Signature

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Date

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Program Leader/Director's Signature

Date \_\_\_\_\_

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Vice Chancellor's Signature

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Date



# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## APPENDIX B: CIVIL RIGHTS/EQUAL OPPORTUNITY HANDBOOK



# CIVIL RIGHTS COMPLIANCE HANDBOOK

FOR SU AG COOPERATIVE EXTENSION



LINKING CITIZENS of *Louisiana* with OPPORTUNITIES for *Success!*



# **COOPERATIVE EXTENSION PROGRAM (CEP)**

Southern University Agricultural Research & Extension Center (SUAREC)

## **TABLE OF CONTENTS**

### **Introduction**

### **Purpose and Relevant Legislation**

### **Commitment to Civil Rights**

#### **Goal 1: Cooperative Extension Program Leadership Team will lead by example.**

- Objective 1. A statewide Civil Rights handbook will be maintained.
- Objective 2. Cooperative Extension Program will strive for a diverse workforce and promote a work environment free of discrimination.
- Objective 3. Coordination and interaction with 1862 and other Land-Grant Institutions will be planned and implemented.
- Objective 4. Assure that the groups we manage (volunteer clubs) and partner with have policies and procedures that align with our Civil Rights guidelines.

#### **Goal 2: Educate and involve staff, volunteers, and advisory boards in Civil Rights training.**

- Objective 1. Extension personnel will have knowledge of laws, rules, and regulations and have appropriate training.
- Objective 2. Extension volunteers will have knowledge of laws, rules, and regulations and have appropriate training.
- Objective 3. Increase participation of people of underrepresented groups on parish and state Extension advisory boards and committees and provide them with Civil Rights Training.



# **COOPERATIVE EXTENSION PROGRAM (CEP)**

## **Southern University Agricultural Research & Extension Center (SUAREC)**

# **TABLE OF CONTENTS**

**Goal 3: Develop, modify, and implement educational programs and advise the public of equal access to these programs to increase the participation of people of underrepresented groups.**

- Objective 1. Plans of Work will demonstrate working with diverse populations.
- Objective 2. Programs will be accessible for the disabled.
- Objective 3. Cooperative Extension Programs will use all reasonable efforts to accommodate minority and/underrepresented (Title IX) audiences and limited English proficiency (LEP) participants.
- Objective 4. Strategies will be used to notify the public of non-discrimination policies.
- Objective 5. Conduct outreach efforts that increase participation by minority and/or underrepresented groups.

**Complaints**

**Compliance**

**Appendices**

GOAL	APPENDIX	TITLE
N/A	A	Federal Civil Rights Acts under which Cooperative Extension Operates
1	B	Non-Discrimination Compliance Forms and Instructions
2	C	Acknowledgement of Receipt/Understanding
2	D	Advisory Board Membership List Template
3	E	Sample Listing of Documentation for Each Goal Area
3	F	ADA Program Accessibility Self-Assessment Form
3	G	Official Non-Discrimination Clauses
4	H	Compliant Procedures
4	I	Internal Review Form



Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

# Civil Rights Compliance Handbook

## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

#### **Introduction**

The U. S. Department of Agriculture, the National Institute of Food and Agriculture (NIFA) and its land-grant partners recognize the importance of diversity and inclusion in the development and implementation of extension programs. These Extension programs must be handled in a manner that treats every customer and employee with fairness, equity, and respect. This applies to all aspects of the Extension programs including identifying needs, setting priorities, allocating resources, selecting and assigning staff, conducting programs, and getting feedback. Information about USDA/NIFA policies can be found at: <http://www.ascr.usda.gov/>

#### **Purpose and Relevant Legislation**

The USDA Civil Rights regulation requires NIFA to determine whether recipient institutions comply with the nondiscrimination and equal opportunity provisions contained therein. To implement these provisions, State Extension services and USDA are required to carry out regular compliance review inspections designed to measure the overall status of compliance of Extension recipients. The reviews will focus on those aspects that are covered by the federal statutes prohibiting discrimination on the basis of race, color, sex, disability, religion, familial status and national origin. For a full listing for to: <http://nifa.usda.gov/resource/civil-rights-laws-authorities-and-regulations>

USDA Civil rights compliance reviews are conducted consistent with the following major statutes and Departmental Regulations (see Appendix A for more details on each):

- American with Disabilities Amendments Act of 2008
- Civil Rights Act of 1964 Title VI
- Civil Rights Act of 1964 Title VII
- Civil Rights Act of 1991
- Title XI, Education Amendments of 1972
- The American with Disabilities Act of 1990, Titles I and V
- Rehabilitation Act of 1973
- The Age Discrimination in Employment Act of 1967
- USDA Office of the Assistant Secretary for Civil Rights Regulations and Departmental Directives





## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

Each State Extension institution is responsible for establishing internal policies and guidelines to ensure that Extension programs and operations do not discriminate and that research projects and activities are done without regard to age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, veteran status, or because all or a part of an individual's income is derived from a public assistance program. Land Grant and other institutions are expected to have available the appropriate documentation, records, and source of information related to the items included in this guide.

#### **Commitment to Civil Rights**

Southern University Agricultural Research and Extension Center's Cooperative Extension Program is committed to the realization of the spirit and letter of federal and state Civil rights law and regulations. The kinds of discrimination prohibited by the Southern University Agricultural Research and Extension Center's Cooperative Extension Program policy follow those of the NIFA/USDA, Southern University System, and the Southern University Agricultural Research and Extension Center prohibits discrimination on the basis of age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, veteran status, or because all or a part of an individual's income is derived from a public assistance program in its employment, educational programs, and activities.

The Smith-Lever Act and subsequent amendments dictate that Cooperative Extension programs be designed to serve all people. This includes all socioeconomic classes as well as the protected classes identified in Civil Rights laws and regulations.

This document outlines the goals, objectives, and procedures Southern University Agricultural Research and Extension Center's Cooperative Extension Program personnel will follow to fulfill the intent and requirements of Civil Rights laws and regulations. The goals and objectives that follow provide for the guidelines and support that notion that all paid employees and volunteers are expected to:

- Avoid discriminatory exclusion in both the workforce and program participation.
- Remediate situations in which there is underutilization or under-representation resulting from prior discrimination.

In general, to fulfill these expectations, all paid personnel and volunteers are expected to make all reasonable efforts to encourage people from underrepresented groups to seek employment in Extension and to participate in programs. All reasonable efforts include:

- Creating awareness (*e.g., notification of opportunity by direct contact, mailings, and mass media*).
- Assuring access (*e.g., appropriate selection of time and location for events; preventing inappropriate pre-employment inquiries*).
- Providing utility (*e.g., offering programs of interest to the targeted audience; using only bona fide occupational qualifications to evaluate candidates*).
- This document is organized by goal areas and objectives. Each goal area details a different theme that will be addressed, planned for and evaluated for effectiveness. Each objective helps to elaborate on these goals by providing the rationale, the procedures to ensure compliance and subsequent appendixes that provide additional resources.

All personnel are expected to read and understand the content of this handbook. It is expected that all Extension employees have the knowledge and commitment to comply with the federal laws and regulations as well as the Extension and University policies under which we work.



## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

#### **Goal 1. Southern University Agricultural Research and Extension Center Leadership will lead by example.**

##### **Objective 1. A statewide Civil Rights Handbook will be maintained.**

Rationale: Following a statewide Civil Rights handbook ensures that all employees and the organization are working under the intent to maintain compliance with equal opportunity nondiscrimination rules and regulations applicable to Extension programs. This Handbook is in place to ensure that educational benefits are provided to a diverse audience of the state on a nondiscriminatory basis and that a diverse workforce supports Extension educational efforts.

<b>Procedures to Ensure Compliance</b>	<b>Responsible Party</b>
This Handbook, including all Appendices, will be reviewed annually and updated as necessary.	Extension Leadership Team
This Handbook will be made available to all personnel in each office and on the Extension Staff Resources webpage.	Extension Leadership Team

##### **Objective 2. Southern University Agricultural Research and Extension Center's Cooperative Extension Program will strive for a diverse workforce and promote a work environment free of discrimination**

Rationale: It is expected that the organizational structure, functions, and policies of Extension are in place to support meeting the needs of the state's diverse clientele. To that end, it is expected that there is a diverse workforce with skills, knowledge, and ability to carry out those duties assigned for Extension programs. In order to promote a diverse and open workforce, employee assignments must not limit them to working exclusively with customers and employees of their own race.



Procedures to Ensure Compliance	Responsible Party
Hiring of program staff will follow Southern University System and Southern University Agricultural Research & Extension Center's Affirmative Action/Equal Opportunity Hiring and recruitment policies.	Human Resources, University Administration and Search Committees
Position descriptions will not limit personnel to working in subject matter or geographical areas which tend to maintain a strict racial identity between the employees and minority students. Southern University System and Southern University Agricultural Research & Extension Center policies will be followed in the development of position descriptions.	Program Leaders, Supervisors, Administrative Assistant
Unit administrators and supervisors will ensure that there is equality, fairness and respect in the use of Extension work facilities, including support for disabled educators, paraprofessionals, secretarial and support staff in the dissemination and use of office equipment and office space.	VC Extension & Outreach and Program Leaders
Southern University System will provide up-to-date personnel policies and procedures for complaints.	University Administration
Southern University System has established processes for employment-related complaints regarding harassment, discrimination or other employment-related issues. The policies that outline steps to be taken can be found on page 109 of the Southern University System Handbook for University Human Resources (Employee Handbook): <a href="https://www.sus.edu/assets/sus/Human_Resources/Policies_andProcedures/handbookforhumanresources.pdf">https://www.sus.edu/assets/sus/Human_Resources/Policies_andProcedures/handbookforhumanresources.pdf</a>	University Human Resources



## Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

### Civil Rights Compliance Handbook

#### **Objective 3. Coordination and interaction with 1862 and other Minority Land-Grant Institutions will be planned and implemented**

Rationale: In order to maintain a high level of visibility for compliance with Civil Rights laws, rules, and regulations, persons with leadership responsibility in the Civil Rights area receive sufficient administrative support and direction that encourages cooperative planning and implementation of the federal guidelines.

