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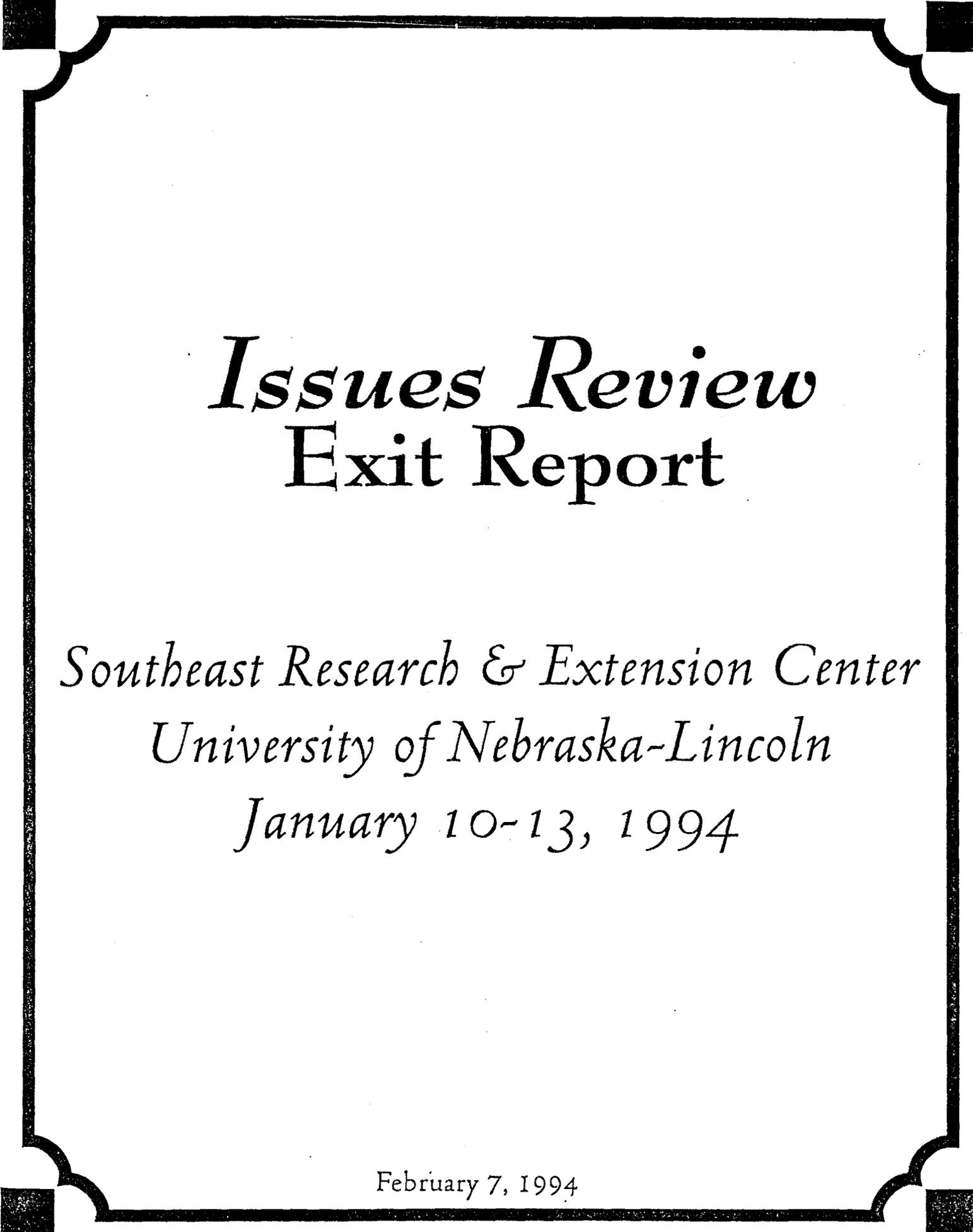


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Issues Review Exit Report

Southeast Research & Extension Center
University of Nebraska-Lincoln
January 10-13, 1994

February 7, 1994

INTRODUCTION

The Review Team convened on January 10, 1994 in Lincoln, Nebraska to conduct an issues review of the UNL Southeast Research and Extension Center. The panel met with faculty and administrators for two days and then presented exit reports to the faculty, unit administrators and IANR administration on Thursday, January 13.

