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Denise L. Legvold

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COUNTY EXTENSION COORDINATORS' OPINIONS ON THE ROLE OF
COUNTY EXTENSION OFFICES IN THE CIVIC ENGAGEMENT OF
A LAND-GRANT UNIVERSITY

By

Denise L. Legvold

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COUNTY EXTENSION COORDINATORS' OPINIONS ON THE ROLE OF
COUNTY EXTENSION OFFICES IN THE CIVIC ENGAGEMENT OF
A LAND-GRANT UNIVERSITY

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As universities enhance their civic engagement and build connections between campus and communities across the state, the county extension office and local staff have an opportunity to broker resources between the two entities. The question is not 'if' this needs to happen, but specifically what role Extension should play. County Extension Coordinators in Alabama have differing opinions about the role of their office and the value of specific engagement activities to the community. These differing opinions may make it difficult to achieve uniformity in what faculty can expect of a county extension office. Three different opinion groups were identified in this study. One group of County Extension Coordinators felt that engagement activities should focus on issues affecting local economic impact. Another group chose activities that would avoid potential problems due to interagency conflict and local politics. The third group saw the civic engagement of their land-grant university as an opportunity to make Extension look good in their county.

Group membership could be explained by tenure of the County Extension Coordinator and their subject matter expertise. Given the results of this study and engagement scholarship, strategic areas for Extension to explore include (1) the activities of the county extension office as influenced by local advisory groups, opinions of the County Extension Coordinator, and needs of the Land-Grant University; (2) the role of the County Extension Coordinator in facilitating university-wide outreach; and (3) the need for County Extension Coordinators to have extensive networks and networking skills in order to embrace the breadth of opportunities to facilitate the civic engagement of a Land-Grant University.

Key words: civic engagement, outreach, extension, land-grant university

DEDICATION

I would like to dedicate this research to my Extension friends and colleagues, past and present, in Iowa, Michigan, Illinois, and Alabama. You have inspired me to care deeply about our Extension organization and its future.

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CHAPTER I

INTRODUCTION

It has been nearly ten years since the Kellogg Commission Report entitled *Returning to Our Roots: The Engaged Institution* (1999), announced that “State and Land-Grant Universities have a responsibility to redesign teaching, research, and extension and service functions that are sympathetically and productively involved with the communities universities serve.” This document provides three challenges, three goals, a seven-part test of engagement, five key strategies, and eleven institutional portraits as examples of engaged institutions. The report is a critical document. Could it be as important as the Morrill Acts of 1862 and 1890 that established Land-Grant Universities and the Smith-Lever Act that established the Cooperative Extension System in 1914? Remember, it was a commission report – Commission on Country Life, chaired by Liberty Hyde Bailey – that spurred the creation of the nationalized Extension System. The Kellogg Commission Report on Engagement is simply asking the Extension System to refocus on the original mission of Land-Grant Universities.....putting the university to work on the practical problems of the day (Peters, 2002).

Three additional organizations are calling for engaged institutions. The National Research Council reported on the need for change in the land-grant system in four key areas, one of which was to stimulate the linkages among teaching, research, and

Extension (Gould & Ham, 2002). The Extension Committee on Organization and Policy (NASULGC, 2002) released *Extension in Transition: Bridging the Gap between Vision and Reality*. This report identified the need for extension to draw on broader university resources in its program delivery, specifically new and creative linkages with other colleges in the university. Finally, The Carnegie Foundation for the Advancement of Teaching, a leader in the field of higher education, is also pushing for an ‘engaged’ institution (Boyer, 1990; Glassick, Huber, & Maeroff, 1997).

Extension has long been thought of as the ‘outreach’ arm of land-grant institutions. So, when the Kellogg Commission Report on Engagement suggested redesigning the extension and service function of an institution, do they mean The Extension Service? Page 35 of the report, clearly answers this question:

It is important to consider how to reshape cooperative extension so that it develops into what it has always had the capability of becoming, a powerful organizing center for total university engagement.

Since the Kellogg Commission Report, Extension has discussed how to reshape, reorganize, and re-envision its role in university engagement. During this time period (1999-2008), approximately thirty articles pertaining to engagement have been published in the *Journal of Extension*. Twenty of these articles expounded upon the importance of Extension embracing new roles to achieve university engagement. Eleven articles depicted examples of the emerging activities that illustrate university engagement. Authors agreed that Extension, as a form of university engagement with citizenry, must embrace a broader more inclusive view of its role (Alter, 2003; Bull, Cote, Warner, &

McKinnie, 2004; Gould and Ham, 2002; Kelsey, 2002; Kelsey L& Mariger, 2003; Peters, 2002; Scott, 2002; McGrath D.M., Conway, F.D.L., Johnson, S., 2007; Ukaka, Reichenbach, Blinn, Zak, Hutchison, & Hegland, 2002; Warner, Hinrichs, Schneyer, & Joyce, 1998). An important aspect of this study will be to explore the perceptions of those in administrative roles in county extension offices regarding the types of activities that Extension can facilitate in order to be a powerful organizing center for total university engagement.

The American Democracy Project has discovered that local control is key to initiating civic engagement (Mehaffy, 2005). Ilvento (1997) in his detailed description of six case studies of expanding roles of Extension in the University setting agrees there is no single way to go about it. He found though that the strategic decision making process is influenced by Extension's past experiences, the level of support for extension, the administrative structure of extension and the university, and the vision of those within and without the extension system. Studying successful models of civic reorganization with the idea of replication is not recommended; rather each institution should re-shape in its own unique way (Gould & Ham, 2002). Heeding these recommendations, this research study will examine the opinions of County Extension Coordinators in the Alabama Cooperative Extension System regarding the role of county Extension offices in the civic engagement of land-grant universities.

Statement of the Problem

It is not uncommon to hear a county extension staff person say, the county extension office is your front door to the land-grant university(ies) in our state.” Being the front door acknowledges that the Extension office is an entry point for a community of people to access the entire university. It also implies that it is a door through which faculty, staff, and students from the land-grant university enter the community. No wonder the Kellogg Commission Report on Engagement used the term ‘organizing center’ to explain Extension’s envisioned role in university engagement. The Extension Committee on Organization and Policy (ECOP) agrees:

Over the past four decades, Extension has failed to fully integrate new issues and constituencies into its agenda and has continued to focus largely on rural and agricultural issues. Extension generally has not taken the initiative to establish partnerships with other forms of university outreach. (The National Association of State Universities and Land-Grant Colleges in its Resource Document entitled The Extension System: A Vision for the 21st Century, 2002)

If County Extension Offices are to assume new activities to help facilitate university engagement, County Extension Coordinators (CECs) must expand their vision and “think outside of the box” about new and novel ways that county offices can support two-way academic-community civic engagement activities.

Auburn University, one of Alabama’s three Land-Grant Universities which also includes Alabama A&M and Tuskegee University, is poised to strategically move in the direction of enhanced university outreach activities. Auburn University embarked on a

strategic planning process in October 2007. In the first draft of *Strategic Directions for the Auburn University System* (2008), sixty-two recommendations were outlined, ten of which have implications for Extension's role in university-wide outreach.

Recommendation #11 is as follows...

11) Cooperative Extension System participation

Develop a process to increase student participation in Extension projects and develop linkages with programs and departments not traditionally affiliated with Extension.

Auburn University understands its land-grant mission.

Historically, Auburn University Outreach has occurred in many forms beyond the Alabama Cooperative Extension System – non-credit course instruction, distance instruction, technical assistance, service learning and technology transfer. An Outreach Survey conducted in 2005 revealed 403 reported outreach programs (ACES activities included) with the top three categories being 1) public healthcare – education, prevention, and screenings, 2) agricultural technical assistance & training, and 3) pre-K-12 education; followed by professional development and certification training; programs for children and families; community services; technical assistance to communities and government; economic development; environmental programs and education; cultural and historical awareness education; and public safety and emergency preparedness. Almost one-half (49%) of the reported programs were directed to the general public. The number of programs impacting Alabama from 2000-2005 ranged from 160 to 259 programs per county.

Purpose and Research Questions

The purpose of this research was to explore the opinions of County Extension Coordinators (CECs) regarding future ways that Alabama Cooperative Extension System's County Offices can be the front door to Auburn University; thereby enhancing civic engagement and university outreach.

Research questions addressed were:

1. Do CECs in Alabama have different opinions about the role of a county extension office in university-wide outreach?
2. If so, how do the opinions of CECs in Alabama differ regarding university-wide outreach activities that county Extension offices can support?
3. Are there characteristics of the county or the CEC that explain the differences in opinion?