Procedures to Ensure Compliance	Responsible Party
Administration and Extension personnel will develop, coordinate, and implement a comprehensive program of Extension work between Land Grant and minority-serving institutions. University and Extension leadership will maintain a forum for continued mutual consultation among top officials of the institutions.	VC Extension & Outreach and Program Leaders
Extension program leadership will provide a listing of joint Extension programs and the respective planning committees being carried out by the respective institutions to Extension Directors on a yearly basis.	Program Leaders
The Associate Vice Chancellor and Vice Chancellor of Extension & Outreach will have on file the letters of compliance, Civil Rights directives from the Vice Chancellor of Extension and Outreach and maintain the documentation of Civil Rights review coverage by Extension leadership ( <i>internal and USDA reviews</i> ).	Associate VC, Diversity Inclusion & Title IX, VC Extension & Outreach

**Objective 4. Assure that the groups we manage (volunteers, clubs) and partner with have policies and procedures that align with our Civil Rights guidelines.**

Rationale: Cooperative Extension cannot provide significant assistance to any organization that illegally discriminates. Cooperative Extension has an obligation to inform organizations about this policy of non-discrimination and maintain records if discriminatory practices are not followed.

Procedures to Ensure Compliance	Responsible Party
Extension personnel will have on file compliance forms (Appendix B) for organizations with which ongoing educational programs are conducted to ensure their commitment to affirmative action compliance. Compliance forms for organizations with whom we have ongoing partnerships shall be updated once every three years. New organizations shall sign compliance forms prior to partnering with Southern University Agricultural Research and Extension Center's Cooperative Extension Program. Copies of signed and returned compliance forms should be kept in the appropriate Program Leader's office in the <b>Civil Rights folder</b> .	Program Leaders and Extension Staff (Associates, Agents/ Educators, Specialists)
To any group, which cannot or will not provide assurance of compliance, Cooperative Extension personnel may only provide a presentation that provides an overview of Cooperative Extension programs that includes an articulation of the requirement for compliance or be present to receive acknowledgement or contributions.	Extension Staff (Associates, Agents/ Educators, Specialists)



## Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

### Civil Rights Compliance Handbook

## Goal 2: Educate and involve staff, volunteers, and advisory boards in Civil Rights training.

### Objective 1. Extension personnel will have knowledge of laws, rules, and regulations and have appropriate training.

Rationale: It is the policy of the Southern University Agricultural Research and Extension Center's Cooperative Extension Program to provide professional development opportunities to all of its employees. Administrators, faculty, and educators are expected to participate in opportunities offered within the Southern University Agricultural Research and Extension Center, as well as those provided by external vendors, to enhance their awareness and understanding of diversity issues and to increase their ability to reach out to underserved groups on a nondiscriminatory basis and that a diverse workforce supports Extension educational efforts.

Procedures to Ensure Compliance	Responsible Party
Program Leaders will ensure new hires read and understand this Handbook and relevant legislation.	Program Leaders
New personnel will sign a document (Appendix C) attesting to reading and understanding the requirements. This signed document will be placed in the employee's personnel file and kept in the appropriate Program Leader's office <b>Civil Rights folder</b> .	Program Leaders, Extension Staff (Associates, Agents/ Educators, Specialists)
Periodic mandatory staff meetings will reflect discussions regarding Civil Rights compliance documentation and Civil Rights planning. These Civil Rights discussions will be reflected in meeting minutes which will be kept in the Extension Director's <b>Civil Rights folder</b> .	VC Extension & Outreach, Program Leaders, Civil Rights Administrator
Employees will be knowledgeable about and will understand how to implement program strategies that will be in compliance with the Civil Rights notices contained in this Handbook.	Extension Staff (Associates, Agents/ Educators, Specialists)



## Objective 2. Extension volunteers will have knowledge of laws, rules, and regulations and have appropriate training.

Rationale: Volunteers as an extension of our programming efforts, should also be knowledgeable of our Civil Rights requirements and our commitment to diversity and nondiscrimination.

Procedures to Ensure Compliance	Responsible Party
Staff will provide training to volunteers so that those who represent Southern University Agricultural Research and Extension Center's Cooperative Extension Program will be knowledgeable about and understand how to implement program strategies to be in compliance with the policies identified in this handbook.	Extension Staff (Associates, Agents/ Educators, Specialists)
<p>For clubs, specialty groups and/or independently run programs for all program areas (<i>this includes any Southern University Agricultural Research and Extension Center Cooperative Extension Program which is not delivered directly by a Cooperative Extension Employee</i>):</p> <p>Volunteer leaders receive written guidelines on Civil Rights and equal opportunity requirements.</p> <p>Volunteers affirm and note an assurance statement of non-discrimination using the compliance forms annually.</p> <p>Where program delivery is conducted by volunteers/ program partners, Extension personnel will train volunteers about responsibilities regarding the following and volunteers will ensure:</p> <ul style="list-style-type: none"> <li>• Public notification regarding existence of the program, dates, time, and location of organizational meetings (<i>such as an annual newspaper release stating that participation is open to all</i>).</li> <li>• Invitation of all potential members without regard to race, ethnicity, or gender.</li> <li>• That diversity is valued and the expectations for equal opportunity requirements is communicated and met.</li> <li>• Equal opportunity and accessibility requirements with respect to any setting where programs are held.</li> <li>• Participation of all programs operating in interracial and non-interracial communities is open to all individuals regardless of race and gender.</li> </ul>	Program Leaders, Extension Staff (Associates, Agents/ Educators, Specialists)
Documentation of the training of volunteers should be kept in the appropriate Program Leader's <b>Civil Rights folder</b> .	Extension Staff (Associates, Agents/ Educators, Specialists), and Program Leaders



## Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

### Civil Rights Compliance Handbook

#### **Objective 3. Increase participation of people of underrepresented groups on Extension advisory boards and committees and provide them with Civil Rights training.**

Rationale: Southern University Agricultural Research and Extension Center's Cooperative Extension Program is committed to increasing the diversity of local Extension boards and committees which help identify program needs, develop, implement, and evaluate programs for the residents of the state. In order to create and implement programs that support the diverse nature of our communities, members of internal and external advisory boards and committees must be diverse, and/or are representative of the population of the geographic areas being served. These groups should also be informed of our commitment to diversity and non-discrimination through appropriate training.

Procedures to Ensure Compliance	Responsible Party
<p>As internal and external committees and/or boards are developed, all reasonable efforts should be used to identify membership that will be diverse by race, ethnicity, gender, and geographic location.</p> <p>Documentation of board members (using Appendix D) along with records regarding the recruitment and selection process will be kept in the appropriate Program Leader's <b>Civil Rights folder</b>.</p>	<p>Extension Staff (Associates, Agents/ Educators, Specialists) Program Leaders</p>
<p>Where bylaws are used, bylaws will include clauses that support affirmative action requirements, diverse audience participation, and provide for the rotation of officers. Bylaws should additionally include the provision that the Extension personnel in charge of the group has the ability to appoint minority and/or underrepresented group members to the board. A copy of all by-laws should be kept in the appropriate Extension Staff member's office <b>Civil Rights folder</b>.</p>	<p>Extension Staff (Associates, Agents/ Educators, Specialists)</p>
<p>On an annual basis, staff will review key components of this handbook including the non-discrimination policies with the advisory board and committee members. Meeting notes that show this training has occurred should be kept in the appropriate Extension Staff member's office <b>Civil Rights folder</b>.</p>	<p>Extension Staff (Associates, Agents/ Educators, Specialists)</p>



### Goal 3: Develop, modify, and implement educational programs and advise the public of equal access to these programs to increase participation of people of underrepresented groups.

#### Objective 1. Plans of Work will demonstrate working with diverse populations.

Rationale: To improve the participation of people from underrepresented groups, personnel should strategically assess what efforts they will take to reach those individuals and these planned efforts should be noted in each individual's plan of work.

Procedures to Ensure Compliance	Responsible Party
Extension personnel will follow this Handbook when conducting Extension programming.	Extension Staff (Associates, Agents/ Educators, Specialists)
Employees are expected to identify needs and develop programs that are open to all citizens. Individual's Plan of Work will show targeting of underrepresented audiences. This data will be queried annually, aggregated, and kept in the appropriate Program Leader's <b>Civil Rights folder</b> .	Program Leaders, Extension Staff (Associates, Agents/ Educators, Specialists)
Employees are required to document Civil Rights efforts in program files. Appendix E details the items that should be documented in the appropriate Extension Staff member's <b>Civil Rights folder</b> .	Extension Staff (Associates, Agents/ Educators, Specialists)



## Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

### Civil Rights Compliance Handbook

#### Objective 2. Programs will be accessible for the disabled.

Rationale: To provide a welcoming and accessible environment, work facilities and programs must be accessible to disabled employees, volunteers, customers, clients, and visitors.

Procedures to Ensure Compliance	Responsible Party
Annually, programs and work facilities will be assessed using the American with Disabilities Act (ADA) program Accessibility Self-Assessment Form (Appendix F) to determine if programming locations will meet the needs of individuals with disabilities, that no discrimination is occurring and that all reasonable efforts are implemented to reduce barriers to program participation, facilities, and equipment resources. These forms will be placed in the Extension Director's <b>Civil Rights folder</b> .	VC Extension & Outreach, Civil Rights Administrator
All reasonable efforts will be made to hold off-site programming in facilities that comply with Americans with Disabilities Act (ADA) standards or accessibility.	Extension Staff (Associates, Agents/ Educators, Specialists)
<p>All brochures and informational flyers promoting programs will provide accessibility instructions for people with special needs. All reasonable efforts will be implemented to meet the accessibility requests. Sample language to be used in marketing materials:</p> <p><i>"All reasonable efforts will be used to meet accessibility requests. Please contact the office two weeks prior to the event to request assistance."</i></p> <p>OR</p> <p><i>"If you have special needs that need to be accommodated, please contact the office two weeks prior to the event."</i></p> <p>Samples of these marketing materials should be kept in the appropriate Extension Staff member's office <b>Civil Rights folders</b>.</p>	Extension Staff Communications Director

**Objective 3. Southern University Agricultural Research and Extension Center's Cooperative Extension Programs will use all reasonable efforts to accommodate minority and/or underrepresented (Title IX) audiences and limited English proficiency (LEP) participants.**

Rationale: As LEP populations and other minority and/or underrepresented audiences grow in our communities, Extension programs and outreach efforts need to meet the needs of the citizens in their communities.