THE REVIEW TEAM

Dr. Charles Stonecipher
Team Leader
University of Nebraska
South Central Research & Extension Center
Box 66
Clay Center, NE 68933

Dr. William Brown
Agricultural Leadership Education
and Communication
University of Nebraska
302 Ag Hall-East Campus
Lincoln, NE 68583-0709

Dr. Kathy Prochaska-Cue
Extension Specialist-Family & Consumer Sciences
University of Nebraska
123 B Home Economics-East Campus
Lincoln, NE 68583-0801

Anita Hall
Extension Educator
University of Nebraska Cooperative Extension
Antelope County
Box 146
Neligh, NE 68756

Dennis Berens
Rural Health Coordinator
1160 Eastridge
Seward, NE 68434

Andy Christiansen
Extension Educator
Univ. of Nebraska Cooperative
Extension in Hamilton County
Box 308
Aurora, NE 68818

Dr. Roger Elmore
Extension Crops Specialist
University of Nebraska
South Central Research &
Extension Center
Box 66
Clay Center, NE 68933

THE CHARGE TO THE REVIEW TEAM

Ken Bolen, Dean and Director of Cooperative Extension, asked the Review Team to evaluate the extension program with a focus on what's best for clientele. He asked the team to consider the following questions:

1. What are the issues? Has the unit identified the critical issues? Did they miss any?

2. What are the implications of programming in urban areas?
3. What is the appropriate structure for the SREC?
 - a) Should specialists be housed at SREC and report to the district director or department heads?
 - b) District lines - should the Midland 4 and East Central EPU's be moved to the Northeast District?
 - c) Is the current EPU structure satisfactory or should it be changed?
 - d) What are the needed qualifications for the next district director? (Following Loyd's retirement July 1, 1994)

Darrell Nelson, Dean of the Agricultural Research Division, asked the team to pull out research needs for the district. He raised the following questions for consideration:

1. Do we need an urban district? Do we need a separate leader for an urban district?
2. How can we access other parts of the university? Joint appointments? Dollars to buy additional expertise?
3. Should we have a different name for Southeast Research & Extension Center.

Steve Waller, Assistant Dean of CASNR, made the following comments relative to CASNR interactions with SREC.

1. Future linkages and interactions need to increase between Extension-Teaching-Research.
2. Extension needs more interaction with the Community Colleges.
3. Extension needs to play a role in distance learning and serve as coordinators for on-site credit course offerings.
4. With the large population base in the Southeast District, SREC needs to play an increasing role in student recruitment.

Loyd Young, SREC District Director, asked the Review Team to respond to the unit's goals and recommend whether they're on target or if they should consider alternatives.

The Review Team has addressed most of these questions in this report.

GENERAL COMMENTS

The SREC is a well-run, productive unit with the faculty showing a lot of commitment and teamwork. It is apparent that District Director Loyd Young has done an outstanding job of providing leadership and developing an effective staff and unit. The issues addressed by this unit appear on target. The unit has identified emerging issues for the near future.