Justification for the Study

As CECs envision more ways that their county Extension office can be the front door to land-grant universities, and act on those ideas, the connection between community and university is strengthened. As Extension administration begins to identify new engagement roles that county offices feel are important, systems and training can be put in place to formalize that role and then 'market' Extension's new abilities to all university departments. Understanding the taxonomy of engagement activities that groups of CECs support will help define a strategic plan. The ability to

profile the county or CEC most likely to support a given type of engagement activity will define a strategic plan for Extension.

Assumptions of the Study

The following assumptions were made:

1. Amongst all Extension staff, County Extension Coordinators are most informed of community issues and resources across a wide range of content areas. CECs are skilled at program development which includes needs assessment, program design, implementation, and evaluation.

2. Alabama Cooperative Extension Administration is prepared to revise the job description of CECs to include a broader range of academic-community engagement activities. Administration is also willing to budget resources needed for engagement activities to be included in a strategic plan.

3. Although many studies would first examine the value CECs place on expanding the role of county extension offices in university-wide outreach activities, it is the premise of this study that whether such a role is of high value or not, it is a critical role that must be embraced. The question is not 'if', but rather 'how' to proceed.

Limitations of the Study

Limitations of this study are as follows:

1. Since the population was limited to only CECs in the Alabama Cooperative Extension System, the results are limited to this population and will not be generalized beyond. In addition, since this study uses Q-Methodology, which is considered both a

qualitative and quantitative research method, the generalizability of this study is the responsibility of the reader. Sufficient data is provided to describe the subjects included in the research so that the reader can make judgments regarding the extent to which the results of the study can be generalized to a larger population.

2. The Alabama Cooperative Extension System has not strategically planned for an increased role in university-wide outreach activities. The subjective opinions of County Extension Coordinators will not come from past experiences, but rather envisioned roles.

3. Although many public institutions are engaged in outreach activities, this study is limited to the activities that connect Alabama citizens and communities to Auburn University.

Definition of Terms

For the purposes of this study, the following are operationally defined:

Engagement – Institutions that have redesigned their teaching, research, and extension and service function to become even more sympathetically and productively involved with their communities, however community may be defined. Embedded in the engagement ideal is a commitment to sharing and reciprocity: a two-way street defined by mutual respect among the partners for what each brings to the table (Kellogg, 1999).

Faculty Outreach - The Auburn Faculty Handbook (2008) uses the term ‘outreach’ to refer to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit missions. A faculty endeavor may be regarded as outreach scholarship for purposes of tenure and promotion if all of the

following conditions are met: 1) there is a substantive link with significant human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic professional expertise; 4) the ultimate purpose is for the public or common good; 5) new knowledge is generated for the discipline and/or the audience or clientele; and 6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission.

Outreach Activities – Activities that can be completed by staff in a county Extension office that facilitate the two-way partnership between communities and the entire land-grant institution beyond Extension's current role; operationally defined as a card deck of 48 sample activities. A variety of terms are used to describe these activities and according to research conducted by Bruns (1999) the terminology used has little impact on the value faculty placed on the activities.

Alabama Cooperative Extension System (ACES) – The Auburn Faculty Handbook (2008) defines as follows:

The Alabama Cooperative Extension System (ACES) enables Auburn University to reach every segment of the state's population. Staff and faculty in each of the 67 counties and at Auburn lead research-based educational programs to regain agricultural and forestry profitability; enhance family and individual well-being, revitalize rural Alabama, develop human capital, and to develop, conserve and manage the state's natural resources.

County Extension agents develop, organize and carry out educational programs to meet the needs of local people. Agents live in the community, associate closely with clients, and involve them in planning and delivering the educational endeavors. Subject matter specialists, stationed on campus and in area offices, constantly process and disseminate for local use new information discovered through research. Agents and specialists also serve as conduits through which problems to be researched are fed back to campus.

County Extension Coordinator (CEC) Opinion – CECs are individuals employed by the Alabama Cooperative Extension System who are responsible for the administrative functions of a county extension office and has an office therein. Their subjective opinion is operationally defined as the rank order sorting of the 48 sample activity cards.

CHAPTER II

LITERATURE REVIEW

Organizational Theory Related to Extension

The ‘call for community-university engagement’ certainly opens the door for Extension to take on new roles and responsibilities. But, can this new challenge be accomplished from Extension’s current organizational structure? If change is required, is Extension capable of evolving as needed? To answer these questions, let us examine Extension’s organizational structure past, present, and future.

Extension Past

The need for Extension did not appear overnight. Rather, it was preceded in time by other agricultural education efforts. Farmer’s Institutes began around the mid 1800s and grew in popularity over the next 50 years. Agricultural colleges, faced with the demand of providing resources to conduct these Farmer’s Institutes, lobbied Congress for support. As a result, the Hatch Act of 1887 established agricultural experiment stations. By 1902 it was reported that approximately 819,000 persons were attending the institutes. Trains then became a popular delivery method from 1907-1911 (Moss & Lass, 1988). Finally, it was determined that a national system was needed to organize agriculture education. In fact, it was the recommendation from the Commission on County Life,

chaired by Liberty Hyde Bailey in 1908 that recommended a nationalized extension service. (Interesting that it is again a commission – the Kellogg Commission Report – that is spurring change in the Extension organization). In 1914 Congress passed the Smith-Lever Act...to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same (Campbell, 1995).

Extension was part of an adult education movement. In 1831, the first tax supported public library was established in New Hampshire. In 1839, the first public evening school was established in Baltimore. In 1890, the General Federation of Women's Clubs was founded. In 1892, the first university correspondence study was offered by the University of Chicago. In 1926, the American Association for Adult Education was organized. The G.I. Bill was established in 1944 (University of Oklahoma, 2007). A new population of adult education providers was emerging. Libraries, colleges, work sites, and schools were all new organizations creating this new population. Individually, and collectively, the new adult education population of organizations established legitimacy. The theory of density-dependence evolution explains why (Handel, 2003). It is relatively easy for new organizations to form as a new population is gaining legitimacy. Founding rates of new organizations continue to climb as long as resources are available to support the new organizations. At some point, the number of organizations within the population reaches the maximum that is sustainable. At this point, the population is sustained through selective replacement of different organizations, not necessarily through the adaptation of individual organizations.

How to organizationally structure this new USDA Extension Service must have been a challenge. Rational models such as Weber's Bureaucratic Theory dominated sociological perspective during the early 1900s. Weber believed in a scientific approach to organizing and even believed that it applied to living (Handel, 2003). The rational theoretical perspective promotes structure, self-containment within the organization, rigid role descriptions, and tight control. This thinking is reflected in the formation of the Extension Service. Early programs in the Midwest were called "domestic science associations." The development of the *county* extension organizations, at which local agents presented information learned at training school, was implemented because of its efficiency compared to demonstration trains and institutes. The organizational structure of Extension has changed very little since its inception. Agents at the field level have primary assignments in areas of agriculture, home economics, and 4-H youth work. Each county has a county director/coordinator/leader that is responsible for certain administrative responsibilities. The county offices are divided into extension districts, which are supervised by a district director. Specialists are generally located in the land-grant university's academic departments. Many have joint appointments combining extension, research, and teaching. Each state operates almost autonomously yet has similar organizational structure (Arntzen, 1994). One could visualize Extension's state organizational chart as a 3 x 3 matrix: three levels (county, district, state) and three program areas (agriculture, home economics, and youth). This matrix form of organizing is prone to conflicts between function (levels) and products (programs) (Scott & Davis,

2007). Extension is a highly structured organization and representative of the rational systems perspective.

Extension Present

The description of Extension as highly organized does not mean that Extension is a top down organization. Authority is distributed throughout the organization. Extension is considered a grassroots organization. Local advisory groups are used to help agents identify local problems, establish priorities, and determine appropriate action to reach these objectives. It is a debate as to whether this is Extension's operative program development process or professed process. Extension has been accused of delivering traditional programs regardless of what local needs have been identified, simply because regional and state staff with specific expertise is the main resource for program delivery. This debate could be the result of an organizational form that is not consistent with the organization's goals.

Extension changed its name a few years ago – what was termed *Cooperative Extension System* is now simply *Extension Service* or *Extension System*, depending on which state you are in. It is not well known why the word *cooperative* was removed, but perhaps it was an attempt to reduce the relationship linkages that bind Extension to its early agricultural partners. Barnard's Cooperative System sociological perspective explains that interpersonal ties to those within and external to an organization form the basis for what we do operationally (Scott & Davis, 2007). When Extension's local advisory board members, funders, and academic departments are tied to traditional programming, it becomes difficult to shift the organizational focus. Both the bureaucratic

structure of the Extension Service and the cooperative organization makes grassroots programming difficult to achieve.