Procedures to Ensure Compliance	Responsible Party
All results oriented efforts will be used to provide educational workshops, person-to-person teaching, and other educational methods to reach LEP persons and other underrepresented audiences as determined by needs assessments and clientele inquiry.	Employees and Program Leaders
Within reason, educational materials will be offered in languages other than English. Samples of these materials should be kept in the appropriate Program Leader's <b>Civil Rights folders</b> .	Program Leaders, Extension Staff (Associates, Agents/ Educators, Specialists)
An LEP policy and language access plan will be maintained and updated every five years.	VC Extension & Outreach



## Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

### Civil Rights Compliance Handbook

#### Objective 4. Strategies will be used to notify the public of non-discrimination policies.

Rationale: To ensure that the public is aware of Extension programs and that these programs are open to all regardless of age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, veteran status, or because all or a part of an individual's income is derived from a public assistance program, the Extension system will use strategies to notify the public.

Procedures to Ensure Compliance	Responsible Party
A web page will be maintained that outlines Extension's policies regarding public notification and the procedures by which the public can access Extension programs, request assistance, or make complaints regarding access.	VC Extension & Outreach, Civil Rights Administrator
The green "...And justice for All" poster must be displayed and easily visible in each area of the Extension facility where the public visits ( <i>front office lobby and conference rooms</i> ). Posters must be taken and posted when programs are offered in the community.	Program Leaders, Extension Staff ( <i>Associates, Agents/ Educators, Specialists</i> )
The Extension logo and non-discrimination statement will be used on all Extension printed and web-based publications, including bulletins, leaflets, press releases, circulars fact sheets, program announcements, and miscellaneous publications. See Appendix G - Official Non-Discrimination Clause.	Extension Staff ( <i>Associates, Agents/ Educators, Specialists</i> )
Extension employees will include the non-discrimination statement in news releases. For best results, the statement will be included in the body of the text rather than as a separate paragraph at the end. Copies of these releases should be kept in the office <b>Civil Rights folders</b> .	Extension Staff ( <i>Associates, Agents/ Educators, Specialists</i> )

Procedures to Ensure Compliance	Responsible Party
Extension personnel will ensure that they do not use stereotype language and illustrations, within Extension publications, educational materials, promotional literature, forms, announcements, brochures, and other documents.	Extension Staff (Associates, Agents/ Educators, Specialists), Communications Office
Artwork and other graphics should be representative of the diversity of constituency groups. Representations should not make assumptions about the economic status or subject matter interests of any particular group. Copies demonstrating diversity in artwork/graphics should be kept in the office <b>Civil Rights folders</b> .	<i>Extension Staff (Associates, Agents/ Educators, Specialists), Communications Office</i>
Extension personnel will ensure that program methods, content, and places of services are implemented in a manner that ensures non-discrimination.	Extension Staff (Associates, Agents/ Educators, Specialists)
Extension personnel will keep documentation regarding their efforts to inform organizations, the parish, communities or key contact people about Extension programs and our non-discrimination policies. This may include press releases, flyers, brochures, letters or documentation of a presentation made. Any documentation should be kept in the office <b>Civil Rights folders</b> .	Extension Staff (Associates, Agents/ Educators, Specialists)





# Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

## Civil Rights Compliance Handbook

### Objective 4. Conduct outreach efforts that increase participation by minority and/or underrepresented groups.

Rationale: As Extension personnel develop and implement programs, several strategies will be used in conducting outreach efforts to ensure that minority and underrepresented groups are aware of and encouraged to participate in programs.

Procedures to Ensure Compliance	Responsible Party
Each Program Area will develop and update quarterly a list of minority and underrepresented agencies, organizations, and groups to whom program announcements and newsletters will be routinely sent to inform members of the groups or participants in their program of educational programs and opportunities. Such program announcements and letters of outreach will include the Extension office telephone number, address and website information, and the affirmative action statement. A copy of this list should be kept in the appropriate Program Leader's <b>Civil Rights folder</b> .	Extension Staff (Associates, Agents/ Educators, Specialists) and Program Leaders
Document efforts to reach minority and underrepresented audiences through mass media ( <i>which includes radio, newspapers, television, websites, and social media</i> ) to inform potential participants of the program and the opportunity to participate. This documentation of these mass media efforts should be kept in the office <b>Civil Rights folders</b> .	Extension Staff (Associates, Agents/ Educators, Specialists)
Any contacts via personal face-to-face meetings, calls, or written communication with the leadership of minority and underrepresented groups informing them of Extension's programs and any invitations to participate in the programs being conducted should be documented ( <i>written notation of meeting/call or copy of letter/email/invitation</i> ). This documentation of personal outreach efforts to foster a more inclusive audience should be kept in the office <b>Civil Rights folder</b> .	Extension Staff (Associates, Agents/ Educators, Specialists)
In meetings with other community organizations or agencies on which Extension educators serve, information about Extension programs and their availability for minority and underrepresented groups will be stressed.	Extension Staff (Associates, Agents/ Educators, Specialists)



## COMPLAINTS

Should there be a discrimination complaint made by our clientele regarding an extension program or activity, employees shall follow the procedures outlined in Appendix H. All staff should be aware of these procedures and make them available to volunteers, clientele, and the public.

## COMPLIANCE

**Program compliance data will be kept at the individual, parish and state levels through the use of compliance forms and the reporting system. Data will be collected, reviewed and evaluated to determine parity and reasonable efforts.**

Rationale: To ensure that Extension education benefits are provided to the citizens of the state on a non-discriminatory basis and that all reasonable efforts are carried out to ensure equal access and integration, programs will be evaluated for compliance.

The goal is to ensure balanced membership and parity programs. Parity is achieved when program participation matches the demographics of the population. Balanced membership in programs is achieved when the number of members of the underrepresented race reaches 75% of the number of non-majority participants the program would have if its racial composition were exactly proportional to that of the membership area. For example, a workshop with 20 participants in an area where African Americans comprise 20% of the population would be exactly proportional if it had 4 African American members. This workshop would be considered to have “balanced participation” if it had 3 African American members (*75% of the ideal goal/parity*).



## Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

### Civil Rights Compliance Handbook

Procedures to Ensure Compliance	Responsible Party
Using Digital Measures, Extension personnel and the organization will be able to determine participation data and special accommodations made to reach underserved audiences by individual, parish, and by program area. The system will be queried for these items annually and reports will be kept in the appropriate Program Leader's <b>Civil Rights folder</b> .	Extension Staff (Associates, Agents/ Educators, Specialists) and Program Leaders
Extension personnel will document participation data, including participant demographics, and special accommodations made to reach underserved audiences for that program. Reports should be completed monthly.	Extension Staff (Associates, Agents/ Educators, Specialists)
A yearly assessment of Extension programs will be conducted to determine the services offered to audiences as compared to the eligible population- the parity assessment as described above. Employees will prepare material for review by Supervisor.	VC Extension & Outreach and Program Leaders
During the performance review process, supervisors will evaluate the employee's programs and participation data with respect to compliance of the policies and procedures set forth in this document.	Supervisors

*Additionally, the following procedures will be conducted to ensure compliance with Civil Rights policies and procedures and reinforce the knowledge base of employees overtime.*

Each Extension Program Area will conduct internal audits <i>(using forms in Appendix I)</i> on an annual basis to ensure the Civil Rights plan is being implemented.	VC Extension & Outreach, Program Leaders
The Civil Rights Administrator will also review office Civil Rights folders on an annual basis to ensure policies and procedures outlined in this Handbook are being followed by personnel.	Civil Rights Administrator
The Civil Rights Administrator will keep on file the federal review policies and guidelines, past federal audit reports developed, and the state response to those reports.	Civil Rights Administrator
The Civil Rights Administrator and Program Leaders will keep on file copies of the internal reviews and the corresponding recommendations <b>until the next federal audit takes place.</b>	Civil Rights Administrator, Program Leaders

## Appendix A

### Federal Civil Rights Acts under Which Cooperative Extension Operates

For a full listing go to: <http://nifa.usda.gov/resource/civil-rights-laws-authorities-and-regulations>.

#### 7 CFR 18: Equal Employment Opportunity in the State Cooperative Extensions Services – Employment Protections

Provides a cooperative procedure involving the President and Secretary to assure that the Cooperative Extension Service provides equal opportunity in employment to each individual without regard to race, color, national origin, sex, or religion.

#### Federal Equal Pay Act of 1963 - Employment Protections

Protects men and women who perform equal work, requiring equal skill, effort and responsibility; under similar working conditions and in the same establishment from sex-based wage discrimination.

#### Civil Rights Act 1964

Enforces the constitutional right to vote, to confer jurisdiction upon the US district courts to provide injunctive relief against discrimination in public accommodations. It authorizes the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

#### Title VI of the Civil Rights Acts of 1964 – Program Participation Protections

Prohibits discrimination based on race, color religion, sex or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any programs, services or activities receiving federal financial assistance. A person or a class of individuals may file a written complaint. A representative may also file a complaint on behalf of someone. The Department of Justice is charged with coordinating the enforcement efforts of non-discrimination in federally assisted programs. The responsibility for enforcing Title VI rests with the federal agency that extended financial assistance. For Extension Programs contact: USDA Cooperative State Research, Education and Extension Service (CSREES), Office of Civil Rights, Washington, DC 20250. Phone: 202-720-2700.