RECOMMENDATIONS

1. With the retirement of the district director on July 1, 1994, this unit is at a turning point. The Review Team sensed a concern among faculty perhaps due to uncertainties in replacing the district director, changes in structure, urban programming, etc. Because of this tension, we **recommend that IANR administration move as quickly as possible in making decisions about changes affecting the unit and refilling the District Director position.** The faculty indicated that it wishes to be more innovative and risk-taking in the future. The new district director should embrace and support the faculty in this endeavor.
2. The Review Team suggests the following qualifications be considered for the next district director.
 - Have the ability to work with a diversity of staff and clientele.
 - Have administrative skills in staff development, helping motivate staff members to reach their full potential.
 - Be diplomatic and have excellent public relations skills.
 - Be a people person.
 - Be a leader - provide program leadership and facilitate issue teams.
 - Be politically astute - but not a politician.
 - Have an understanding of Extension with some county or specialist experience (desirable but not required).
 - Have a PhD in an appropriate discipline - could be non-traditional (e.g. Ed Administration, Business Administration, etc.).
 - Have skills to network outside the organization and within the organization.
 - Have financial management skills.
3. During the review, the faculty made suggestions for redirecting positions. We commend the faculty for considering this avenue to focus on issues. We urge the faculty to look at other ways to address these needs. **Short-term contractual arrangements** might be an effective way to involve non-IANR faculty in issue programming.

4. Several issue teams indicated a need for surveys. This appears to be an unmet need which could be met by "just doing it". We suggest that the staff **consider whether or not surveys are the best method and to seek out data bases from other organizations.** The information faculty need may already exist. The staff may be able to combine some surveys. We recommend the district director **make available support dollars** to help facilitate data collection needs.
5. There appears to be some confusion (or perhaps differences of opinion) on the service vs. education issue, particularly as it relates to urban programming. We recommend that the faculty look closely at this. **Define your product as well as your methods.**
6. It is difficult for a review team to suggest priorities for programs with such limited information. However, we did note that there was little indication of dropping programs as new issues are addressed. We recommend the faculty **prioritize programs and drop some to allow free time for the emerging priority issues.**
7. Within the unit's organizational culture, the faculty has developed a strong sense of cooperative teamwork (family) which has served it well. We wonder, though, if **this may be creating a barrier to individual innovativeness and risk-taking.** County, EPU and district lines should not impede programming with clientele.
8. There were some indications that research needs for the SREC district are met very well through the existing arrangements between specialists and departments. The faculty also suggested the following research needs:
 - Family/Youth issues.
 - Housing - needs, zoning, what's happening in the state.
 - Animal waste - odor control.
 - Municipal sludge - disposal on farm ground.

CHILDREN, YOUTH AND FAMILIES AT RISK

We commend the district's extension educators on their excellent programming for children, youth and families at risk including the programs noted in the report. The preventive, educational nature of this programming is recognized as appropriate and productive.

We applaud past and present coalition building efforts. Without these efforts past programs would not have been so successful.

We recognize and compliment the obvious effort spent in developing the staff's report. The supplementary "Family Facts 1993" included in Appendix D of the report defines several potential at-risk audiences including two-parent families, two-earner households, single-parent households, children and adolescents, high school dropouts, minorities, and the aged.

RECOMMENDATIONS

1. We encourage **continuing present programming**. Efforts to further diversify audiences and vigilance for how a present program might be leveraged into programming for an emerging need or issue, (i.e. we suggest emphasizing juvenile diversion as an emerging crime issue). We caution staff members against becoming so focused on current programs that it fails to recognize and act on emerging issues and opportunities. Continue leveraging staff resources and programming efforts by expanding coalition building efforts and implementing "train-the-trainer" programs.
2. We encourage **development of consistent, district-wide evaluation tools** as identified by staff.
3. Based on the results of future focus activity, the Review Team and staff recognized a need for district-wide coordination in the children, youth and families at risk area. A district coordinator specialist position through IANR reallocation is probably not a possibility, but we **encourage qualified extension educators** within the district to **pursue coordination roles** as officially redirected assignments or as limited-term specialist assignments.
4. **Explore the critical need for a district-based subject matter specialist with a "people" specialty**. Consider the needs within the district and resources available including current expertise of extension educators within the district. The appropriate subject matter area of a district specialist may not be currently covered within the district by other district specialists or extension educators.