Extension was extensively studied in 1948, 1958, 1968, and again in 1983. Each study addressed scope of subject matter, clientele, Extension methods, training, financing, and relationships of Extension within the university and USDA. Ratchford (1984), in his article entitled, “Extension: Unchanging, but Changing” does a thorough job of analyzing these four studies. He reports that although no revolutionary changes have occurred as a result, the studies have had impact: (1) stronger tie of Extension to the university’s academic base, (2) broader program areas, and (3) increased focus on social issues. In 1987, Extension initiated the concept of “issues programming” to address rapid changes in the global economy, environment, demographics, family structures and values, social interactions, and sustainability of resources (Arntzen, 1994). Extension was attempting to respond to its environment.

During this same time period, the science of adult education was exploding. Human Capital Theory and Pragmatism were two schools of thought; so different, that they became polarizing forces in the field of adult education (Heaney, 1996). The debate was over the appropriate subject of adult education - the individual or the collective; the purpose of adult education - defining skilled elite or building democracy; and of the nature of change - a given to which learners are adapted, or a future which learners are empowered to create. Given Extension’s decision to initiate issue programming, the organization seems to have chosen Pragmatism as its preferred philosophy of education. This change in organizational purpose initiated only a slight change in organizational

structure. Why? Ecologists that study the evolution of organizations explain that organizational forms are imprinted at the time an organization is founded. Inertia – resistance to change – is a normal state for organizations (Scott & Davis, 2007). The slight change was the addition of Community Resource Development as a fourth program area (accompanying agriculture, home economics, and 4-H). It is interesting that Extension choose to add another program area and thus treat community development as a separate body of knowledge unrelated to agriculture, home economics, and youth. Another option would have been for community resource development to be embedded in Extension programming related to agriculture, home economics, and youth.

The social change movement called for Extension agents to be ‘change agents’ (Imel, 2000). This could be interpreted as the need for all county Extension agents to be facilitators of social change; but instead, the role of agents did not change. The field of adult education argued that being a change agent is not the same as being an adult educator (Heaney, 1996). Extension remained adult educators....but with the mission of issue programming.

Opportunities for Extension

This portion of the literature review is organized around three broad areas of engagement that CECs could explore: helping (1) faculty with civic engagement, (2) college students with service learning, and (3) communities with university engagement.

Civic Engagement of Faculty

For a variety of reasons, faculties have narrowed their priorities to research and teaching, declining to recognize their responsibility to service. Much of the research conducted is basic rather than applied research. What is taught in the classroom is acquisition of intellectual knowledge, rather than public knowledge. Civic engagement will not only entail faculty increasing their service activities, but also a reshaping of their research agenda and classroom teaching (Kellogg, 1999). And that's not all – when working with the public faculty must be relevant, be understandable, and be engaged (Beauregard, 1998).

The Carnegie Foundation for the Advancement of Teaching (Boyer, 1990 & Glassick, Huber, & Maeroff, 1997) challenges the professorate to clarify campus missions and relate the work of the academy more directly to the realities of contemporary life. The first challenge is an understanding of how service activities are considered scholarship. The second challenge is to have tenure and promotion reward faculty talents in teaching and service. Boyer (1990) suggests creativity contracts in which faculty individualize their focus for a specific period of time and are evaluated accordingly. If applied scholarship is part of their creative contract, then stakeholder input should be included. Additionally, Boyer calls for colleges and universities to carve out their unique mission in one or a combination of four scholarship areas – discovery, teaching, integration, and application. For those that strategically focus on application, faculty committees and faculty senates should conduct campus-wide discussions on topics such as “scholarship and its uses.” Based on a 1989 national survey of faculty, the

professorate support the proposition that changes in faculty evaluation procedures are important and overdue. The Carnegie Foundation for the Advancement of Teaching (Glassick, Huber, & Maeroff, 1997) suggests that a professional profile become part of the evaluation process. This organization also conducted a national survey on the reexamination of faculty roles and rewards in 1994 that suggests that six standards apply to all forms of scholarship (discovery, teaching, integration, and application). These standards could form the basis for faculty evaluation and the content of one's professional profile: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

It would be unfair to assume that the faculties, as a whole, have the skills, experience, and attitudes necessary to work effectively with the general public. Harry Boyte (2000), a leading author for civic engagement, uses key terms to explain that faculty members are not asked to perform 'public service' (volunteerism) but 'public work', that requires 'public craft'. Public craft implies the two-way partnership discussed in the Kellogg Commission Report (Kellogg, 1999) between community and university. Not only may faculty not have the skills for civic engagement, they may not have a support base. College of agriculture faculty members report difficulty in specifying stakeholders for their research, collaboration primarily with other faculty members, and the primary mode of communicating with stakeholders as peer-reviewed journal articles (Kelsey, Pense, & Maringer, 2002). For some faculty members, the civic laboratory can look very different than the campus laboratory. The role of youth in conducting research should not be overlooked; youth are sometimes able to form positive relationships with

subjects that adult researchers cannot (Krasny & Doyle, 2002). Extension works with a large youth audience through its 4-H program. It would be interesting to have youth as assistant researchers.

A key component of civic engagement is understanding the two-way partnership between communities and the university; County Extension Agents understand this relationship (Franz, Peterson, & Dailey, 2002), making them an asset to any faculty member. In addition, the link that Extension provides between communities and universities is acknowledged by college of agriculture deans who express desire to strengthen the alignment of Extension with the College of Agriculture (Thompson & Gwynn, 1989). Extension has a potential role in helping faculty engage with the community.

The specific role that Extension could play is yet to be fully realized. Two possibilities are the roles of ‘jargon translator’ and ‘broker’ (Checkoway, 2001). For example, in a research project, Extension county staff can partner with research faculty to develop materials and methods that conform to the needs of community-based audiences, recruit participants, gather data, and much more. (Nitzke et al., 2006). Extension staffs can even ‘coach’ researchers by helping them understand the commonalities between their scientific problem-solving process, and Extension’s collaborative problem-solving process (Hinkey, Ellenberg, & Kessler, 2005). The network of county Extension offices just might be the best-kept secret on campus, or perhaps there are barriers to the working partnership.

Partnering Extension staff with researchers may sound wonderful; but researchers at Oregon State University are quick to point out that barriers exist to Extension staff being engaged in research: they have a strong bias for active rather than reflective learning, are committed to inquiry-based, collaborative learning, work in a very distracting learning environment, and are overwhelmed by the urgent demands of their clientele (McGrath, 2006). A reshaping of the job description for County Extension Coordinator would be necessary if they are to play an expanded role in the civic engagement of land-grant universities.

Service Learning for Students

For nearly two decades, leading the cry for service learning has been Campus Compact, a national organization working with more than 900 institutions. This quote from David Brown (2000), illustrates the importance of service learning for students. He tells his students -

It is not enough to think you know what the problem is. It also matters what the other participants think the problem is. It is not enough to think you know what the solution is. It also matters if the other participants think that your solution fits their conception of what the problem is. And even if your solution does, it is possible that they may think they have better solutions than yours. You suffer a considerable disadvantage when you are not able to get out of yourself and into another participant's shoes. You are handicapped not only by egocentricity, but by the mistaken belief, perhaps fostered by too much education, that an objective

analysis of a situation is more important than how it appears subjectively to others (pg 25).

Training to conduct ‘public work’ cannot be accomplished in a classroom, it must be experienced. Service learning is probably already happening to some degree at every college campus. Extension could be an organizing center that facilitates the partnerships between campus and communities.

Based on the experiences at West Virginia University, the Extension Service can offer (1) practical expertise, (2) a collaborative role in supervision, (3) an array of existing programs and models for college students to utilize, and (4) an existing network of county-level contacts with community groups (Morris, Pomery, & Murray, 2002). It has even been suggested that preparation of an Extension or Outreach presentation be part of the final sign off on theses and dissertations (Martin, 2002).

Service learning is more than just an experience in the community – its experiential learning (McKenzie, 1998). Extension agents, especially 4-H and Youth Development agents understand this model of learning very well. Because of Extension’s network in the local community and familiarity with experiential learning, Extension is uniquely positioned to assist universities with service learning experiences for students. An excellent example of integrating university service learning with a community development extension program was implemented by Fannin and LeBlanc (2007) at Louisiana State University. An undergraduate rural development class assisted the Extension agent in determining the financial value of retaining livestock show

facilities in the county. The joint research study resulted in stakeholder advisory panel members and students learning from each other.