## **Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

#### **Title VII of the Civil Rights Acts of 1964 – Employment Protections**

Prohibits discrimination based on race, color, religion, sex or national origin in the hiring, firing, promotion, wages, classification, employment referrals or assignment, extending or assigning the use of facilities, training, apprenticeships, fringe benefits, life insurance, pension, and retirement programs and any other conditions or privileges of employment. A person may file a complaint for her/himself, for a class of individuals or by a third party on behalf of other persons. A 1978 amendment to Title VII of the 1964 Civil Rights Act, known as the Pregnancy Discrimination Act, also makes it unlawful for an employer to discriminate on the basis of sex for pregnancy, childbirth, or childbirth-related matters.

#### **Age Discrimination in Employment Act of 1967 – Equal Protections**

Protects individuals who are 40 years of age or older against employment discrimination based on age.

#### **Title IX of Education Amendments of 1975 – Employment and Program Participation Protections**

Prohibits discrimination based on sex, including admissions, financial aid, rules governing behavior, access to courses and training programs, extracurricular activities, other educational programs, and employment discrimination including wages, recruitment, hiring, job classification and most fringe benefits. The regulations provide that recipients of federal funds for education must treat pregnancy, childbirth, and termination of their own behalf or on behalf of others may file a complaint. The agency responsible for enforcing this law is the Office of Civil Rights, Department of Education, Washington DC 20201.

#### **Rehabilitation Act of 1973 – Employment Protections**

Section 501 prohibits discrimination based on physical or mental disability in employment upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation and selection for training, including apprenticeship. Complaining parties may send a letter to the Office of Federal Contract Compliance Programs, Employment Standards Administration, Department of Labor, Washington, DC 20210.

Section 504 prohibits discrimination based on physical or mental disability in programs and activities receiving federal funding.



### **Vietnam Era Veterans Readjustment Act of 1974 – Employment Protections**

Prohibits discrimination against any veteran because she/he is a veteran with a disability or veteran of the Vietnam era in employment, upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. Persons wishing to file a complaint may send a letter to the Veteran's Employment Service of the Department of Labor through the local State Employment Office. The agency responsible for enforcing this law is the Office of Federal Contract Compliance Programs, Veterans Employment Service, Department of Labor, Washington, DC 20210.

### **The American with Disabilities Act of 1990 – Employment Protections**

Prohibits employers from discriminating against any qualified employee or applicant for employment because of a physical or mental disability. In addition, it requires employers to make reasonable accommodations for qualified individuals with disabilities, unless doing so would impose undue hardship.

### **The American with Disabilities Act Title II – Program Participation Protections**

Prohibits discrimination based on disabilities by public entities.

### **Civil Rights Act of 1991 – Employment Protections**

Provides workers with more protection against bias and harassment; allows employees who successfully sue their employers, greater monetary damages and cost reimbursements. Additionally, the act reversed certain Supreme Court rulings concerning Affirmative Action. Explicitly prohibits quotas, except under certain consent decree provisions. Provides for compensatory damages to be awarded for pecuniary losses, emotional pain, suffering, inconvenience, mental anguish, and loss of enjoyment of life. Allows for a jury trial if the complaining party seeks compensation. Shifts the burden of proof to the employer in Disparate Impact cases.

### **Family & Medical Leave Act of 1993 - Employment Protections**

Allows employees who have worked for the same employer for one year to take up to 12 weeks of unpaid leave, under certain circumstances, such as the birth/adoption of a child or to care for a spouse or parent with a serious illness; exempts employers with fewer than 50 employees.



## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

**USDA Departmental Regulation 4330-2 – Non-discrimination in Programs and Activities Receiving Federal Financial Assistance from USDA dated March 3, 1999.**

This regulation applies to all programs and activities receiving federal financial assistance from USDA, its agencies and instrumentalities, and to the processing of all compliant and compliance review investigations pertaining to those programs and activities. It is USDA policy to ensure, no person is subject to prohibited discrimination in programs and activities funded in whole or part by USDA based on race, color, national origin, gender, religion, age, disability, and, where applicable, political beliefs, marital or family status, income, or because of the receipt of public assistance. The policy, in part, is enforced by:

- a. fairly and efficiently responding to discrimination complaints filed against recipients of federal financial assistance by USDA; and
- b. systematically calculating whether and the extent to which recipients of Federal USDA financial assistance conduct their programs and activities in a manner consistent with applicable Federal and USDA Civil rights requirements.

No person should be subjected to reprisal or harassment because he or she filed a discrimination complaint; participated in or contributed to the identification, investigation, prosecution, or resolution of Civil Rights violations in or by a recipient of financial assistance from USDA; or otherwise added or supported the enforcement of federal or USDA Civil Rights laws, rules, regulations, or policies.



## Appendix B

### Non-Discrimination Compliance Forms and Instructions

Southern University Agricultural Research and Extension Center's Cooperative Extension Program cannot provide significant assistance to any organization that illegally discriminates. Southern University Agricultural Research and Extension Center's Cooperative Extension Program has an obligation to inform organizations about this policy of non-discrimination. Extension staff must have documentation on file about groups or organizations to which they provide significant assistance, certifying that discriminatory practices are not followed. Typically, a government agency that receives federal funding will be following the same federal guidelines and therefore would not need a compliance statement. If in doubt, get one.

1. All Cooperative Extension personnel and volunteers are required to obtain assurance of Civil Rights compliance BEFORE providing service to any group. This requirement is as binding for a limited or periodic provision of service as it is for a sustained relationship.

There are several ways to document that an organization is in compliance.

- a. Obtain a copy of the organization's by-laws, which include the non-discrimination statement. This document should be confirmed every 5 years or when bylaws change.
- b. Obtain a signed statement from an officer of the group attesting to the non-discriminatory policies and practices of the group. When new officers are elected, a new letter should be obtained. The Compliance Statement form follows.
- c. Confirm in writing any oral assurances given by the group contact. Periodic re-certification is necessary. (*Sample confirmation letters follow.*)
- d. Obtain a membership list, which includes names, known minorities or identifies protected group status.

To any group, which cannot or will not provide assurance of compliance we may only:

- Provide a presentation which describes Southern University Agricultural Research and Extension Center's Extension Programs including an articulation of the requirement for compliance.
- Be present to receive acknowledgement or contributions.



## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

Southern University Agricultural Research and Extension Center's Cooperative Extension Program may no longer provide services to organizations if there is clear evidence that groups are discriminating, despite their by-laws or letters of compliance.

2. Volunteers and program partners should document their efforts to inform their communities and community leaders of the non-discrimination policies of the Southern University Agricultural Research and Extension Center's Cooperative Extension Program. A "Results Oriented Form" follows that should be used to log information and actions taken.

Annually, volunteers and program partners need to sign and date a Compliance Form. This form is to be kept by the Agents/Educators in their files for audit purposes.

#### **Sample Letter of Confirmation of Organizational Non-Discrimination Policy**

##### **EXAMPLE A:**

It was a pleasure to talk with you regarding a program for (Name of Organization). Southern University Agricultural Research and Extension Center's Cooperative Extension Program is supported by public funds and adheres to Civil Rights laws and regulations. You assured me that membership in your organization is open to all without regard to age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race religion, sex, sexual orientation, veteran status, or because all or a part of an individual's income is derived from a public assistance program. Hence, I can accept your invitation to speak to your group on (Date) from (Time) to (Time) at (Location). My topic will be (Topic).

##### **EXAMPLE B:**

This letter confirms our discussion on (Date), about (Name of Organization) of which you are (Office). You indicated that your organization maintains a policy of non-discrimination which provides for membership and services to all without regard to age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, veteran status, or because all or a part of an individual's income is derived from a public assistance program. This statement policy is important. Southern University Agricultural Research and Extension Center's Cooperative Extension Program, as a publicly funded program, must adhere to Civil Rights principles and laws that prohibit service to groups that deny equal access. Your organizational policy assures the opportunity for your group to benefit from Extension programs.

## “Results Oriented Efforts” Record Sheet

Please help your Extension Educators document efforts to meet “Results Oriented Efforts” of making the community aware that your program is open to all, regardless of age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, veteran status, or because all or a part of an individual’s income is derived from a public assistance program.

Program \_\_\_\_\_ Individual Responding \_\_\_\_\_

### Posters and Exhibits in Public Places

List places in your community that an exhibit or poster was located

Date \_\_\_\_\_ Place (including town) \_\_\_\_\_  
(Example: 9/10/15-10/15/15) Harding Elementary, Baton Rouge)

### Individual Contacts and Their Addresses

List individuals personally contacted to recruit into your program. May include phone call or personal visit.

Name	Address

Results of Efforts:



## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

#### **Compliance Form**

The Southern University Agricultural Research and Extension Center's Cooperative Extension Program needs confirmation from groups it regularly serves with Extension educational programs that the recipients of these programs comply with the statement of its policy in accordance with Federal Civil Rights law and U.S. Department of Agriculture (USDA) Civil Rights regulations and policies.

This policy as stated is:

"Prohibits discrimination on the basis of age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, veteran status, or because all or part of an individual's income is derived from a public assistance program."

