

**LINCOLN COUNTY**  
**ADMINISTRATIVE AND LEGISLATIVE COMMITTEE**  
**Lincoln County Service Center, 801 N. Sales Street, Merrill WI 54452, Room 156**  
**Wednesday, October 14, 2015 at 10:00 a.m.**

**Agenda**

There may be a quorum of Administrative and Legislative Committee members present for a webinar by Wisconsin County Association entitled "Cooperative Extension: Transforming Today's Extension for Tomorrow's Possibilities."

There will be no action taken at this date and time.

**DISTRIBUTION:**

**Administrative & Legislative Committee Members – Robert Lussow-Chair (electronically), Daniel Caylor, Robert Lee, Greta Rusch, Patsy Woller, James Alber, Hans Breitenmoser, Jr.**

**Administrative Coordinator**

**Other County Board Supervisors**

**Department Heads**

Service Center – Posted on _____	at _____	.m. by _____
News Media - Notified on _____	at _____	.m. by _____
Courthouse – Posted on _____	at _____	.m. by _____
Tomahawk Annex – Posted on _____	at _____	.m. by _____

**There may be a quorum of other Lincoln County committees present at this meeting. Requests for reasonable accommodations for disabilities or limitations should be made prior to the date of this meeting. Please do so as early as possible so that proper arrangements can be made. Requests are kept confidential.**

#### GENERAL REQUIREMENTS:

1. Must be held in a location which is reasonably accessible to the public.
2. Must be open to all members of the public unless the law specifically provides otherwise.

#### NOTICE REQUIREMENTS:

1. In addition to any requirements set forth below, notice must also be in compliance with any other specific statute.
2. Chief presiding officer or his/her designee must give notice to the official newspaper and to any members of the news media likely to give notice to the public.

#### MANNER OF NOTICE:

Date, time, place, and subject matter, including subject matter to be considered in a closed session, must be provided in a manner and form reasonably likely to give notice to the public.

#### TIME FOR NOTICE:

1. Normally, a minimum of 24 hours prior to the commencement of the meeting.
2. No less than 2 hours prior to the meeting if the presiding officer establishes there is a good cause that such notice is impossible or impractical.

#### EXEMPTIONS FOR COMMITTEES AND SUB-UNITS:

Legally constituted sub-units of a parent governmental body may conduct a meeting during the recess or immediately after the lawful meeting to act or deliberate upon a subject which was the subject of the meeting, provided the presiding officer publicly announces the time, place, and subject matter of the sub-unit meeting in advance of the meeting of the parent governmental body.

#### PROCEDURE FOR GOING INTO CLOSED SESSION:

1. Motion must be made, seconded, and carried by roll call majority vote and recorded in the minutes.
2. If motion is carried, chief presiding officer must advise those attending the meeting of the nature of the business to be conducted in the closed session, and the specific statutory exemption under which the closed session is authorized.

#### STATUTORY EXEMPTIONS UNDER WHICH CLOSED SESSIONS ARE PERMITTED:

1. Deliberation of judicial or quasi-judicial matters. Sec. 19.85(1)(a)
2. Considering dismissal, demotion, or discipline of any public employee or the investigation of charges against such person and the taking of formal action on any such matter; provided that the person is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action is taken. The person under consideration must be advised of his/her right that the evidentiary hearing be held in open session and the notice of the meeting must state the same. Sec. 19.85(1)(b).
3. Considering employment, promotion, compensation, or performance evaluation data of any public employee. Sec. 19.85(1)(c).
4. Considering strategy for crime detection or prevention. Sec. 19.85(1)(d).
5. Deliberating or negotiating the purchase of public properties, the investing of public funds, or conducting other specified public business whenever competitive or bargaining reasons require a closed session. Sec. 19.85(1)(e).
6. Considering financial, medical, social, or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of specific charges, which, if discussed in public would likely have an adverse effect on the reputation of the person referred to in such data. Sec. 19.85(1)(f).
7. Conferring with legal counsel concerning strategy to be adopted by the governmental body with respect to litigation in which it is or is likely to become involved. Sec. 19.85(1)(g).
8. Considering a request for advice from any applicable ethics board. Sec. 19.85(1)(h).