Communities Engaging with Land-Grant Universities

For many citizens, their public institutions appear, vast, remote, and inaccessible. If asked to rate their institution(s) on its outreach mission, the thought would probably be, “what have you done for me lately?” Research has shown that community partners form their opinions about institutional commitment to engagement through a combination of three factors: language and symbolic actions of campus leadership, personal experiences with faculty and staff, and success in navigating the complex structures of the university (Weerts, 2005). At the 2003 Outreach Scholarship Conference, Ray Suarez, Senior Correspondent with the News Hour with Jim Lehrer (Suarez, 2003) provided numerous examples of colleges and universities that have ‘removed their moats and drawbridges’ and have realized the things they teach are many of the same things their hometowns need. Legal counseling clinics and other college-related services are finding new homes on old Main Streets, training and certificate programs are offered at night schools, and people born in the ‘30s are retiring and looking for a culturally interesting community to call home and an educational institution that will help them launch a second career. Extension can help communities engage with their universities.

Oregon State University uses a Roads Scholars Tour to give campus-bound faculty firsthand experiences with community-based people and programs (Maddy & Stilwell, 2005). Families in Colorado regularly interact with faculty from the Department of Human Development and Family Studies in the Families at Five program (Haddock,

Zimmerman, Aberle, Fetsch, & Peterson, 2005). The Cornell University Library system has developed an outreach program specifically for Extension, focusing on information literacy, online services, and document delivery (Tancheva, Cook, & Raskin, 2005). Skagit County, Washington produces nine public forums each year that help citizens understand complex issues (Haaland, 2004). These examples were selected amongst many others because they illustrate the diverse ways that Extension can help their communities connect to their universities.

Some doubt that Extension has the ability to look beyond its traditional program areas in identifying complex community issues that could benefit from university engagement. Research within the Alabama Cooperative Extension System found that there is a disconnect between (1) the major issues of concern identified by County Advisory Boards and (2) where county-level Extension personnel devote their time and energy (Robinson, Dubois, & Bailey, 2005). How can Extension build connections between the community and the entire university if this outreach organization is narrowly focused and focused primarily on traditional programs? Bull, Cote, Warner, and McKinnie (2004), express the same concern, and have suggested that an eighth characteristic of engaged institutions be added to the seven-part test proposed by the Kellogg Commission Report on Engagement – the eighth component being relevance; being appropriate to the community needs and context of the day. It is imperative that Extension not lose its image of being grass roots. Researcher Thomas Ilvento (1997), after extensive study of extension historical documents and case studies, concluded that the very best feature of Extension is the input to programming from local communities

and users. He described this connection as extremely valuable when dealing with other agencies and organizations that lack the grass roots connection and support.

Institutional Support

Faculty Perspectives

A study of faculty members at Ohio State University revealed two actions that impact the perceived importance of engagement: strategic planning and faculty support (including financial incentives). The study also confirmed that faculty engagement activities should be related to the other aspects of the faculty member's work (Bruns, 1999). Although strategic planning is recognized as important it is very difficult. Larson (1997) discovered that faculty members at an unnamed university were minimally impacted by the university's outreach initiative and recommends that change must be viewed from the perspective of those who are expected to implement it and to live with it rather than only from the perspective of those who design it. For the University of California the answer seems to be a centralized center for civic engagement. This qualitative study (Anderson, 2006) found that the main focus of the center was promoting the concept of community engagement as a scholarly endeavor. The center provides direct support to individual participants rather than through academic departments or administrative bodies. Auburn University has such an office for University Outreach.

County Extension Coordinator Perspective

County Extension staff from Cornell Cooperative Extension listed internal staff capabilities, relationships between campus and county units, lack of time, and financial resources as limiters of Extension's engagement with campus staff (Franz, et al. 2002). Additional research is needed to understand more fully the institutional support needed from the perspective of County Extension staff.

Researchers examining the views of faculty members offer some suggestions for Extension as an organization: (1) since Extension has developed mechanisms for documenting outreach and/or engagement they should showcase to other colleges how outreach is documented and considered for annual merit review and promotion and tenure, and (2) Extension should invest dollars in colleges for supporting faculty to leverage greater faculty involvement (Bruns, 1999).

Ilvento (1997) after conducting six case studies (Michigan State University, Oregon State University, Clemson University, University of Illinois, University of Minnesota, and Pennsylvania State University) concluded that county Extension offices have a niche that is critical to university-wide engagement: county offices, local and state funding, and years of experience and contact with local communities.

Influence of Background on Involvement in Outreach

Background of Faculty

There are mixed reviews on factors that explain a faculty member's involvement in outreach. A study of Penn State faculty (Chang, 1998) found that involvement is

associated with discipline, academic ranks, tenure status, age, and number of years teaching. A similar study of Ohio State faculty (Bruns, 1999) found low to negligible relationship between faculty characteristics (including rank, age, and number of years teaching) and perception of actions that would impact the importance of engagement, indicators of engagement quality, and value placed on outreach and/or engagement.

Background of County Extension Staff

Unfortunately there has been no research conducted using County Extension Coordinators as subjects and university-wide outreach as the topic. For the purpose of this study, it will be assumed that background characteristics similar to those of faculty members in the Penn State Study (Chang, 1998) might explain differences in the subjective opinions of County Extension Coordinators regarding the role of county offices in university-wide outreach or engagement.

It is logical that certain aspects of the county office might influence a CEC's opinion regarding outreach. A quick search of Mississippi State University's Outreach website revealed that most outreach activities listed were performed in the vicinity of the campus, rather than throughout the state. A service learning project conducted by a Rural Development Class at Louisiana State University (Fannin & LeBlanc, 2007) supports the idea that distance from the university places a constraint on service learning projects. A second observation is that specific services and programs are delivered to urban areas versus rural.

Q-Methodology

William Stephenson invented Q-methodology for the purpose of revealing the subjectivity involved in any situation (Brown, 1993). Q-methodology measures subjective opinion using qualitative statistical methods. Two related strengths of Q-methodology are its heuristic quality and its usefulness in exploratory research. One gets the feeling of a curious mind turning up interesting ideas while working with Q-sorts. Q-methodology could be used in this study because mean differences were not important; rather the relation among variables within individuals and groups was important. It is important to note that Q-methodology highlights the assortment and type of viewpoints, but not the proportion of a population that holds certain viewpoints.

Traditionally, Q-methodology has been used principally for (a) scale development (e.g. the mean scores for individual stimuli, determined by averaging the ratings assigned by respondents); (b) investigating/identifying subgroups or types of folks within a given population; and (c) classifying degree of similarity or dissimilarity of individuals with the consensus (often averaged profile) of a set of respondents, who might be either experts or other members of the same population (D. Morse, personal communication, March 31, 2008). This study used Q-methodology to investigate and identify subgroups; that being the groups of CECs that shared a common opinion regarding the role of county Extension offices in supporting university-wide outreach activities.

The Q-sort method is an ipsative measure in which respondents compare two or more desirable options and pick the one which is most preferred. The respondents must prioritize some activities over others. This is contrasted with measures that use Likert-

type scales, in which respondents choose the score (e.g. 1 to 5) which best represents the degree to which they agree with a given statement.

Q-methodology is a currently acceptable research method. See Appendix A for an overview of recent studies that use Q-sorts to identify factors or group of individuals with similar opinions on a topic.

CHAPTER III

METHODOLOGY

Research Design

This research project was a descriptive-correlation study that attempted to identify the dominate opinions, among Alabama CECs, concerning the role of the county Extension office in supporting university-wide outreach activities and then explain the ‘membership’ of each opinion group. Borrowing from the world of psychology and sociology, a Q-methodology, not common in educational research (Hsu, 2005), was used.

Q-sort offers both a person-oriented and variable-oriented view. In this study, the CECs were grouped (or factored) based on how similarly they responded to the stimuli or sorting of outreach activities.

Discriminant analysis was then used to explain group membership. Discriminant analysis is the traditional statistical technique used for differentiating groups (categorical dependent variables – meaning the CEC opinion groups) when the independent variables (such as tenure, size of county, etc) are quantitative or qualitative (Chan, 2004).

Participants

Specific sampling principles and techniques important to mainstream behavioral research are not necessarily relevant to person sampling in Q type analysis given the

contrasting research orientation and purposes (McKeown & Thomas, 1988). There is no recommendation regarding sample size. Although a sample size of N=1 can be used with Q-methodology, this study of intersubjectivity included all Alabama County Extension Coordinators (N=67) because the intent was to determine a variety of views on the issue of university-wide outreach activities for County Extension Offices. Results of this study are limited to the CECs in the study and cannot be used to make inferences about a larger population.