Name of Organization: \_\_\_\_\_

Name and Address of Partner Signing Form: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

Policy Accepted by: \_\_\_\_\_

*Name of group or organization*

Date: \_\_\_\_\_

*Signature of Representative*

## Appendix C

### Acknowledgement of Receipt/Understanding

I, \_\_\_\_\_ (name), acknowledge that I have received and read the Southern University Agricultural Research and Extension Center Cooperative Extension Program's Handbook for Civil Rights Compliance for Extension Programs. To the best of my ability, I will carry out the policies and procedures outlined within the document to ensure Southern University Agricultural Research and Extension Center's Cooperative Extension Program's compliance with federal laws and regulations as well as Southern University Agricultural Research and Extension Center and Southern University System's policies.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Return this document to your supervisor.*





Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

**Civil Rights Compliance Handbook**

**Appendix D**

**Advisory Board/Committee Member Template**

Name of Advisory Board/Committee: \_\_\_\_\_

Role of Board/Committee:

\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Name	Address	Race	Gender	Age	Area of Representation

## Appendix E

### Sample Listing of Documentation for Each Goal Area

#### Relevant Legislation

- Southern University Agricultural Research and Extension Center Cooperative Extension Program's Handbook for Civil Rights Compliance
- Copies of relevant legislation (*as listed in Appendix A*)

Goal 1: Southern University Agricultural Research and Extension Center Cooperative Extension Leadership will lead by example.

- Copies of signed and returned compliance forms (Appendix B)
- Documentation of planning and coordination with 1890 institutions

Goal 2: Educate and involve staff, volunteers, and advisory boards in Civil rights training.

- New employee signed Acknowledgement of Receipt/Understanding (Appendix C)
- Staff meeting minutes reflecting discussion of Civil rights topics
- Documentation of personnel trained in Civil Rights topics
- Documentation of board members (using Appendix D) along with records regarding the recruitment and selection process
- Copies of by-laws that include clauses that support affirmative action requirements, diverse audience participation, provide for the rotation of officers, and that the Extension personnel in charge of the group has the ability to appoint minority and/or underrepresented group members to the board.
- Meeting notes reflecting annual review/training with boards/committees/groups on Civil Rights topics
- Copies of training materials used for all programs
- Public notification regarding the existence of programs, dates, time and location of organizational meetings
- Invitation to all potential members without regard to race, ethnicity or gender and that clearly articulates that diversity is valued



## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

- Documentation that club meeting locations provide for equal opportunity and accessibility
- Examples of Marketing materials (press releases, postcards) that document public notification efforts

Goal 3: Develop, modify, and implement educational programs and advise the public of equal access to these programs to increase the participation of people of underrepresented groups.

- An annually aggregated list from Digital Measures reflecting individual Extension personnel's intentions to target underrepresented audiences identified in POWs.
- Any and all efforts to comply with this Handbook, including:
  - Completed American with Disabilities Act (ADA) Program Accessibility Self-Assessment Forms (Appendix F)
  - Samples of brochures and informational flyers promoting programs and providing accessibility instructions for people with special needs and all reasonable effort statements on accessibility or Special Needs accommodation.
  - Documentation of any specific efforts to accommodate limited English proficiency participants and other minority and/or underrepresented (Title IX) audiences.
  - Translator, sign language or other accommodation.
  - Sample of materials offered in languages other than English.
  - Samples of news releases or other materials that include the non-discrimination statement (as found in Appendix G).
  - Samples of artwork/graphics or other materials that demonstrate diversity.
  - Samples of Extension personnel's efforts to inform organizations, the parish, communities or key contact people about Extension programs and our non-discrimination policies. This may include press releases, flyers, brochures, letters or documentation of a presentation made

- A copy of the parish's grassroots list of minority and underrepresented agencies, organizations and groups to whom program announcements and newsletters will be routinely sent to inform members of the group or participants in their program of educational programs and opportunities.
- Documentation of efforts to reach minority and underrepresented audiences through mass media (*which includes radio, newspapers, television, websites, and social media*) to inform potential participants in the program and the opportunity to participate.
- Documentation of contacts via personal face-to-face meetings, calls, or written communication with the leadership of minority and under-represented groups informing them of Extension programs and any invitations to participate in the programs being conducted.

#### Complaints

- Documentation that procedures (Appendix H) were followed if a complaint is expressed either informally or formally.

#### Compliance

- Annual Digital Measures reports detailing participation data and special accommodations made to reach underserved audiences by individual, parish, and by program area.
- Completed Internal Audit Form (Appendix I).



## Southern University Agricultural Research & Extension Center COOPERATIVE EXTENSION PROGRAM (CEP)

### Civil Rights Compliance Handbook

#### Appendix F

##### ADA Program Accessibility Self-Assessment Form

###### Facilities

Are there handicap parking spots and/or drop off locations at the meeting facility?	Yes	No
Are entrances, corridors and rooms accessible to ADA populations?	Yes	No
Can wheelchairs maneuver in these spaces adequately?	Yes	No
Are restroom facilities accessible?	Yes	No
Do you have the equipment for meeting the needs of physically, visually or hearing-impaired participants?		
Have you checked it to see if it really works?	Yes	No
Audio Amplification	Yes	No
Visual Enhancement	Yes	No
Assistance with writing (notes/test taking)	Yes	No

###### Educational Materials and Workshops/Presentations

Do you have a list of people who you can contact who can interpret via sign language or other means to communicate your program information during a workshop?

Do you have the ability to reformat written information into:

Braille	Yes	No
Large print	Yes	No
Audiotape	Yes	No
Computer-based	Yes	No

Are your materials inclusive and portray individuals with disabilities? Yes No



Have you reviewed materials to ensure they are not offensive or demeaning to individuals with disabilities?

Yes No

Do you provide alternative testing methods?

Yes No

Identified procedures to notify and evacuate individuals with disabilities during an emergency?

Yes No

### Public Notification

Have you publicized your program through venues that will reach individuals with disabilities?

## Appendix G

### Official Non-Discrimination Clauses

#### Appropriate Long Version

Southern University Agricultural Research and Extension Center's Cooperative Extension Program In accordance with Federal Civil Rights law and U.S. Department of Agriculture (USDA), Civil Rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on age, color, disability, familial status, gender identity or expression, genetics, limited English proficiency, marital status, national origin, political beliefs, race, religion, sex, sexual orientation, veteran status, or because all or a part of an individual's income is derived from a public assistance program, in any program or activity conducted or funded by USDA (*not all bases apply to all programs*). Remedies and complaint filing deadlines vary by program or incident.



## Southern University Agricultural Research & Extension Center **COOPERATIVE EXTENSION PROGRAM (CEP)**

### **Civil Rights Compliance Handbook**

## **Appendix H**

### **Complaint Procedures**

#### **Extension Program/Activity Related Complaints Having To Do With Discrimination Based On Sex, Race, Color, or National Origin**

**Informal concern expressed** – Extension staff would attempt to evaluate the concern and mediate the resolution of that concern and notify clientele of the procedures for filing formal complaints. Inform your supervisor.

**Formal complaint** – written – Extension staff receiving the concern should immediately notify the clientele of the opportunity to make a formal written complaint. After informing the clientele of the procedure, the staff member may attempt to help the clientele by discussing the nature of the complaint, actions that could be taken and then proceed to correct the action wherever possible. The staff member should notify the Vice Chancellor of Extension & Outreach of the possible complaint to be filed.

NOTE: If as a result of your discussion with the clientele, they decide not to file a formal complaint, you must document by letter to the clientele, a summary of your discussion, the corrective action to be taken or already taken concerning the complaint and remind them of their right to file a formal complaint.

The complaint should be sent to:

Vice Chancellor of Extension & Outreach  
Southern University Agricultural Research and Extension Center  
P. O. Box 10010  
Baton Rouge, LA 70813

OR

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; fax: (202) 690-1782; or email: [program.intake@usda.gov](mailto:program.intake@usda.gov) or go to: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer>

## **Americans with Disabilities Act Related Complaints**

**Informal concern expressed** – Extension staff should inform clientele that they need to visit with the Program Leader. The Program Leader attempts to gather all information, evaluate the concern and work toward a resolution of the situation.

**Formal complaint** – The Extension staff member receiving the complaint or witness to a complaint should notify the individual immediately that a formal complaint can be filed. After informing the clientele of the procedure, the staff member and Program Leader can attempt to assist the clientele by discussing the nature of the complaint, action that could be taken and proceed to correct the action wherever possible. The staff member/Program Leader should notify the Vice Chancellor of Extension & Outreach of the complaint to be filed and the actions taken by the staff. A written complaint should be sent to:

Vice Chancellor of Extension & Outreach  
Southern University Agricultural Research and Extension Center  
P. O. Box 10010  
Baton Rouge, LA 70813

OR

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; fax: (202) 690-1782; or email: [program.intake@usda.gov](mailto:program.intake@usda.gov) or go to: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer>



Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

**Civil Rights Compliance Handbook**

**Appendix I**

**Internal Review Forms**

Extension Staff Civil Rights files have been reviewed on the following date(s):

Goal 1

Goal 2

Goal 3

## **CIVIL RIGHTS REPORT - For Internal Audit Purposes**

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 1 – Southern University Agricultural Research and Extension Center’s Cooperative Extension Leadership will lead by example.**

**List of joint Southern University Agricultural Research and Extension Center and Southern University System programming efforts:**





Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

**Civil Rights Compliance Handbook**

**CIVIL RIGHTS REPORT - For Internal Audit Purposes**

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 1 – Southern University Agricultural Research and Extension Center’s Cooperative Extension Leadership will lead by example.**

**Compliance forms on File:**

List Organizations and Dates Signed

## CIVIL RIGHTS REPORT - For Internal Audit Purposes

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 2 – Educate and involve staff, volunteers, and advisory boards in Civil Rights training.**

**Staff certificate signed**

List Organizations and Dates Signed



Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

**Civil Rights Compliance Handbook**

**CIVIL RIGHTS REPORT - For Internal Audit Purposes**

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 2 – Educate and involve staff, volunteers, and advisory boards in Civil Rights training.**

**Training Opportunities**

Staff meeting minute dates when Civil Rights information was provided.

Dates provided:

All Staff have received Civil Rights Training? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, what plans have been made for training?

**Employees:**

List personnel names along with training titles and dates:

**Volunteers:**

Civil Rights Training has been conducted for the following volunteer groups:

Group Name

Date Provided

Date of meeting minutes that reflect when Civil Rights information was provided. Date of Minutes and attach minutes.