5. **Empower extension staff to develop and maintain their own internal communications network.**

6. Further empower staff by **developing specialty areas of expertise.** Care should be exercised when defining these specialties. Avoid the temptation to define specialties by current "hot" topics or areas of personal interest. For example, define "at risk" more broadly so a broader spectrum of risk, as defined by audience (children, youth, aged) or topic, (economic, abuse and violence, parenting, self-care, school-age child care, elder care) would receive continuing special interest by an extension educator. Then, when the "hot" topics change (as they undoubtedly will in 3-5 years), someone will be "up" on the emerging areas of focus.

NUTRITION, FOOD SAFETY, AND FOOD QUALITY

The review team would like to compliment the members of this issue team on reaching a diverse audience using many program methods. Current program efforts are reaching a broad spectrum of the district: rural and urban, youth and adult.

The youth component is outstanding in this initiative. The idea to evaluate one 4-H project area to obtain research data is excellent.

"Train-the-trainer" concept is used as a basis of some programming efforts. With limited staff and time, this method will ultimately reach the most people.

KEY POINTS

1. **Develop linkages with people in the university system** who have access to this subject matter (e.g. college of nursing; medical center staff members; or department of health).
2. **Develop linkages with other agencies** which deal in this subject matter. Allow them to do programming which will free up time for extension educators while maintaining credibility.
3. **Develop a system of internal communications among educators** to share research and program ideas.

RECOMMENDATIONS

1. **Efforts in meat quality assurance are not the top priority in this area and should be addressed by another initiative.** Often the public perceives this as a greater risk than actually exists.
2. **Develop a method to sort out valid research from "junk".**
3. **Focus resources on health matters.** Use demographics and/or needs assessments to determine issues. Talk with your clientele.
4. **Develop a 900-number system** which can be manned on a daily basis not only by extension educators, but also by representatives of other agencies.
5. **Don't wait for a formal assignment to coordinate district efforts** in these areas. Identify someone to take this assignment and begin the process.
6. **Develop one program a year** that can be carried on across the entire district which would provide in-depth program information.

7. **Develop a computer network among educators to share programs, resources and research data. Do this by June 1994. Explore the possibility of expanding this network between other agencies and districts.**
8. **Three essential recommendations are necessary and can be enacted immediately. These include adapting materials for multi-cultural audiences, exploring delivery methods for non-traditional audiences and staff inservice.**

We commend you on an excellent report and initiative in this important area. Keep up the good work.

SOLID WASTE MANAGEMENT

There is good vision shown here...the environmental ethic approach and the projected future of merging this issue with water quality and others into an **environmental sensitivity** issue are good ideas. The staff has a good statement of what it wants the clientele to do. The suggested methods to monitor progress are good. *Environmental Echoes* looks like a success story worth continuing. We note that interagency networking on recycling efforts have had their leadership from extension in this district.

There are innovative programs from this initiative team. We commend the early leadership from Wanda Leonard. The oral report mentioned the potential for developing other programs through the linkages made with county and community officials. The efforts made relative to waste management are sure to pay dividends in future programs.

This is an area becoming well-defined by law. We recognize that extension has played an important role helping explain and interpret the laws as they were developed. We understand the importance of that effort prior to enforcement of those laws. It is also likely that some communities will continue to require help interpreting laws and extension has a role in building the coalitions that are emerging. There is also a need to work with on-farm disposal since farmers receive less direct information about these laws from state agencies.

We recognize there are important issues yet to be addressed in waste management. It is an important societal issue. However, the written and oral reports did not make a case for continuing this as a district-wide initiative. Perhaps a new initiative (environmental ethics) is emerging, as suggested. Solid waste management may move to the core program category.

RECOMMENDATIONS:

1. Is there a place for this as a major district initiative for the future? It appears the committee recognizes they need to **move from this initiative to a broader resource management effort** and to use the government linkages they have developed for important issues as they emerge. We agree and support efforts to make this shift in programming.
2. We suggest 4-H staff encourage the use of the *Waste Stream* project in the schools.
3. The **Biosystems Engineering** position probably has relevance throughout the state. We suggest this position should have state and district responsibility.