Instrumentation

The Q-sort cards in this study each contain examples of outreach activities that could be performed by a county Extension office. Opinions vary on the number of cards to include in a Q-sort; Brown (1993) recommends a maximum of 40, Kerlinger (1986) recommends 60-90 cards. For this study, a set of 48 cards (Q-sample) was developed. A structured Q-sample was used to insure that a balanced set of outreach activities were represented in the card deck (Figure 3.1).

| Engagement Q-sort to consist of 48 cards. | | Broad Categories for Civic Engagement | | | | | |
|---|------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | | Engage Students | | Engage Researchers | | Engage Institution | |
| | | Campus Request | Field Request | Campus Request | Field Request | Campus Request | Field Request |
| Subject Matter Content | Non-traditional ACES content | 1 - youth 3 - misc. | 1 - youth 3 - misc. | 1 - youth 3 - misc. | 1 - youth 3 - misc. | 1 - youth 3 - misc. | 1 - youth 3 - misc. |
| | Traditional ACES content | 1 -youth 1 -Ag 1 -FCS 1 -CRD | 1 -youth 1 -Ag 1 -FCS 1 -CRD | 1 -youth 1 -Ag 1 -FCS 1 -CRD | 1 -youth 1 -Ag 1 -FCS 1 -CRD | 1 -youth 1 -Ag 1 -FCS 1 -CRD | 1 -youth 1 -Ag 1 -FCS 1 -CRD |

Figure 3.1 Structured Q-Sort Set

Concourse theory (Brown, 1991) advises that the content for the Q-sample cards should come from the flow of communication surrounding the topic. Although it would be ideal to convene a group of experts to discuss the many ways that county Extension offices could facilitate civic engagement of land-grant universities, a more convenient method of using existing literature was utilized. Concourse from Extension was gleaned from professional journals such as the *Journal of Extension* and the *Journal of Vocational Agriculture* along with Extension documents. Concourse from land-grant universities was gleaned from strategic planning documents, university websites searches, and professional journals. In addition, the concourse from the environment at large was gleaned from web searches and index/database searches. Citation for each Q-sample card was documented.

Typically the concourse results in statements which are then posted to the Q-sample cards, one per card. However, concourse is not restricted to statements. The Q-sample could consist of paintings, photographs, musical selections, or cartoons for example (Brown, 1991). For this study, activities were posted to the Q-sample cards, one activity per card. Each activity was a situation in which the CEC faced the opportunity to engage with a land-grant university. In this way, the concourse (represented by the Q-sample) incorporated virtually all manifestations of human life from the perspective of the CEC.

The cards were randomly numbered to ensure that cards representing specific categories of concourse were not grouped together. Each deck was randomly shuffled prior to distribution to CECs to reduce the bias that could result from fatigue.

A forced distribution was used to record responses. The scale ranged from -5 to +5 and only a pre-determined number of cards could be placed underneath each level (Figure 3.2).

| | | | | | | | | | | | |
|------------|----|----|----|----|----|---|---|---|---|---|---|
| Scale | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 |
| # of Cards | 2 | 3 | 4 | 5 | 6 | 8 | 6 | 5 | 4 | 3 | 2 |

Figure 3.2 Forced Distribution for Q-Sorting

Anchor points were labeled as “activities least likely to increase the value of the county extension office in the community” (-5) and “activities most likely to increase the value of the county extension office in the community” (+5). Division along the Q-sort distribution should not be mistaken as nominal categories, they are ordinal categories. Performing a Q-sort is a matter of ranking items on the basis of “less or more” rather than “either/or” (McKeown & Thomas, 1988). Based on the assumption that all county Extension offices should increase their role in the civic engagement of land-grant universities, it would be inappropriate to use a Likert scale that allowed CECs to assess all the Q-sample cards as desirable when their work load does not allow them to pursue 48 new activities. Likewise it would be inappropriate for CECs to assess all the Q-sample cards as undesirable when the expectation is that some of the 48 activities will need to be pursued in the future. Therefore, a forced distribution that allowed the CEC to evaluate each activity, not independently, but in comparison to other activities, was used. This too represents human behavior in which we make choices daily of what activities to complete by comparing them to other choices.

Although respondents obviously used different criteria to make their decisions (ie. resources, time, and topic of interest), each expressed their subjective opinion – using whatever criteria was self-referent to them. To capture this information two open ended questions were included on the response sheet for the Q-sort. CECs were asked to provide an explanation of why they sorted specific cards to the anchor end of +4 and +5; and why they sorted specific cards to the anchor end of -4 and -5.

Descriptive information about each CEC was gathered by including a short survey on the response sheet for the Q-sort. Some of the information gathered pertained to the county – population as measured by county Extension office funding level; and distance to Auburn University, one of the two land-grant universities in Alabama affiliated with ACES. Other information gathered pertained to the CEC – level of education, tenure in Extension, years in the CEC role, and subject matter expertise.

To establish face and content validity, the pilot card deck was reviewed by a panel of five experts to ensure that the outreach activities were consistent with the Kellogg Commission’s vision of civic engagement, appropriate for Auburn University, and appropriate for county Extension offices. See Appendix B for a detailed description of input from expert panel members. As a result of their input, several cards were revised, the independent variables for explaining group membership were edited, instructions used for data collection were outlined and additional resources were reviewed.

The Q-sorting operation is wholly subjective in the sense that it represents each CECs point of view. Therefore issues of criterion validity consequently fade since there is no external criterion by which to appraise a person’s own perspective (Brown, 1993).

After expert review, the card deck was pilot tested with six County Extension Coordinators from a southern state. The pilot test evaluated the following: time to complete the activity, space needed to complete the card sort, clarity of the activity described on each card, use of a -5 to +5 scale versus a 0-11 scale, effect of fatigue, usefulness of the activity tools (for example the marker place cards, size and weight of activity cards, and format of the response sheet), appropriateness of the introduction, assessment of the procedure and corresponding instructions, and effort in relation to perceived value. See Appendix C for a complete summary of the pilot. As a result of the pilot, changes were made in two of the cards, the instructions, the response sheet, and the room set-up. The initial concerns about fatigue were not an issue.

Procedures

It was the original intent of the researcher to collect data from the 67 CECs at their district meetings. The Alabama Cooperative Extension System divides CECs into three districts. Two of the three districts held their fall, 2008 district meetings. The third district cancelled their meeting, thus leading the researcher to utilize video conference meetings, face-to-face meetings, and postal mail to collect data. Thirty-nine (39) CECs completed the data collection activity at their district meeting. Eight were mailed the activity supplies and instructions. Each of the CECs that elected to participate via mail returned their response sheet and activity packet using a self-addressed and postage paid envelope provided. Two completed the activity while at a professional association meeting attended by the researcher (response sheets and activity packets were hand delivered to the researcher). Two completed the activity during a video conference

session (response sheets and activity packets were returned using a self-addressed and postage paid envelope). One completed the activity in a face-to-face meeting with the researcher. The remaining fifteen CECs exercised their option not to participate. Of the non-participants, a few were attendees at their district meeting with other duties to perform during the time allocated for this research activity; the majority of the CECs not participating elected not to respond to the e-mail notice. See Appendix D for recruitment e-mail.

At the district meetings, the video conference session, and the face-to-face office visit the researcher facilitated the Q-sort, including administration of the informed consent and data collection. The conditions at each location were kept as similar as possible. Care was taken to provide the same instructions (Appendix D), and length of time for the activity.

Subjects completing the activity on their own at the association meeting or using the activity kit mailed to them, received the introduction as a written document, were instructed to review the letter of consent on their own, and followed a more detailed list of instruction steps for completing the activity (Appendix E).

To eliminate non-response bias CECs not attending the district meetings or not electing to participate using one of the other methods offered were not included in this study since it presented no internal threat to the study.

Included in the activity packet was 48 outreach activity cards (Appendix G), marker cards from -5 to +5, instruction card, the letter of consent (Appendix H), and the

response sheet (Appendix F). Those mailed the activity packet also received a letter from the researcher that contained an introduction to the study (Appendix E).

Subjects were asked to make four assumptions as they considered each activity card: (1) that they are a generic CEC, without a specific subject matter expertise, performing a facilitative role in each of the scenarios described on the activity cards; (2) assume that they have the resources needed for any of the activities; (3) assume that they have been given the training necessary for any of the facilitative roles described; and (4) assume that the need described on the card does exist in their county (for example, if the card says they have poultry producers, they should assume that they have poultry producers in their county).