#### CLOSED SESSION RESTRICTIONS:

1. Must convene in open session before going into closed session.
2. May not convene in open session, then convene in closed session and thereafter reconvene in open session with twelve (12) hours unless proper notice of this sequence was given at the same time and in the same manner as the original open meeting.
3. Final approval or ratification of a collective bargaining agreement may not be given in closed session.

#### BALLOTS, VOTES, AND RECORDS:

1. Secret ballot is not permitted except for the election of officers of the body or unless otherwise permitted by specific statutes.
2. Except as permitted above, any member may require that the vote of each member be ascertained and recorded.
3. Motions and roll call votes must be preserved in the record and be available for public inspection.

#### USE OF RECORDING EQUIPMENT:

The meeting may be recorded, filmed, or photographed, provided that it does not interfere with the conduct of the meeting or the rights of the participants.

#### LEGAL INTERPRETATION:

1. The Wisconsin Attorney General will give advice concerning the applicability or clarification of the Open Meeting Law upon request.
2. The municipal attorney will give advice concerning the applicability or clarification of the Open Meeting Law upon request.

#### PENALTY:

Upon conviction, any member of a governmental body who knowingly attends a meeting held in violation of Subchapter IV, Chapter 19, Wisconsin Statutes, or who otherwise violates the said law shall be subject to forfeiture of not less than \$25.00 nor more than \$300.00 for each violation.

## Cooperative Extension's nEXT Generation

### Local Component: Draft Proposal

Oct. 1, 2015

#### Background

The University of Wisconsin System funding was reduced by \$125 million in the first year of the 2015-2017 state biennial budget. This State General Purpose Revenue (GPR) reduction equates to \$2.2 million for Cooperative Extension. Combined with the prior year's structural deficit of \$1.4 million, we have a \$3.6 million structural deficit. This amounts to 7.7 percent of 'base' funding, supported by state and federal partners.

In the spring of 2015, Cooperative Extension's Dean and Director Richard Klemme responded proactively by immediately implementing a 7 percent reduction across Cooperative Extension's four program areas: Agriculture and Natural Resources; Community, Natural Resource and Economic Development; Family Living and 4-H Youth Development. The proactive response was made possible through a managed staffing plan implemented by Dean Klemme in 2012. In April of 2015, Dean Klemme charged the Cooperative Extension Administrative Committee (CEAC) to develop strategies for addressing the reduction. Following that meeting the program directors and regional directors worked closely with the dean's office to organize and facilitate the May, June and August CEAC meetings to address the impacts of the state budget reduction and develop criteria and key elements for new educational delivery structures.

This document is focused on *one* component - the *local presence component*. Additional work groups are developing similar materials for campus and administrative components. These components will be shared as drafts are completed. The budget challenges are large. No one component will absorb the total reduction. Campus and administrative units will adapt to meet programming needs and changes at the local level.

For a detailed description of the process used to develop the *local component* of the nEXT Generation Model, please refer to our Future of Cooperative Extension SharePoint site at <https://intranet.ces.uwex.edu/sites/2015budgetinformation/Pages/Home.aspx>.

#### Criteria

Criteria for a local presence component were developed with input from four primary categories: results from the colleague survey, CEAC, county government leaders and boundary conditions from Dean Klemme. Criteria developed by these independent sources often overlapped and yet, were consistent with Cooperative Extension's purpose, vision and values.

**Colleague Input** - Colleague input was generated using a Qualtrics survey sent to colleagues in June. More than 250 colleagues responded. The survey focused on challenges and opportunities

facing Cooperative Extension (Appendix A). Program Development and Evaluation Qualitative Research Specialist Christian Schmieder conducted a thorough qualitative analysis. Primary criteria of a new model commented on by colleagues were the ability to:

- Self-direct collaborations.
- Clarify focalization of duties, programming and common goals.
- Provide and contribute to local context and continuity.

**Non-negotiable Boundary Conditions** – Dean Klemme developed boundary conditions to set the stage for model development. The five conditions are: Align with purpose, vision and values; comply with state statutes (59.56) establishing extension offices in each county; maintain and enhance our local presence; maintain strong disciplinary focus while encouraging interdisciplinary work; and address fiscal challenges.