## CIVIL RIGHTS REPORT - For Internal Audit Purposes

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 2 – Educate and involve staff, volunteers, and advisory boards in Civil Rights training.**

### Diversity of Committees/Boards/Clubs/Groups

Name of Council/Board: \_\_\_\_\_

Race of Participants:

White \_\_\_\_\_ Black \_\_\_\_\_ Hispanic \_\_\_\_\_ Asian \_\_\_\_\_ Indian \_\_\_\_\_

Gender of participants: Male \_\_\_\_\_ Female \_\_\_\_\_

Number of: Adults \_\_\_\_\_ Youth \_\_\_\_\_

Underrepresented areas that are represented:

Dates of meetings during the last year:

Review of by-laws shows commitment to EEO/AA areas:

Date completed:

Identify groups/organizations that you have invited to participate in Extension programming.

Attach a copy of letter/email and mailing lists.

List annual goals of group and progress toward meeting those goals:

Completed Compliance Documents by clubs/groups. Attach forms.



Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

**Civil Rights Compliance Handbook**

**CIVIL RIGHTS REPORT - For Internal Audit Purposes**

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 3 – Develop, modify, and implement educational programs and advise the public of equal access to these programs to increase the participation of people of underrepresented groups.**

**Special Intentions**

All staff have included within Plans of Work special intentions to reach underserved audiences?



## CIVIL RIGHTS REPORT - For Internal Audit Purposes

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 3 – Develop, modify, and implement educational programs and advise the public of equal access to these programs to increase the participation of people of underrepresented groups.**

### **Accessibility for the disabled.**

All outside facilities have been assessed to determine accessibility for individuals with disabilities.

This includes facility and equipment that reduce barriers to participation: Yes \_\_\_\_\_ No \_\_\_\_\_

If need be, attach assessment form (Appendix F)

What steps have been taken to ensure promotional materials and registrations inform participants of accessibility? Attach samples



Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

**Civil Rights Compliance Handbook**

**CIVIL RIGHTS REPORT - For Internal Audit Purposes**

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**GOAL 3 – Develop, modify, and implement educational programs and advise the public of equal access to these programs to increase the participation of people of underrepresented groups.**

**Efforts to Inform:**

- a.) Letters sent to underrepresented individuals/groups. List who and when.
- b.) Programing specifically offered to underrepresented individuals/groups. ADA, Limited Income and other protected audiences. List who and when.
- c.) Brochures/flyers, media release files have been reviewed to ensure they contain non-discrimination causes and accessibility provisions. Provide samples.
- d.) Review of mailing lists and media lists to ensure diversity and Personal Non-Public Information (PNPI) requirements are followed. Date completed:

## CIVIL RIGHTS REPORT - For Internal Audit Purposes

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

### Complaint File

“And Justice for All” posters are displayed in all meeting rooms and entrances at the following programming locations in the parish:

Complaints Filed (dates):

Nature of complaint and resolution:



Southern University Agricultural Research & Extension Center  
**COOPERATIVE EXTENSION PROGRAM (CEP)**

**Civil Rights Compliance Handbook**

**CIVIL RIGHTS REPORT - For Internal Audit Purposes**

Date: \_\_\_\_\_ Office: \_\_\_\_\_

Program Area/Initiative: \_\_\_\_\_

Name: \_\_\_\_\_ Program Year: \_\_\_\_\_

**Parity Assessment**

1. General population demographics by parish, zip/code and or school district.
2. Comparison of program participation data with population data to determine parity/balanced membership.
3. Findings:
4. What steps have you taken to ensure educational programming has been designed/modified to increase the participation of underrepresented groups? Attach any letters of invitation or notes documenting your activities.



**Orlando F. McMeans, PhD**  
**Chancellor – Dean**

*Southern University Ag Center / College of Agricultural and Family and Consumer Sciences*



**De'Shoin A. York, PhD**  
**Vice Chancellor, Extension and Outreach**

*Cooperative Extension Program  
Southern University Ag Center*



*For questions or concerns regarding civil rights issues, please contact:*

**Donovan L. Segura, Ph.D.**  
**Associate Vice Chancellor for Equity, Diversity, Inclusion and Title IX  
Accountability and Compliance Officer**

*Email: [Donovan\\_segura@suagcenter.com](mailto:Donovan_segura@suagcenter.com)  
Phone: 225.771.4046 (office) | 337.302.4409 (mobile)*

### **Sources:**

United States Department of Agriculture (USDA) Office of the Assistant Secretary for Civil Rights; [usda.gov/oascr](https://usda.gov/oascr)

National Institute of Food and Agriculture (NIFA). USDA. Civil Rights Laws, Authorities and Regulations; [nifa.usda.gov/resource/civil-rights-laws-authorities-and-regulating](https://nifa.usda.gov/resource/civil-rights-laws-authorities-and-regulating)

West Virginia State University Extension Handbook for Civil Rights Compliance for Extension Programs

**Special Thanks to Dr. Ami Smith, West Virginia State University**

**Graphic Design & layout: Allison Ezidore–Tassin, MBA**  
*Graphic Artist & Web Content Specialist  
SNAP-ED and Cooperative Extension Programs  
Southern University Ag Center*

**Southern University Agricultural Research & Extension Center**





**Southern University and A&M College System**  
**Southern University Agricultural Research and Extension Center**  
**Post Office Box 10010**  
**Baton Rouge, Louisiana 70813**  
**Phone: 225.771.2242**  
**Fax: 225.771.2861**  
**[www.suagcenter.com](http://www.suagcenter.com)**



In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW Washington, D.C. 20250-9410
- (2) Fax: (202)690-7442 or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

Southern University Agricultural Research and Extension Center and the College of Agricultural, Family and Consumer Sciences is an entity of Southern University System, Orlando F. McMeans, Chancellor-Dean, Ray L. Belton, System President, Edwin Shorty, Esq., Chairman, Board of Supervisors. It is issued in furtherance of the Cooperative Extension Work Act of December 1971, in cooperation with the U. S. Department of Agriculture. All educational programs conducted by the Southern University Agricultural Research and Extension Center and the College of Agricultural, Family and Consumer Sciences are provided to people of all ages regardless of race, national origin, or disability.



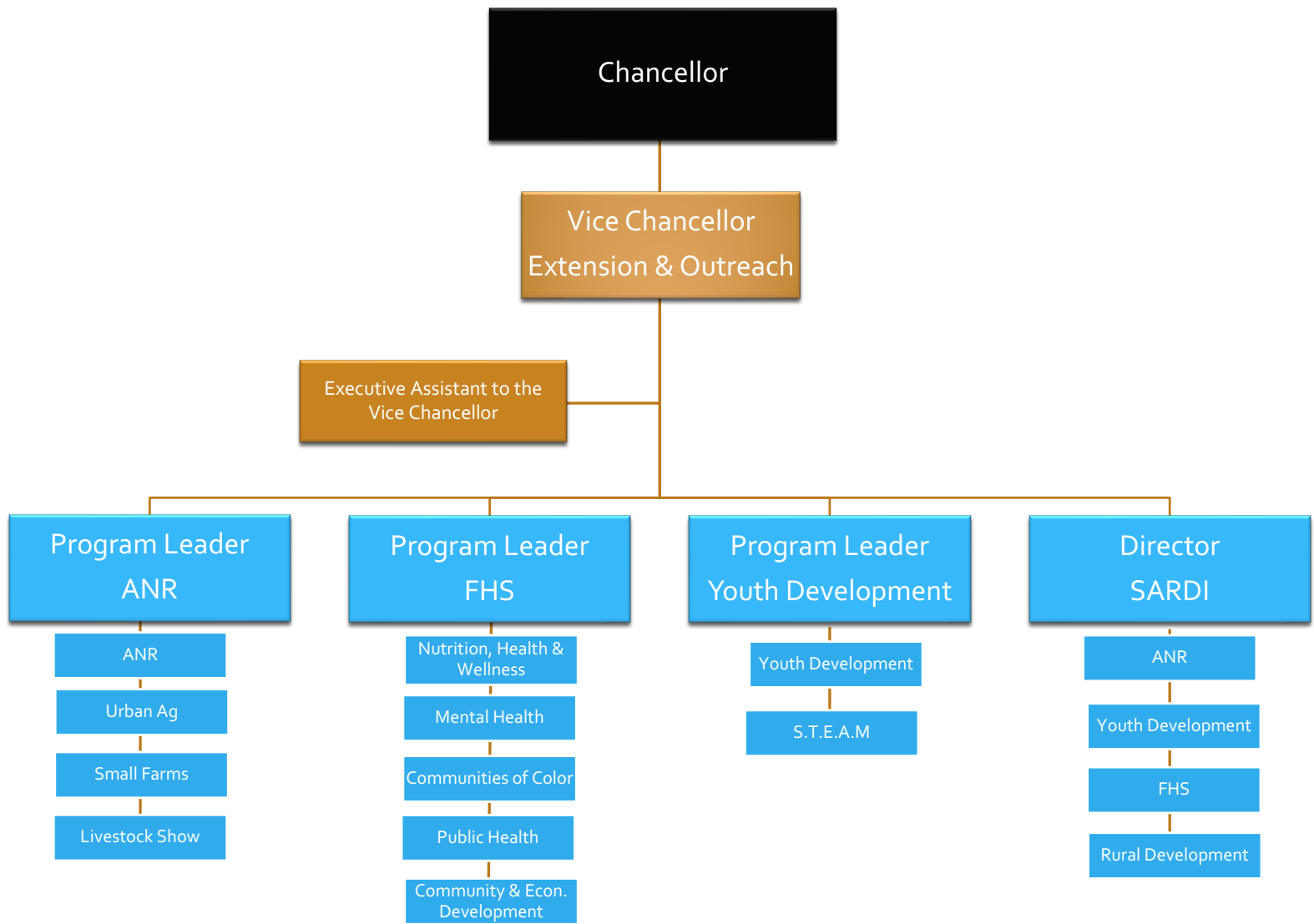


# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## APPENDIX C: ORGANIZATIONAL CHART

# Cooperative Extension Program





# COOPERATIVE EXTENSION PROGRAM MANUAL

*An Addendum to the SU Ag Center Faculty Handbook*

## APPENDIX D: MEMORANDUM OF UNDERSTANDING BETWEEN SU AND LSU AG CENTERS





## **Louisiana Land-Grant Agricultural System**

### ***Memorandum of Understanding***



### **Mission**

The cooperative agriculture land-grant mission is inclusive of teaching, research, and extension programs. The program areas are crosscutting and work collectively to enhance the well-being of Louisiana citizens and beyond. The global mission is accomplished through the Louisiana State University System and the Southern University System. The systems are comprised of the LSU AgCenter, LSU College of Agriculture, and the SU Ag Center and SU College of Agricultural, Family and Consumer Sciences. The ag centers and colleges work together in the areas of extension, research, and teaching to cooperatively form and execute the mission of the Louisiana Land-Grant Agricultural System (LLAS).