Using recommendations from McKeown and Thomas (1988), instructions provided directed CECs to sort the cards as follows:

1. Place your 11 marker cards (numbers -5 to +5) to the side.
2. Shuffle your deck of activity cards so they are in random order.
3. Read through each card to become familiar with them. Sort the cards into three piles: place to the right those you think are likely to increase the value of the county extension office in the community, to the left those which you feel are not likely to increase the value of the county extension office in the community, and in the middle those about which you are neutral, ambivalent, or uncertain.
4. Place your marker cards across your work area in the same sequence as your response sheet.

5. Return to your three piles. Study the cards to the right, and select the five cards that are most likely to increase the value of the county extension office to the community and place them vertically under the +5 and +4 markers relatively. The order of the cards under the markers is not important, but you must limit the number of cards under each marker to match your response sheet. For example, only two cards under +5 marker, and three activity cards under the +4 marker.
6. Turning now to the left side, study the cards and select five cards that are least likely to increase the value of the county extension office in the community and place them under the -5 and -4 markers relatively.
7. Returning to the right, pick four cards that are more like your opinion than the remaining ones and place them under the +3 marker. You are free to switch cards below each marker at any time.
8. Revert to the left side and repeat the process, alternating from side to side until all of the Q-sort cards are positioned. Cards placed under the middle marker (0) often are the ones left over after all of the positive and negative positions have been filled.
9. Record your results on the response sheet by writing the card numbers under each marker.
10. Complete the remaining sections of the response sheet.

Four extraneous variables were of concern in the study: internal threats of history and experimental treatment diffusion, and the external threats of measurement of the dependent variable and experimenter bias. To control for history, the ACES organizational climate was monitored throughout the data collection period to identify

events that might significantly change opinions of CECs on the topic being studied. To control for experimental treatment diffusion, CECs were instructed to complete the Q-sort in silence and not discuss their opinions with CECs that had yet to complete the Q-sort. In addition, the data collection points were scheduled as closely as possible in time – within a period of eighty weeks. The threat of measurement of the dependent variable is inherent in the Q-sort and could not be controlled. Opinions identified may only be the result of the 48 card Q-sample; different cards might result in different opinions. Experimenter bias was controlled by scripting the introduction and instructions. No other external variables posed a threat to this study.

Data Analysis

Research questions one and two were analyzed using factor analysis. Research question three was analyzed using discriminate analysis.

Since the purpose of this study was to form groups of respondents based on their similarity of opinions on the topic, Q-type analysis was used as opposed to R-type analysis which would sort variables instead of respondents. Furthermore, it was Q-type factor analysis that was used as opposed to cluster analysis. Both approaches compare the pattern of responses across a number of variables and place the respondents in groups, but Q-type factor analysis is based on the intercorrelations between the respondents, whereas cluster analysis forms groups based on a distance-based similarity measure between the respondents' scores on the variables being analyzed (Hair, Black, Babin, Anderson, & Tatham, 2006).

PQMethod software, available in the public domain at www.rz.unibw-muenchen.de/~p41bsmk/qmethod/, was used to analyze data. It is a statistical package developed by John Atkinson, tailored to the requirements of Q-sort studies. Each person's Q-sort was intercorrelated to every other person's Q-sort (hence, persons, not traits or Q-sample items were correlated). A correlation matrix was used to identify persons who had sorted the engagement cards similarly – called factors. Persons significantly associated with a given factor were assumed to share a common perspective or opinion. Principal component analysis was used to extract the factors since the goal was data reduction (67 CECs with individual opinions reduced to a few opinion groups). Principal component analysis assumes no error variance, and no unique variance; all variation between CECs is considered common. Several criteria were used to determine the number of factors: eigenvalues above 1, scree plot, and cumulative variance explained above 60% (Hair, et al., 2006). Resulting factors were then rotated analytically (Varimax Orthogonal rotation) and then judgmentally with the help of two-dimensional plots. PQMethod program allowed the researcher to specify any oblique rotation of less than 90 degrees. Hand rotation continued until the best solution was reached that allowed as many cases as possible to significantly load on a factor. For a sample size equal to 67, a factor loading of $\pm .65$ was recommended. A factor loading of $\pm .30$ was considered to meet the minimal level for interpretation of structure. For this study a factor loading of $\pm .50$ was used. Because a factor loading is a correlation of the case and the factor, the squared loading is the amount of the variable's total variance accounted for by the factor. Thus a .50 loading denotes that 25 percent of the variance is

accounted for by the factor. Finally, after selecting the relevant number of factors and finding the rotation that allowed for significant factor loadings for each case, an interpretation of each factor was made.

For each factor, examination of the two to three piles of cards that the group placed at each anchor end provided insight into the unique opinions of each factor group. This was an interpretive analysis as was the “naming” of each factor array. Stephen Brown, in his lecture series which can be viewed on-line (1996), shares that it is often difficult for a researcher to understand or recognize the subjective opinion represented by each of the factor rays simply because some of the factors represent thought that is very different from the researcher’s own opinion. Therefore, it is important to obtain an explanation from respondents in each factor regarding why they placed the cards they did at each anchor end. Therefore, two open-ended questions were included on the response sheet to collect this information from respondents (Appendix F).

Factor analysis - by providing insight into the interrelationships among respondents’ opinions and the underlying structure of the opinions - provided an excellent starting point for another analysis technique – discriminant analysis. It is possible that respondents in the same factor may have similar profiles and that these profiles would be different between factor groups. The factor groups became the categorical dependent variable. Several independent variables were included in the study; some pertaining to the county, and some pertaining to the County Extension Coordinator.

Variables pertaining to the county:

- 1) Population as defined by county funding levels (1-4)
- 2) Distance (hours & minutes) from Auburn University, 1862 Land-Grant University

Variables pertaining to the County Extension Coordinator:

- 3) Level of Education
- 4) Length of employment with Extension System
- 5) Years in the County Extension Coordinator role
- 6) Subject matter expertise

The number of independent variables was considered for reduction once the number of CECs per factor group was determined from the factor analysis. For discriminate analysis, each factor group (levels of the dependent variable) should have at least a number of CECs equal to the number of independent variables, and preferably twenty CECs per factor group (Hair, et al., 2006). Unfortunately, the sample size was not large enough to divide into two subsamples to allow for estimation of the discriminant function and validation. Thus the discriminant function will be validated using the leave-one-out procedure available in SPSS.

Assumptions of discriminate analysis were checked: multivariate normality and multicollinearity. Box's M test was used to assess the similarity of the dispersion matrices of the independent variables among the factor groups. An enter method was used to assess the overall fit of the discriminate model. Discriminant weights and unstandardized coefficients were used to represent each variable's contribution to the

discriminant function. The prediction accuracy of the model was evaluated by examination of the classification matrices and the percentage of correctly classified in each factor group.

CHAPTER IV

RESULTS AND DISCUSSION

Data collection and analysis were the responsibility of the researcher. Research questions one and two used output reports from PQMethod software. Research question three used output reports provided by SPSS 16.

Results

Descriptive Data on Subjects

Of the possible 67 County Extension Coordinators, 52 (78%) completed the card sort activity. Two CECs failed to rank all of the cards, resulting in elimination of their cases from the data set. The remaining 50 CECs completed the card sort activity and provided useable data. The CECs represented a diverse group. Subject matter expertise varied from Agriculture and Natural Resources ($n = 20$), to Family and Consumer Sciences ($n = 10$), to Economic and Community Development ($n = 9$), to 4-H Youth Development ($n = 7$). Employment by a land-grant university extension system ranged from 1 to 32 years with the average being 20.72 years. Their role as a County Extension Coordinator ranged from 1 to 21 years with the average being 8.11 years and the median 5 years. The majority of CECs participating in the study had completed non-thesis Master's degrees ($n = 26$), while others included a thesis in their Master's program ($n =$

9). Eleven had completed coursework beyond their master's degree. Only one CEC had a Bachelor's degree as their highest level of education completed.

The counties they represent were also diverse. Some are only a few minutes from Auburn University's campus while others are five hours one-way. Alabama Cooperative Extension designates counties as levels 1-4 depending on their population with 1 being the smallest. Of the counties represented in the sample, 38 were level 1, 4 were level 2, 4 were level 3, and 2 were level 4.