AGRICULTURAL SUSTAINABILITY AND PROFITABILITY

Sustainable and profitable agricultural systems are indeed important in southeast Nebraska. The diversity of farming systems and clientele in this large district makes the role of extension specialists and educators difficult. The effort portrayed in the review document is that of an interdisciplinary and proactive team.

RECOMMENDATIONS:

The following recommendations are specific to goal statements (p 22-23 of Issue Review Document):

1. The goal to **integrate production management, marketing, and financial educational efforts** is commendable. The SREC staff's approach to the task appears well-conceived and should be attainable.
2. The emphasis on **enhancing awareness of environmental and animal welfare issues among both urban and rural audiences** is positive. In addressing the urban audiences, be sure the intent is to benefit society, not acting simply for political reasons.
3. We applaud the staff's intent to create an awareness of issues associated with agricultural land ownership, estate planning, lease arrangements, and environmental audits. We **encourage forming alliances** in this effort. We are encouraged by the staff's interest in looking beyond the straight-forward issues of production and profit and focusing on these human issues.
4. The goal to **use a computer retrieval system to improve efficiency of information dissemination** appears in the best interest of SREC's clients. We encourage pursuing this plan as soon as possible. The staff must be careful to spend its time wisely. Delegate responsibilities of routine start-up procedures and updating to staff members. Coordinate activities with IANR Communications & Computing Services (ICCS). This is a good plan...go for it!
5. The **target groups** noted are excellent. Perhaps other agencies and urban audiences could be included on this list?
6. **Networking with other initiative teams** is imperative to successful operations of SREC. Continue to interact with each other.

The following recommendations are specific to the section resources needed for success (p 24 of Issue Review Document):

1. **Communication support specialist.** We understand the need for high quality visual aids and graphics as well as assistance in reaching broader audiences that a communications specialist can provide. Timeliness is also critical. We encourage discussing these problems with ICCS if the staff hasn't already done so. There appears to be a structural problem on their part. However, we note other issue teams did not mention this as a priority. If there is broad-based SREC support for this position, and little from ICCS, pursue this position.
2. We understand the importance of on-farm research and extension programs coordinated by extension and research technologists. However, we did not receive sufficient information to comment extensively on this request. We encourage the faculty to **expand on the need for this position** in its comments responding to the exit report and to indicate the interactions this position would have with the extension assistant requested in the water quality section of the document.
3. **We encourage specialist outreach to non-farm and non-traditional extension audiences.**
4. **Network with appropriate teams** which relate to this initiative.
5. The development of enterprise analysis and other programs listed is logical. We encourage administration to **pursue this with Agricultural Economics**. As an alternative, perhaps a short-term specialist from the law school could develop these programs.
6. The **soils specialist position** with emphasis on soil fertility, water quality, and nitrogen management is **critical** to the operation and success of this issue team and also that of the water quality team.

We are encouraged by the staff's intent to increase using **community-based advisory groups to define priority needs**.

We encourage **taking another look at value-added production**. We believe this can be an effective tool in achieving more sustainable agriculture by enhancing profitability and it can have positive impacts on not only the producers but also rural communities. The staff perceives **inservice educational opportunities need improvement**. **Pursue this!** Inservice training is one of the vital links between specialists and educators.

This issue team needs to take more risks. Strive to become more 'responsive' as indicated in the 'Organizational Culture' section of the review document.

We encourage this team to continue to strive for extension programs that enhance agriculture sustainability and profitability. The direction you are taking appears correct.

ENHANCING WATER QUALITY

The team has done a fine job of defining important areas for extension programs on water quality. The plan shows good integration of different disciplines. We commend the Team on pursuing outside resources which will make important programs possible.