- ❖ The teaching mission is to develop the future leaders needed to solve the local, state, national, and global issues that encompass the agriculture, food, and fiber industries.
- ❖ The research mission includes the development of new science and technologies that help to ensure that agricultural producers have the tools they need to maintain sustainable production systems and provide citizens, and the global community with a vast array of food, fiber, and fuel.
- ❖ The extension mission is to bring the land-grant university system to the citizens of Louisiana through comprehensive and diverse, research-based educational programs.

### **Background**

As land-grant universities, Louisiana State University and Southern University were originally established to educate the masses in areas such as agriculture, home economics, science, and engineering. The land-grant mission and the mission of each university have not changed but have evolved to accommodate the educational needs of the citizens of Louisiana.

Both universities embrace the threefold mission of teaching, research, and extension. Under the first Morrill Act in 1862, authorization provided a vehicle to assure equal educational access for all citizens. Southern states chose not to take full advantage of the Morrill Act of 1862 and in 1890, the Second Morrill Act provided equal educational access to black students. These acts help, then and now, that all Americans have equal access to higher education.

Federal funds provided to the universities through the Hatch Act (1887) and Smith–Lever Act (1914) established a framework for research and extension programs, respectively, as well as bringing results

to the end users respectively. Today, each university receives annual federal appropriations to conduct research and support extension initiatives to ensure dissemination of research-based information. Federal funds are distributed based on the condition that the federal funds are matched by state funds.

Today, Louisiana State University Agricultural and Mechanical College and Southern University Agricultural and Mechanical College offer many of the same degree programs. The LSU AgCenter and the SU AgCenter are the agricultural arm of each university, respectively, with similar missions of conducting research and extension programs to enhance economic viability and improve the overall quality of life for Louisiana's citizens and beyond.

## **Organization and Administration**

The Vice President of Agriculture serves as the head administrator of the LSU AgCenter, which entails the duties of Director of Extension, Director of Research, and the Dean of the LSU College of Agriculture. The Associate Vice Presidents (AVP) directly administer the extension and research programs and report to the VP of Agriculture. Department Heads, School Directors, and Regional Directors work cooperatively with AVPs to ensure efficiency of the extension and research programs. The Associate Dean, Assistant Deans, and Student Services staff members work cooperatively to annually review academic programs and strategic student initiatives.

The Chancellor of Southern University Agricultural Research and Extension Center serves as the Research Director, Extension Administrator, and Dean of the College of Agricultural, Family and Consumer Sciences. The Executive Vice Chancellor/Director of Special Projects work with the Chancellor/Dean for the fruition of the Southern University and A & M College land-grant missions of extension, research, and teaching. The Vice-Chancellor for Extension and Outreach directly administers the extension programs and reports to the Chancellor/Dean. The Vice Chancellor for Academic & Student Services/Associate Dean works cooperatively with the Department Heads and key staff members to annually review academic programs, strategic student initiatives, and reports to the Chancellor/Dean. The Vice Chancellor for Research directly administers the research programs and reports to the Chancellor/Dean.

Each of the three missions (teaching, research and extension) have individual objectives which lend themselves to the overall mission of the LLAS. The objectives for each of the land-grant functions will be delineated in this memorandum of understanding (MOU).

## **Teaching**

### **Mission**

The teaching mission is just one integral piece of the land-grant model for both the 1862 and 1890 institutions, but is key in developing the future leaders needed to solve the local, state, national, and global issues that encompass the agriculture, food, fiber, and natural resource industries.

As stated in both college missions, our focus on providing innovative academic experiences is key to collaboratively moving forward:

- The LSU College of Agriculture provides innovative academic programs, creates essential knowledge, advances collaborative research, and drives outreach to solve local and global agricultural challenges.
- The SU College of Agricultural, Family and Consumer Sciences (CAFCS) embraces a mission consistent with the University's tripartite mission of teaching, research, and public service. The academic program prepares students for professional careers in food, fiber, natural resources, family and consumer sciences using innovative strategies, up-to-date technologies, and current information.

To strengthen the academic experience as we prepare our future leaders, Southern University and Louisiana State University have outlined specific teaching objectives to maximize our resources and build on each other's strengths. Through this partnership in academic planning, we will create opportunities for more collaboration among both our faculty and our students as we develop innovative ways to create an impactful academic experience.

### **History**

In 1981, a consent decree was established between Louisiana State University and Southern University regarding the implementation and coordination of joint academic programs, faculty and student exchanges. The initial discussions of these proceedings organized a foundation to set a structured path for how the campuses could collaborate within the academic setting.

### **The overall arching goals and objectives of the joint teaching initiatives are:**

- Increase options for the strategic promotion of cross-listed courses for both institutions to expand academic opportunities for students.
- Create partnerships focused on innovative programming with staff members dedicated to building student collaborations and professional development experiences.
- Develop opportunities for student research explorations and collaborations with faculty to create opportunities for expanding graduate programs enrollment.
- Align strategic efforts for recruitment and hiring of key faculty positions on both campuses.

**To accomplish the teaching mission, the following initiatives have been identified as benchmark goals:**

- **Strategic Academic Partnerships**
  - LSU Department of Agricultural Economics & Agribusiness will organize an option to jointly teach an Ag Law course with Southern University CAFCS in Fall 2022.
  - LSU Agricultural and Extension Education and Evaluation Department will assist Southern University CAFCS with the initiative of reestablishing the Ag Education program.
  - Exploration of strategic cross-listing of courses by the schools and departments of both Southern University and LSU will be reviewed annually to promote the academic opportunities for students on both campuses.
- **Student Collaboration and Professional Development**
  - With the focus on creating key development opportunities for students, staff, and leadership from both campuses will work towards intentional ways to create partnership opportunities for students to collaborate and network for both professional and personal success.
- **Graduate Student Recruitment & Internship Opportunities**
  - In working with current initiatives, a priority will be made to create support for undergraduate internship and graduate assistantship opportunities at LSU and SU.
- **Communication and Reporting**
  - Each fall and spring semester a formal meeting will be organized for the leadership involved in academic initiatives from both campuses (Deans, Directors and Department Heads).
- **Strategic Hiring Across Campuses**
  - As faculty hires are planned across both campuses, discussions amongst the Department Heads and Deans will be encouraged to provide a more cohesive long-term planning process for leveraging how to strengthen academic programs on both campuses.

## **Research**

### **Mission Statement**

To develop new scientific knowledge and technology to help Louisiana citizens and communities enhance their general well-being. The research conducted by faculty and research associates at both institutions contributes substantially to economic development in our state.

### **History**

Louisiana State University research activities had its beginning around 1862 to 1886 when funding was provided under the First Morrill Act of 1862 by Congress. Southern University agricultural research had its beginning around 1972 (prior to the creation of the SU Ag Center) when funding was provided under the Second Morrill Act of 1890 by Congress. Both LSU and SU Ag Centers agricultural research programs have a statewide mission.

LSU and SU Ag Centers missions are to provide the people of Louisiana with research-based educational information that will improve their lives and economic well-being. The LSU AgCenter includes the Louisiana Agricultural Experiment Station, which conducts agricultural-based research. Agricultural research in Louisiana is dynamic and its breadth is extensive. The traditional areas remain the core programs in the Louisiana Agricultural Experiment Station. These areas are plant variety development, improved animal and plant production, environmentally sound pest management, forest management and wood product development, natural resources conservation and management, food technology and safety, and agricultural economics.

SU Ag Center research areas (agricultural and family and consumer sciences) have achieved great success since its inception as a center in 2001. The Center has expanded the breadth and depth of its research portfolio and strengthened its research unit.

Over the last 20 years, both agricultural centers have had a history of collaborations. The research collaborations included areas such as (1) climate change, (2) meat science, (3) integrated pest management, (4) forages and pastures, (5) beef cattle, (6) food safety, and (7) hibiscus.

### **The overall arching goals and objectives of the joint research programs are:**

- Development of a research database (contact information and photo) depicting pedagogy, research areas, research interest(s), collaboration interest(s), and departments/areas.
- LSU and SU Ag Centers have a website linkage depicting successful collaborations.
- Annual engagement in grant collaborations with entities such as (USDA, NIH, DOD, etc.).



- Seeking state legislative support for increased funding for agricultural land-grant programs (research, extension, and teaching) via bills and line items for strengthening both universities land grant missions.
- Seek and provide opportunities for research faculty to serve on graduate theses at both universities.
- Seek and provide for research learning opportunities at the undergraduate and graduate levels.

**To accomplish the research mission the following statements have been identified as benchmark goals.**

- Extend scientific knowledge and solve problems related to nutrition, food safety and quality; animal production and protection; natural resources and sustainable agricultural systems; and crop production and protection.
- Establish collaborative cross-disciplinary efforts to achieve sustainable agricultural improvements to meet global food demand.
- Development of partnerships with private industry to increase likelihood for adoption of early stage technologies.

## **Extension**

### **Mission Statement**

The extension mission is to bring the land grant university system to the citizens of Louisiana through comprehensive and diverse, research-based educational programs.