Assumptions appropriate for Q-type factor analysis were checked. Given the fact that CECs are all employed by the same Alabama Cooperative Extension System, and as such are Auburn University employees, it is assumed that an underlying structure does exist. There should be similarity or commonality among CECs on the topic of the role of a county Extension office in the civic engagement of a land-grant university. It is also assumed that the sample of CECs is homogeneous. Each has the same job description to perform in the organization. The correlation matrix (Appendix I) indicates that multicollinearity does exist in the data set. Over 150 of the CEC pairings were correlated at .50 or higher. Statistic tests for intercorrelation, such as the Bartlett Test of Sphericity or the KMO measure are not available in the PQMethod Software.

Three Opinion Groups

Research question #1 was: Do CECs in Alabama have different opinions about the role of a county Extension office in university-wide outreach? The answer is yes. Methods for determining the number of factors were not conclusive. Principal

component factor analysis results in 14 factors with eigenvalues greater than one (Table 4.1). Seven factors were needed to reach an accumulative variance of 60%. A scree plot indicated 1 factor.

Table 4.1 Factor Analysis – Total Variance Explained

| Factors | Eigenvalues | As Percent | Cumulative Percent |
|---------|-------------|------------|--------------------|
| 1 | 16.1067 | 32.2133 | 32.2133 |
| 2 | 3.0506 | 6.1013 | 38.3146 |
| 3 | 2.8769 | 5.7539 | 44.0684 |
| 4 | 2.3014 | 4.6028 | 48.6713 |
| 5 | 2.1702 | 4.3405 | 53.0118 |
| 6 | 1.9810 | 3.9620 | 56.9738 |
| 7 | 1.7797 | 3.5595 | 60.5333 |

When factor analysis was performed only two subjects would load into factors 4 and above. Adhering to the recommendation of having a minimum of 5 cases in each factor, it was determined to use 3 factors for analysis. Two (2) of the 52 CEC who participated in the card sort activity provided unusable data by ranking some cards more than once and others not at all. The initial varimax rotation resulted in 37 of the usable 50 cases loading at .50. Hand rotation of 6 degrees for factors 1 & 2 and 8 degrees for factors 1 and 3 resulted in 40 of the 50 cases loading (Table 4.2). The remaining 10 cases

did not load into any of the three factors. In two cases the subjects cross-loaded into more than one factor, in which case they were placed into the factor with the highest loading value.

Table 4.2 Factor Loadings for each Case

| Factor 1 <i>n</i> = 21 | | Factor 2 <i>n</i> = 11 | | Factor 3 <i>n</i> = 8 | |
|---------------------------|----------------|---------------------------|----------------|--------------------------|----------------|
| Case | Factor Loading | Case | Factor Loading | Case | Factor Loading |
| 2 | .64 | 4 | .54 | 1 | .56 |
| 11 | .56 | 5 | .51 | 3 | .65 |
| 16 | .66 | 12 | .56 | 7 | .70 |
| 19 | .61 | 14 | .55 | 9 | .59 |
| 20 | .54 | 15 | .68 | 22 | .54 |
| 21 | .56 | 17 | .53 | 38 | .52 |
| 24 | .54 | 18 | .52 | 42 | .56 |
| 26 | .58 | 23 | .52 | 49 | .72 |
| 28 | .51 | 25 | .51 | | |
| 29 | .73 | 27 | .51 | | |
| 31 | .61 | 37 | .63 | | |
| 32 | .73 | | | | |
| 33 | .61 | | | | |
| 35 | .59 | | | | |
| 36 | .56 | | | | |
| 39 | .50 | | | | |
| 40 | .53 | | | | |
| 41 | .81 | | | | |
| 43 | .59 | | | | |
| 46 | .65 | | | | |
| 48 | .52 | | | | |

Cases not loading – 6, 8, 10, 13, 30, 34, 44, 45, 47, 50 (*n* = 10)

The reliability of the 3 factors as reported in Table 4.3 is very high. Validation using a split sample was not possible due to sample size.

Table 4.3 Factor Characteristics

| | Factors | | |
|---------------------------------|---------|-------|-------|
| | 1 | 2 | 3 |
| No. of Defining Variables | 21 | 11 | 8 |
| Average Reliability Coefficient | 0.800 | 0.800 | 0.800 |
| Composite Reliability | 0.988 | 0.978 | 0.970 |
| S.E. of Factor Scores | 0.108 | 0.149 | 0.174 |

Different Opinions

Research question #2 was: How do the opinions of CECs in Alabama differ regarding university-wide outreach activities that county Extension offices can support? The answer lies in how the three groups sorted the deck of 48 cards differently. Of the 48 cards in the Q-sample only 8 were non-significant at $p > .01$ and did not distinguish between any pair of factors. Therefore, an examination of the unique card sort for each factor is warranted. In addition, subjects provided written responses to the questions – “What led you to sort the five cards you placed under +4 and +5” and “What led you to sort the five cards you placed under -4 and -5.” The answers to these questions also provide input into how the opinion groups differ.

Factor #1 – Meet Local Needs

One half of the subjects ($n = 21$) are members of this opinion group. Twenty-six (26) of the 48 cards are distinguishing statements for this factor group (Table 4.4). This group ranked cards at the +5 and +4 level which pertained to using Auburn University (AU) resources to address new corridor studies, disaster recovery plans, county commissioners in financial crisis, manufacturing plants closing, and revitalizing downtown. They explained that Extension's involvement in local economic impact projects is critical for increasing the value of the county Extension office in the community. It is interesting to note that each of the cards with high rankings have an economic and community development focus. These CECs made several statements about the engagement activity on the card being relevant for their county, and cited factors such as the need for research theory versus hands-on education, the educational level of their citizens, and quality of life issues versus new jobs. CECs exhibited sensitivity to local needs and a strong bias to meet the needs of local citizens and stakeholders rather than activities that would benefit Auburn University.

Statements ranked -5 and -4 pertained to graduates giving theses and dissertation presentations in the community, county Extension staff attending high school awards programs to present AU scholarships and recognition, assisting AU psychology professor with data collection, hosting a road scholars tour for AU faculty, and supervising service projects for AU students. CECs explained that these activities met the needs of individuals outside of their county and provided limited local impact.

Table 4.4 Distinguishing Statements for Factor 1 - Meet Local Needs, $p < .05$

| No | Statement | Rank | Normalized Score |
|----|--|------|------------------|
| 30 | New Corridor | 5 | 1.96* |
| 12 | County Commissioners in Financial Crisis | 4 | 1.82* |
| 38 | Revitalizing Downtown | 4 | 1.60* |
| 17 | Expansion of Small Manufacturing Plant | 3 | 1.40 |
| 8 | Bridge Safety | 2 | 0.87* |
| 34 | Poultry Industry Training Needs | 2 | 0.85* |
| 11 | Community Survey | 2 | 0.67* |
| 7 | Bio-Energy | 2 | 0.58* |
| 21 | Group Counseling | 2 | 0.39* |
| 13 | Cutting Edge with Physical Play Programs for Infants | 1 | 0.30* |
| 41 | Serving Hispanic Population | 1 | 0.21* |
| 29 | Neighborhood Justice Center | 0 | 0.10* |
| 25 | Library Sharing | 0 | 0.10 |
| 47 | Work for Special Needs Students | 0 | -0.09 |
| 32 | On-Line Voting System | 0 | -0.24* |
| 1 | Advanced Placement Teacher Training | -1 | -0.30 |
| 14 | Disaster | -1 | -0.60* |
| 19 | Frustrated Researcher | -1 | -0.73 |
| 5 | AU's Summer Camps | -2 | -0.82* |
| 48 | Utilization of LEED Green Building at 4-H Center | -3 | -0.99 |
| 20 | Garden Mosaic | -3 | -1.00* |
| 24 | History | -3 | -1.06* |
| 40 | Service Projects for Students | -4 | -1.28* |
| 37 | Psychology Research | -4 | -1.30* |
| 22 | High School Awards Program | -5 | -1.40 |
| 45 | Theses/Dissertation Presentations | -5 | -2.09* |

* $p < .01$

Factor 2 – Avoid Problems

Eleven (11) of the 40 subjects are members of this opinion group. Nineteen (19) of the 48 cards are distinguishing statements for this factor group (Table 4.5). When asked to select activities that are most likely to increase the value of the county Extension office in the community, this group selected providing AU assistance for disaster recovery plans, AU assistance for manufacturing plants that were in jeopardy of closing, AU assistance with polluted streams, securing a bio-energy expert to present a lecture at the local high schools, and meeting training needs of workers in the poultry industry.