There are many programs reported in this section of the district initiative report. Can these be adequately addressed as a district effort? The team reported all items were too important to drop. We accept that all of these projects might be offered at various locations in the district, but we believe there could be visible impact if one or two items were selected for district-wide effort. *Farmstead Assessment* looks like a program that could be a distinctive, district effort. Plans to conduct 'Risk Assessment' programs may be another.

It was mentioned that pesticide and chemigation issues may be so regulatory in the future that the staff won't be addressing them. The Team might want to see if there are ways to begin phasing out now.

RECOMMENDATIONS:

1. It was mentioned during the oral report that **water data needs to be compiled in one location**, perhaps the Water Center. We recommend that the team explore this further. What should the Water Center involvement be? Should it be a center for extension or research information?
2. **Put more effort into looking ahead.** Many of the items under the five headings are already active to some degree. How will the staff be prepared to move to keep ahead of the issues as they change?
3. There have been **successful and innovative programs** operating in EPU's in this district. Is there an effort to **expand them into other EPU's**?
4. The need for **converting an existing educator to 50 percent animal waste management may not be necessary.** Developing this specialty can be done within the current EPU system of specialization without formally converting a position.
5. We agree an assistant would be useful for the **water quality demonstration activities.** We would encourage seeking outside funding for this position, since extension-funded positions are limited. This is an area that has outside funds, and SREC has had good success competing for them. Work with other groups and agencies in developing demonstration projects.
6. We strongly support maintenance of a **soils specialist position in this district** as it is crucial to the water quality initiative. There are clear agricultural differences in this district that impact water quality issues.

STRENGTHEN NEBRASKA COMMUNITIES/LEADERSHIP DEVELOPMENT

The Review Team was particularly impressed with the quality and clarity of the material submitted and presented by the issue team. We felt we were provided with a very clear picture of both current activities and the directions that the issue team wishes to take in the future. The intelligence, dedication, and positive spirit of the people working in this area was quite apparent.

KEY POINTS

- The Review Team strongly feels that community development and leadership are areas of great current value and future potential, both in terms of programming growth and of benefit to our state. We also think that this area has great potential for positive interaction with other programming by facilitating essential community support and leadership.
- Given the nature and importance of this area, we recommend the faculty support these programs by recognizing and rewarding innovation and by being ready to underwrite programs which will inevitably meet expectations.
- The team was particularly impressed by the issue team's recognition that programs in this area have a life cycle and that it is important to be ready to allow people and programs to "move on" at the appropriate time.

RECOMMENDATIONS:

Regarding the recommendations of the issue team (numbers correspond to recommendations on page 30 of the Issue Review Document):

1. **Support diversity.** We commend the team on recognizing the importance of diversity, and we encourage action beyond the bounds of the identified issues.
2. **Use a team approach.** It is essential for programmers to **model** the same sort of **leadership and team building** they are attempting to engender through programming.
 - a. We recommend the director of the Center for Leadership Development (CLD) **communicate ways in which the resources of the CLD can be utilized in SREC programming efforts.**
 - b. We recommend the director of the CLD, in conjunction with the SREC district director, **provide opportunities for interested extension educators to affiliate with the CLD.**

3. **Develop a strategy for public relations.** This recommendation is laudable, but as stated, it must be addressed at the IANR organizational level. We encourage the SREC director to coordinate with Assistant Vice Chancellor Hartung to explore ways in which they can contribute to ongoing IANR image-building efforts.
4. **Establish a district fund.** We find this recommendation very desirable. Although the exact amount of resources was not clearly stated, we understand it might be at a level which would permit funding through local resources. If so, we recommend that it be done. If the resources needed require outside funding, we also support efforts to secure funds through such sources as grants or combining projects with graduate research theses or dissertations.
5. **Allocate time to develop skills.** It is important to recognize the work in this area is very labor intensive and results are not immediately apparent. Given the specialized knowledge and long-term nature of programming in leadership and community development, we recommend the faculty encourage and allow extension educators to specialize in this area.
6. **Identify a leadership package.** Although it seems unlikely that a single program or package would meet the needs of all providers and clients, we strongly encourage this initiative.