### **History**

For well over 100 years, extension programs housed with both Louisiana's Land-grant universities have worked together to complement and leverage funds, people, programs, and leadership to benefit the people of the state. Both organizations are committed to continuing this relationship and further expanding the collaborative relationship to include teaching and research missions.

In order to ensure efficient and effective use of resources to provide maximum services to the citizens of Louisiana, and reduce duplication of efforts, both institutions have been jointly planning and reporting research and extension accomplishments to the USDA/NIFA since fiscal year 2007.

Administrative leadership will commit to meeting on a regular basis to aid in the coordination efforts, foster collaborative programs, training, activities, and leverage resources and assets to benefit the people of Louisiana and beyond.

**The overall arching goals and objectives of the joint extension programs are:**

- Increase and improve the agricultural production efficiency and sustainability using relevant research.
- Develop essential life-skills, abilities, leadership, and citizenship in Louisiana youth through real-world experiences.
- Increase the community health, well-being and nutrition of citizens through broad-based health and wellness and family focused programs. Develop the leadership potential of Louisiana citizens to empower the solving of problems.
- Provide outreach education to assist agricultural producers and all citizens in creating maximum efficiency in managing resources on-farm, in their homes as well as in business and employment.
- Help Louisiana citizens address issues related to natural disasters, environmental concerns, and community health concerns; and support education related to attaining higher levels of living, stability, and emotional security.

**To accomplish the Extension mission the following statements have been identified as benchmark goals.**

- Strengthening the profitability of production agriculture through the use of the most current technologies and the use of innovative and diverse marketing and management systems.
- Increase the diversity of agriculture products and product uses based on new and/or expanding national and internationally market demand.
- Increase the economic and emotional stability of Louisiana citizens, especially in the areas of financial planning and management, coping with family dynamics to strengthen family structure.
- Increase the health and well-being of all ages through the adoption of improved quality of nutritional foods.
- Assist in the identification and reduction of food deserts throughout the state.
- Building human resources by developing leadership skills, renewing volunteerism, preparing youth for responsibility, , and decision-making skills.
- Management of natural resources and the environment to assure adequate supplies of acceptable quality water essential to human health and to agriculture, silviculture, aquaculture and seafood production, and waste and energy management.

**Partnership**

The partnership is defined by a democratic and open collaboration between programs and activities within the LLAS. Leadership is committed to meeting quarterly, to coordinate efforts, foster collaborative programs, plan training activities, and leverage assets to benefit extension programs, and ultimately all citizens of Louisiana.

## **Employee Recruitment and Selection**

(LLAS) leadership will share posted job announcements and if needed a discussion will take place prior to the announcements. SU AgCenter Vice Chancellor for Extension will discuss job announcements with the Associate Vice President and/or Regional Director to ensure overall coordination of educational programs offered to the citizens of Louisiana. The same level of qualifications for parish level extension positions will be maintained for extension employees at both institutions. When and where appropriate the interview team will review applications for designated parish positions and as deemed appropriate at regional and state level.

The interview and selection process of an employee at the parish level will be made by an interview team consisting of designated state and parish staff from both institutions, as needed.

## **Advisory Councils**

Both Ag Centers use the extension advisory process at parish level. The **Advisory Leadership Council System (ALCS)** is used as one method of responding to the needs of the people of Louisiana. ALCS provide a mechanism for stakeholder involvement to ensure that education, outreach, and research programs conducted are relevant and timely and aligned with stakeholder needs and the mission, vision, and goals of the Ag Centers. Advisory Leadership Councils are made up of members of the community who advise faculty on program direction for a more effective and efficient delivery of services.

## **PROGRAMS**

The Louisiana Cooperative Extension Service includes offices in all of Louisiana's 64 parishes. Educational opportunities offered through these offices include online and in-person classes, seminars, workshops, field days, publications, and news releases. In addition, extension agents provide one-on-one advice, work across traditional, and virtual platforms to disseminate educational information. Program areas and topics covered include agriculture and natural resources; lawns and gardens; environmental protection and resource conservation; family life; health and nutrition; housing and emergency preparedness; and 4-H youth development programs.

The Southern University Ag Center has a statewide mission. The Southern University Ag Center's programs are multidisciplinary with collaboration among research scientists and cooperative extension personnel from Southern University, the Louisiana State University Agricultural Center, and other entities. Currently, programs in the SU Ag Center focus on, but are not limited to, the following areas: Sustainable Agriculture; Nutrition, Health and Wellness; Family and Human Development; Agriculture and Natural Resources; Youth Development and Community and Economic Development.

## **State Conference and Regional Training**

Both LSU and SU Ag Centers may jointly sponsor an annual conference. Staff development, regional trainings, and web-based interaction are handled separately and jointly, according to the needs of the clientele served.

## **4-H Camp and Facilities**

LSU AgCenter's 4-H Camp Grant Walker Educational Center offers opportunities in fields ranging from science and technology to food and fitness. Campers enjoy interactive recreational activities such as swimming, canoeing, archery, volleyball, line dancing, arts, and crafts. Camp participants enjoy outdoors activities while learning how to get along with others and appreciating different interests and backgrounds. LSU AgCenter's 4-H Camp Grant Walker Educational Center is accessible and provide opportunities for LSU and SU Ag Centers to conduct and host trainings, professional development experiences, and other youth focused programming events throughout the year when summer camp is not being hosted.

## **PROGRAM BRANDING AND MARKETING**

Branding and marketing are independently addressed by the LSU and SU Ag Centers. At the parish level where both LSU and SU Ag Centers are located, the answering of phone, stationary, and any promotion of joint programs, will reflect both institutions. When appropriate, new external and internal signage will reflect both logos signifying programming effort.

## **COMMUNICATION (VIDEO/PRINT/SOCIAL MEDIA)**

Communication is independently managed by the LSU and SU Ag Centers. The LSU and SU Ag Centers will review the press release and/or articles whereby information is identified as collaborative programs and activities prior to the distribution.

Extension and research publications will be available to all extension personnel to use in execution of educational programs.

## **DATA COLLECTIONS AND REPORTING**

Although the LSU AgCenter and SU Ag Center comprise the Louisiana Cooperative Extension Service, both entities operate with their own data collection and reporting systems. These systems both provide a comprehensive reporting system which tracks programming efforts, employees' time, expense, and outreach efforts. Access to information for employees co-located in parish offices is readily shared between institutions.

With funding coming from local, state, and federal government, Microsoft Dynamics provides a comprehensive reporting system and/or tracking employees' time, expense, and outreach efforts. All agents at the parish level are assigned an LSU AgCenter email address whereas a SU Ag Center email address will be assigned to the employee of SU AgCenter.

## **PARISH ADMINISTRATION**

The Parish Chairperson will have a local and primary role to supervise daily employees of LSU and SU Ag Centers. The Regional Directors and Coordinators will monitor employee's programmatic role, professional development and alignment with program priorities of the LSU AgCenters. The SU Vice Chancellor for Extension and Specialists will administer SU Ag Center employee's programs priorities and professional development. If needed, additional assistance through the existing channels for field supervision which includes Regional Directors will be executed.

All staff in the office will communicate their work schedule to the Parish Chairperson so that it can be communicated with those seeking assistance.

Subject matter specialists of LSU and SU Ag Centers will be utilized by all extension personnel as required. Opportunities for shared faculty, specialists, and agent positions will be considered.

## **COMPUTER HARDWARE OR SOFTWARE AND SUPPORT (Parish Level)**

Each institution will provide computer hardware or software for designated personnel. LSU AgCenter regional tech personnel provide technical support for all parish employees.

## **ADMINISTRATIVE SUPPORT AND OFFICE SPACE (Parish Level)**

Agents are co-located and administrative support such as answering the phone, taking messages, greeting visitors, and assistance with correspondence, and document preparation will be provided based on number of parish staff and administrative support. Where possible, all arrangements for housing in the parish extension office will be made by the Parish Chairperson and the Regional Directors. Prior to advertising for parish positions, a discussion with the Regional Director to assess space allocation for employees is beneficial.

## **POSTAGE (Parish Level)**

LSU and SU Ag Centers will handle postage separately.

## **TRAVEL**

LSU and SU Ag Centers will provide travel and professional development resources based on respective guidelines established.



## FINANCIAL MANAGEMENT OF PARISH OFFICES

An operational contract will be established, as deemed necessary and appropriate, and reviewed annually, between Ag Centers, regarding financial support of administrative coordinators, parish support for agents, supplies, equipment and other items as determined appropriate.


### Review Procedure

- The Vice President//Dean and Chancellor/Dean agree to review this memorandum annually and at any other time at which either feels that the operating procedures need to be reconsidered.
- The MOU may be amended at any time by mutual agreement of the parties in writing.
- The MOU may be terminated by either party upon ninety (90) days written notice to the other party.
- The MOU will be effective May 23, 2022 and will supersede and cancel all previous existing Memoranda of Understanding between the parties. This agreement will be in effect for a period of five years and may be renewed and extended in one-year increments by mutual written agreement between the parties.

### SIGNAURE AND DATE

The parties hereby agree to the terms and conditions set forth in the agreement and their signature demonstrates such.


NAME: Lucien P. Laborde, Jr. Ph.D.

Signature 

Lucien P. Laborde, Jr., Ph.D.  
Interim Vice President for Agriculture  
Dean of the College of Agriculture  
LSU AgCenter

DATE May 23, 2022

NAME: Orlando F. McMeans, Ph.D.

Signature 

Orlando McMeans, Ph.D.  
Chancellor - Dean, SU Ag Center  
and Dean of the College of Agriculture  
Family and Consumer Sciences

DATE 5/23/2022



## COOPERATIVE EXTENSION

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Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue,  
SW Washington, D.C. 20250-9410
- (2) Fax: (202)690-7442 or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

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**(225) 771-2242**



**[www.suagcenter.com](http://www.suagcenter.com)**



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