**Cooperative Extension Administrative Committee (CEAC) Input** – CEAC members focused on eight primary areas: Enhance Cooperative Extension’s unique position within the UW System; work in service of educational priorities; enhance the development of outreach scholarship; enhance internal and external capacity as an inclusive organization in partnership with others; maintain county relationships and funding partnerships; allow for quicker programmatic response; allow for long-term financial stability while addressing short-term funding cuts; and improve retention and recruitment of colleagues through focalization, compensation and promotional opportunities.

**County Government Leader Input** – In September, a Qualtrics survey was sent to more than 400 county government leaders. Survey participants conceptualized local presence predominantly as the programming Cooperative Extension provides. Participants emphasized that they want us to continue expanding our educational programming. We will conduct a Wisconsin Counties Association (WCA) webinar on Oct. 14, 2015, to continue dialogue with our county funding partners.

### ***Key Attributes of the Local Component***

Input from colleagues, CEAC, the dean’s office, colleagues from Cooperative Extension services in neighboring states (written and via phone interviews) and several work groups over the past six months generated a list of desirable local presence component attributes. These are not specific characteristics, but general attributes that reflect desirable aspects for the local component. They include:

- Adhering to purpose, vision, and values.
- Maintaining county and tribal offices with a local delivery component.
- Enhancing the delivery of educational programming from a multi-county and urban county structure.

- Generating extramural funding consistent with priorities.
- Reducing FTE base dollar investment by 15 percent at county and campus levels.
  - Nine percent for a budget reduction and 6 percent reallocated toward the implementation of key colleague support priorities, including technology, salaries, marketing and communications, operational budget, merit funding and professional development.
- Providing the ability for counties and tribal offices to supplement their 'base' service with additional funding.
- Employing a half-time or greater volunteer development position per county to build capacity across Cooperative Extension's educational programs.
- Maintaining current partnership investments.
- Maintaining educator-based curriculum development and instruction.
- Providing opportunities for additional financial partnerships such as municipalities.
- Addressing population, geography and other factors in the selection of multi-county areas.
- Developing an urban emphasis while maintaining strong rural programming.
- Increasing the use of technology for program development and delivery.
- Reducing some services and programs.
- Phasing in implementation over two years.
- Minimizing forced moves of faculty and academic staff.
- Maintaining access to:
  - Programming around priority areas.
  - General and useful public information.
  - Specialized content or processes.
  - Extensive local or regional processes.
- Streamlining of positions and processes.
- Defining clearly articulated deliverables – return on investment (ROI) progress and impact.
- Creating greater opportunities for colleague advancement along a career path.
- Implementing will result in transition costs – need to allocate funding for success.

### ***The Local Presence Component***

The criteria and components above were used by CEAC and several work groups to generate four interim local presence components that were combined by the 'refinement work group' in early September to form the *local presence component* of the nEXT Gen model. The refinement work group based their discussions around the question, "Given the analysis that has already been completed, our reason for change, and our educational purpose, what is the structure that best addresses our current organizational strengths and weaknesses to achieve our key functions that need to be performed?" The local presence component described in the following text addresses the majority of criteria and components developed over the past six months.

For the *local presence component*, the state will be divided into ‘**areas**,’ each consisting of approximately three to six counties, and five to eight urban county areas, for a total of 24 areas made up of county groupings and some single counties. Each four-county area -- the average area size will be four counties – will have approximately eight educators and one area leader (Appendix B).

Each urban area will have three educators and one area leader. Area-based educators and area leaders will be co-funded by the state and county. Each county office will have two educators co-funded by the county and state. Area educators who meet a high standard of research, scholarship, publications and grants will have the opportunity to apply for area specialist classification. These classifications will be limited in number. Expectations for these positions involve high-level statewide research and scholarship and area-level programming. Counties will have the option to invest in additional educators consistent with area plans of work.

Each county-based area will have an ‘Area Advisory Committee’ made up of representatives from each county extension committee. Stakeholder representatives and key agency partners will also be members of the Area Advisory Committee. Area leaders will coordinate the Area Extension Advisory Board with support from the regional director. Each ‘urban area’ will have representatives from the county extension committee and representatives from stakeholder groups and key partners. Area educators, area leaders and county educators will be university employees. Area educators will be located at their current county location, at least initially. The four regions will be composed of multiple areas with one of the regions consisting solely of urban areas.