STRUCTURE

The faculty review document essentially recommended "no change" in present structure. While the present structure has served well, we wonder if it is the best structure for the next 10 years and beyond. The following comments and recommendations address many of the questions and issues related to structure.

RECOMMENDATIONS:

1. There are advantages and disadvantages to the SREC location on East Campus. As we listened to faculty and department heads, we concluded that the **advantages of remaining on campus at this time outweigh the advantages of being off campus**. We do note that the present facilities are currently fully occupied with no room for expansion. If a move off campus were to be considered, we **recommend taking a look at co-locating with Southeast Community College on East 'O' Street**. This would be consistent with the goals of developing closer working relationships at the learning centers at College Park, Grand Island and Norfolk.
2. The present system of **assigning specialists to the district**, with some housed in the center office, is **apparently working well**. The research component, assigned to departments, is apparently working well also. Department heads and faculty seem satisfied with the present arrangement.

We recommend **exploring short-term specialist assignments based on identified program needs**. These may come from within IANR or outside IANR departments. There is clearly a need for specialist help from departments outside IANR. We urge IANR to explore options for involving faculty within the NU system in priority issue programming. The concept of **allowing extension educators to serve as temporary part-time specialists** has merit, and we encourage this district to facilitate such opportunities.

3. There is apparently **no overriding reason to change the name of Southeast Research & Extension Center**. In fact, it may be better to leave it as it is to be consistent with other research and extension centers across the state.
4. We recognize the **heavy workload** for the district director. There are a variety of ways to address this problem. **Consider giving EPU unit leaders more responsibilities, reducing the size of the unit, or providing additional administrative support**. This problem may not be unique to the Southeast District, thus this need should be considered as part of a state-wide solution.
5. **The need for the rural-urban interface argues against creating a separate urban district**. However, there may be merit in **reconfiguring the Metro EPU lines**. The team feels this is a decision better left to those closer to the situation.

6. Current EPU lines and district lines have worked well. However, when we consider the development of the Norfolk learning center and the need for better FTE distribution to achieve equity in the district directors' workloads, we **recommend considering moving the Midland IV EPU and the East Central EPU to the Northeast District, and perhaps moving some EPUs or counties to the South Central District.** There may be some merit to exploring changing EPU lines to achieve better balance between districts and to better serve urban programs. Southeast might work better with three or four EPUs. Structure must be driven by meeting clientele needs the best way possible.

The unit has done a good job of exploring how to enhance EPUs. As we visited with the faculty, county lines and budgets appeared as barriers to individual functioning within EPUs. To give the faculty a goal to strive for, we suggest the following for enhancing EPUs:

- a. **Dissolve county lines**, structuring EPUs on a multi-county or some other basis.
- b. **Have one EPU Board** - one budget outside county general fund.
- c. **Have one EPU unit leader.**
- d. **Rotate program coordinators** within EPU.
- e. Possibly **reduce the number of county offices**, and in some cases perhaps have only one EPU office.

The above suggestions would require a change in extension legislation.

URBAN PROGRAMMING

The Review Team recognizes and applauds the work and thought of the urban programming team. They have worked to address how this district and state should begin to address the needs in our urban population centers.

This is a new emphasis issue for the IANR and Extension. We are sure many people question whether the district should even become involved with this initiative. The review committee believes Extension should focus appropriate resources and energies to address the needs of individuals, families and communities in urban places.

The issue of urban life and its diversity was mentioned in all the other district team reports. It reflects the concerns and challenges extension educators and specialists feel. In the broader context, it is an issue about which our state is concerned. It is also evident that, as a state, we lack knowledge and consensus on what action to take. This concern can and should be addressed by this district.

Although the programming document did not define the target audience, the review committee agrees with the staff's assessment that delivery of programs is as much a major issue in urban areas as the type of programs presented. We encourage the staff to continue investigating whether this is true. We also want to recognize the staff's efforts to use new delivery methods such as 900-numbers, kiosks, radio, shopping center activities, etc.