**Roles:**

- *Area Educators* will develop educational programming and delivery by conducting research and developing curriculum and applications toward the achievement of educational priorities driven by issues identified by area-wide/urban needs assessments. Area educators may also be academic staff in leadership roles with programs such as WNEP. Current academic departments will continue to function. Future consideration by faculty and administration will be given to academic department restructuring that brings efficiency and consistency to the mission of the academic departments, including the possibility of consolidating departments.
- *Area Leaders* will be the primary administrator responsible for area oversight. Duties include developing and maintaining county relationships and external partnerships, hiring, performance management, budget management, needs assessments and managing the area advisory group.
- *County-based Educators* will be responsible for day-to-day activities in the county office including such activities as serving as a liaison/partner to area educators and statewide specialists, answering questions from constituents, carrying out the direct education components of programs, providing educational handouts and contact information and

sharing electronic educational materials. At a minimum one-half of a position will be focused on volunteer coordination primarily through external sources.

- *Regional Directors* will coordinate area activities within a region. They also will work directly with program directors on area and regional programming and personnel issues. Regional directors will be responsible for civil rights review and documentation, signatory, political issues management and human resource development linkage between counties, areas and the state.
- *Campus* activities and investments will focus on developing basic and applied research foundations for Cooperative Extension's educational programming, curriculum development, training graduate and undergraduate students, and direct programming to relevant audiences. Campus-based specialists will be closely connected to the program office and collaborate with area and county-based educators on educational programming and research. Specialists will also be active members of their campus and department host institutions.
- *State* roles focus on statewide leadership, programming priorities, program support, developing educational programming, political effectiveness and relationships, professional development, technology, publishing, distance education, marketing and communications, developing, interpreting and enforcing policies, campus and federal relationships. State level positions will coordinate activities across the state while interacting and partnering on regional and national issues of importance to Cooperative Extension.
- *Technology* – Expand the use of technology in appropriate areas of program delivery, educational product development and administration.

### **Revenue and Expenditures**

Municipalities, agencies and nonprofits will be sought out and engaged to invest in an area, specific educator positions or specific products with the caveat that their objectives are consistent with the educational programming priorities, purpose, vision and values of Cooperative Extension.

An incentive-based model will be developed to encourage educators to secure extramural partnerships, volunteers, funding and other resources consistent with priorities, purpose, vision and values.

New revenues and salary savings will be directed to several key priority areas and provide flexible funding to allow for nimbleness around funding and emerging educational priorities. Examples include advancing technology for improved and efficient program development and delivery, operational budgets, special projects, initiatives, compensation related to recruitment and retention, and performance-based merit.

### **Career Growth Advancement**

Classifications and career growth advancement will include new opportunities that will be clearly defined. Classifications could include faculty, academic staff, area specialist, area leader and regional director.

### **Conclusions**

The *local presence component* proposal will allow Cooperative Extension to maintain a presence in county and tribal offices to effectively impact local issues that are in alignment with Cooperative Extension's educational priorities and purpose, vision and values. Through streamlining organization-wide administrative functions, educators will have the ability to dedicate their efforts toward the relationship-building and scholarship efforts that are the foundation of Cooperative Extension's niche. Educators will have the ability to design, implement and evaluate longitudinal educational programs. Through regionally-based field specialization and locally-based academic staff, Cooperative Extension will have the ability to be nimble and flexible as it addresses emerging issues. Most importantly, the *local model component* proposal of the nEXT Generation Model will allow the organization to maintain and enhance relationships with traditional partners.

**Appendix A. Summary of Cooperative Extension's June 2015 All Colleague Survey. Analysis by Christian Schmieder, Program Development and Evaluation.**

Based on my analysis, I suggest that the axiomatic themes discussed below should be considered by institutional leaders during their evaluation of local presence components.

What are the three most important criteria we should consider when evaluating different local presence models?

The desire to provide local context and continuity.

The ability to self-direct collaborations

Focalization of duties, programming, common goals.

Resources & Support

**CRITERION 1: CONSIDER COLLEAGUES' DESIRE TO PROVIDE LOCAL CONTEXT AND CONTINUITY.**

**Main questions during restructuring effort: How is UWEX grounding itself in local contexts? What constitutes 'locality'?**

This criterion aims at a deeper discussion of what local engagement and locality mean. The data does not give an answer to the latter: Local presence means many different things to many different colleagues. This being said, local presence is a core value for colleagues across the state, both for county-based colleagues and non-county based colleagues.

This being said, the data does answer the research question: The way UW-Extension is grounding itself in local contexts (and an assessment of what locality is) is one of the main elements that should be considered in the restructuring effort.

**CRITERION 2: CONSIDER COLLEAGUES' DESIRE TO BE ABLE TO SELF-DIRECT COLLABORATIONS.**

**Main questions during restructuring effort: What functions should collaborations serve? Where, and how are collaborations self-directed?**

Maintaining the ability, the power to self-direct collaborations is a very strong theme in the data. While the theme is common, the intentions behind this desire for agency are multi-faceted, and even contradictory.

Again, the data suggests that this is an issue leadership should engage with when talking about regional presence models. It is especially crucial to discuss more fine-grained definitions of what collaborations are, and what functions they should serve.

**CRITERION 3: CONSIDER COLLEAGUES' DESIRE TO BE ABLE TO FOCALIZE DUTIES, PROGRAMMING, AND COMMON GOALS.**

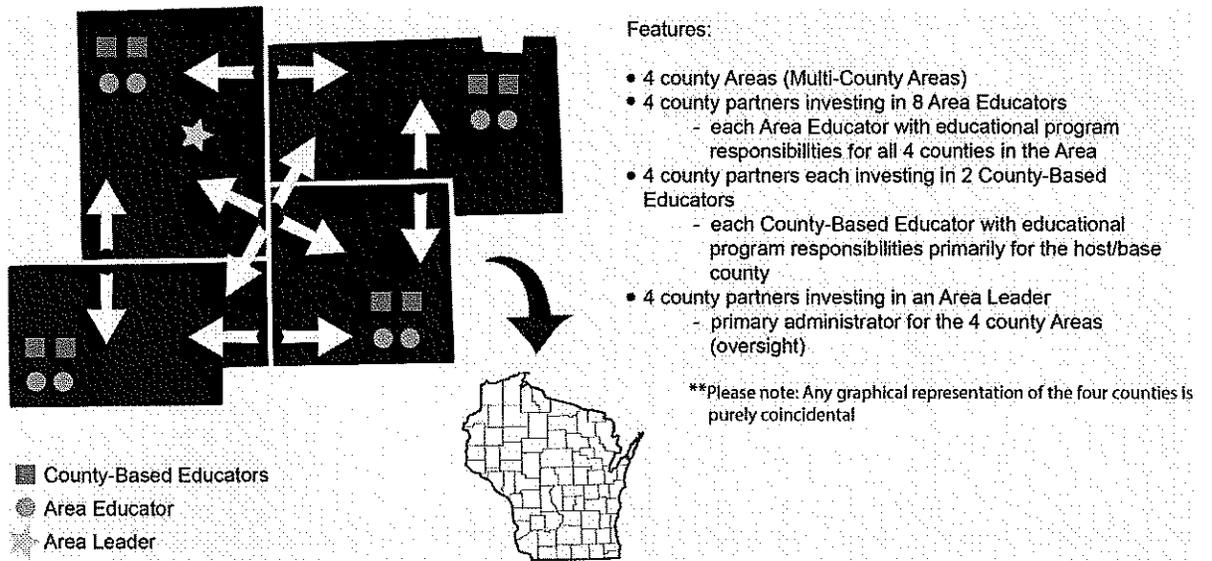
**Main questions during restructuring effort: What are we focusing on? How does this focus align with resources & support?**

This criterion aims at colleagues' desire to do what they are good at, to do what they are passionate about, and to do what they believe is the reason for being in this institution. This criterion is deeply connected to a common notion amongst colleagues: The issue of feeling to be a "Jack of all Trades", and to not be able to focus on the core aspects of their work.

**SUPPORT: THE UNDERLYING CRITERION**

The analysis shows that the main desires for support concern marketing, staff/specialist & programming/evaluation support, as well as more communication support. The latter two are tightly connected to a wide-spread desire for having more tech support and more technology for communication and collaboration available.

Appendix B. The following schematic illustrates what a proposed, multi-county area local presence component could look like under the nEXT Generation Model.



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