We believe struggles to develop service for a diverse urban audience could be addressed by asking, "is this a service need or is this an educational need?" If a program collapses phone systems and totally ties up staff because of a service delivery issue, is this the best use of resources? Did that activity really fit the mission and framework?

Program and delivery diversity will also create the need for staff diversity. Urban audiences may also need more than just traditional programming. The goal should be to develop an inclusive approach to deal with the diversity of urban settings. The team should research this issue carefully in order to help all who would deliver programs to Nebraska's urban areas.

RECOMMENDATIONS:

In response to the specific recommendation found on page 36 of the review document, we offer the following comments and reactions:

1. **Use IANR funds to do a study.** We encourage this committee to further define the urban audience with the help of city planners, development experts and city agency representatives. These entities and extension probably possess a lot of the necessary information. The Review Team encourages **hiring a facilitator** to assist the group in sorting this information and setting priorities on the identified concerns.

2. **Conduct a retreat for staff.** A retreat is a great way to focus on an issue. The Review Team recommends the committee **contract with a facilitator** to help focus the interpretation of the data and to begin the program and network development needed for success.
3. **Regarding metro realignment,** the Review Team moved this issue to the structure report.
4. **Hire a housing specialist.** The Review Team believes this issue should be evaluated by the committee in light of the district mission statement: does it fit into the regular framework, and is this a research-based program? This issue may need to be considered and evaluated under the service or education guide suggested above.

The committee may best view parts of this issue as a **brokering or referral issue**. The Review Team encourages the committee to develop a team list as was recommended and begin to facilitate discussions on the issue.

5. **Hire a marketing specialist.** The Review Team encourages the district to reallocate dollars to address this issue. After the group has decided what "products" it needs to market to an urban audience, it may be best to **hire an agency** with a full range of services to develop a complete marketing plan. The Review Team emphasizes a continued focus on education, not service delivery. We would also encourage continued target definition and flexible implementation.
6. **Glean from IANR's pool of knowledge.** The Review Team supports the first sentence of this recommendation. As the committee continues to identify urban audiences, their needs, and the best delivery methods, the institute's support should be given. We also **encourage short-term hires** from within and outside the IANR, and the university in order to get the best people for the goals.
7. **Formalize a process for interdisciplinary teams.** The Review Team concurs with the need to create this process. We encourage the district to consider doing this in an innovative way and in incremental, measurable, sustainable steps. The goal is to find the best possible model. Look at doing small demonstration projects, short-term working groups, etc. Learn the process. Go outside extension for ideas and people, groups, etc. Also consider using the review team model as an example of how a team can address issues, meet goals and then go out of business.
8. **Educate administrators.** The Review Team heard the committee say, "The audience makes our program urban." We encourage the committee to concentrate on that statement and deliver first to urban targets. We also **encourage delivery of more than just urban agriculture/horticulture**. There is a **documented need to address family issues throughout the district**. This should ensue in light of SREC's mission and its research-based information. The district should serve as the rural/urban bridge on the family issues. We encourage using IANR, the university system and non-university resources to meet the identified needs.

9. **Intensify recruiting efforts.** The traditional student population pool for the College of Agriculture and Natural Resources is decreasing rapidly. Population shifts and urban growth areas have made the Southeast District the district from which the college must do recruiting. How can the district help coordinate efforts to recruit through its educators, specialists and clientele networks? This is also a resource issue for the district. In light of that issue and the pressing needs of the college, we encourage the district to call a meeting of the IANR, Cooperative Extension Service, and college and district representatives to begin the planning and implementation of strategies to address recruitment. We believe all members listed above will be affected by the efforts of this group and its actions.

The location of SREC provides an opportunity to experiment with the need and great potential to bridge the urban and rural needs of our state. We applaud the staff's efforts to take risks and to be a leader in this area.