Activities ranked as -5 and -4, meaning they were viewed as least likely to increase the value of the county extension office in the community included: pilot testing a new on-line voting system for an AU center of study, assisting a psychology professor with data collection, identifying a local person to serve on a department's program review committee, asking an experienced faculty member to assist with formation of a neighborhood justice center, and helping a frustrated researcher work effectively with the people in your community. CECs listed a variety of concerns regarding these activities: distance from AU, too political involvement, conflict with local community college, too much time, stepping on county engineer's toes, not comfortable (doing the proposed activity), not appropriate use of time, and no educational component.

Reading through the comments CECs gave for sorting the cards (Appendix J), one gets the impression that this group prefers for Extension to be a single service provider rather than work in a collaborative environment. Several references were made regarding

local groups that already address a given issue, implying that Extension therefore need not be involved.

Table 4.5 Distinguishing Statements for Factor 2 – Avoid Problems, $p < .05$

| No | Statement | Rank | Normalized Score |
|----|--|------|------------------|
| 12 | County Commissioners in Financial Crisis | 3 | 1.17* |
| 17 | Expansion of Small Manufacturing Plant | 3 | 1.01 |
| 42 | Speaker | 2 | 0.95* |
| 23 | High School Field Trip to Auburn | 2 | 0.85* |
| 39 | Road Scholars Tours | 1 | 0.05* |
| 40 | Service Projects for Students | 0 | 0.01 |
| 14 | Disaster | 0 | 0.00 |
| 22 | High School Awards Program | 0 | -0.03* |
| 24 | History | 0 | -0.08* |
| 16 | Exhibition of Student Projects | -1 | -0.12* |
| 5 | AU's Summer Camps | -1 | -0.14* |
| 25 | Library Sharing | -1 | -0.37 |
| 11 | Community Survey | -1 | -0.38 |
| 13 | Cutting Edge with Physical Play Programs for Infants | -2 | -0.44* |
| 47 | Work for Special Needs Students | -3 | -1.31* |
| 21 | Group Counseling | -3 | -1.42* |
| 29 | Neighborhood Justice Center | -4 | -1.70* |
| 32 | On-Line Voting System | -5 | -1.91* |

* $p < .01$

Factor 3 – Make Extension Look Good

Eight (8) of the 40 subjects are members of this opinion group. Twenty-four (24) of the 48 cards are distinguishing statements for this factor group (Table 4.6). This group of CECs had marketing opportunities in mind when they selected activities they felt were most likely to increase the value of the county extension office in the community. They selected the opportunity to facilitate AU faculty providing education to employees in the poultry industry, securing a bio-energy expert to present a lecture at the local high schools, hosting a distance education program for restaurant owners wanting to understand the needs of individuals who are physically challenged, inviting families to the Extension office for a *Families at Five* weekly program conducted via video conference, and disaster planning using AU resources to assist. CECs in this opinion group commented on the ability of these activities to “provide impact” and “address current issues.” These activities were considered “high profile and hot topics.” Activities selected were also viewed as “bringing more research information and additional resources to the area.”

Activities viewed as least likely to increase the value of the county Extension office in the community included helping the AU History department with local contacts, assisting a psychology professor with data collection, recommending a local person to serve on a department program review committee, promoting AU’s summer camps, and arranging for a graduate student to present his/her theses or dissertation to an audience. CECs cite that “no local need is addressed” and there is “no local impact,” therefore no opportunity to market Extension.

This group, more than the other two, selected cards that represents programming in a variety of program areas. Their definition of ‘value of the county extension office in the community’ seems to be defined differently from the other two opinion groups. It is a broad definition that includes satisfying individuals as well as the entire community, quality of life as well as economic impact, and providing unique opportunities as well as meeting urgent needs.

Table 4.6 Distinguishing Statements for Factor 3 – Make Extension Look Good,
 $p < .05$

| No | Statement | Rank | Normalized Score |
|----|---|------|------------------|
| 15 | Distance Education for Restaurant Owners | 4 | 1.53* |
| 18 | Families at Five | 4 | 1.39* |
| 44 | Disaster Recovery Plan | 4 | 1.22* |
| 21 | Group Counseling | 3 | 1.20* |
| 13 | Cutting Edge with Physical Play for Infants | 3 | 1.17* |
| 43 | State Lawmakers | 2 | 0.95 |
| 46 | Training for CECs | 2 | 0.86 |
| 2 | Aging Task Force | 2 | 0.82 |
| 35 | Pregnancy Issue | 2 | 0.79* |
| 9 | CEU Courses | 1 | 0.73* |
| 26 | Manufacturing Assistance | 1 | 0.55 |
| 14 | Disaster | 1 | 0.46 |
| 47 | Work for Special Needs Students | 1 | 0.36 |
| 11 | Community Survey | 0 | 0.09 |
| 12 | County Commissioners in Financial Crisis | 0 | 0.02* |
| 27 | Manufacturing Plants Closing | 0 | -0.13* |
| 17 | Expansion of Small Manufacturing Plant | -1 | -0.25* |
| 29 | Neighborhood Justice Center | -1 | -0.47* |
| 40 | Service Projects for Students | -1 | -0.50 |
| 25 | Library Sharing | -2 | -0.86 |
| 32 | On-Line Voting System | -2 | -0.88* |
| 22 | High School Awards Program | -3 | -0.96 |
| 5 | AU's Summer Camps | -4 | -1.38* |
| 24 | History | -5 | -1.82* |

* $p < .01$

Same Opinions

Although uniqueness exists for each factor, there is also a high level of correlation between the factors or opinion groups (Table 4.7).

Table 4.7 Correlation Between Factor Scores

| | Factors | | |
|----------|---------|-----|-----|
| | 1 | 2 | 3 |
| Factor 1 | — | .64 | .62 |
| Factor 2 | | — | .54 |

CECs from all opinion groups agreed that using AU resources for disaster recovery planning increases the value of the county extension office in the community. Agreement also exists that activities least likely to increase the value of the county extension office are recruiting someone to serve on a department program review committee and assisting a psychology professor with data collection. Table 4.8 provides a complete listing of statements and normalized scores for each factor.

Table 4.8 Factor Q-Sort Values for Statements Sorted by Consensus vs. Disagreement

| No. | Statement | Factors | | |
|-----|--|---------|----|----|
| | | 1 | 2 | 3 |
| 3 | Architecture Student | 0 | 0 | 0 |
| 31 | Newspaper Series | 3 | 3 | 2 |
| 28 | Needs Assessment = Research Questions | -2 | -1 | -1 |
| 33 | Polluted Stream | 3 | 4 | 3 |
| 6 | Auburn Supplies | -2 | -2 | -2 |
| 36 | Program Review Committee | -3 | -4 | -4 |
| 46 | Training for CECs | 1 | 1 | 2 |
| 1 | Advanced Placement Teacher Training | -1 | -2 | -2 |
| 26 | Manufacturing Assistance | 3 | 3 | 1 |
| 43 | State Lawmakers | 1 | 1 | 2 |
| 10 | College Students Led Day Camps on Summer Breaks | -2 | -2 | -1 |
| 48 | Utilization of Leeds Green Building at 4-H Center | -3 | -1 | -2 |
| 2 | Aging Task Force | 1 | 1 | 2 |
| 41 | Hispanic Population | 1 | 2 | 3 |
| 19 | Frustrated Researchers | -1 | -4 | -3 |
| 35 | Pregnancy Issue | 1 | 0 | 2 |
| 8 | Bridge Safety | 2 | 0 | 1 |
| 45 | Theses/Dissertation Presentations | -5 | -3 | -4 |
| 44 | Disaster Recovery Plan | 5 | 5 | 4 |
| 25 | Library Sharing | 0 | -1 | -2 |
| 34 | Poultry Industry Training Needs | 2 | 4 | 5 |
| 11 | Community Survey | 2 | -1 | 0 |
| 14 | Disaster | -1 | 0 | 1 |
| 16 | Exhibition of Student Projects | -2 | -1 | -3 |
| 37 | Psychology Research | -4 | -5 | -5 |
| 7 | Bio-Energy | 2 | 4 | 5 |
| 47 | Work for Special Needs Students | 0 | -3 | 1 |
| 5 | AU's Summer Camps | -1 | -3 | 0 |
| 40 | Service Projects for Students | -4 | 0 | -1 |
| 42 | Speaker | 0 | 2 | 0 |
| 38 | Revitalizing Downtown | 4 | 2 | 0 |
| 39 | Road Scholars Tours | -4 | 1 | -3 |
| 22 | High School Awards Program | -5 | 0 | -3 |
| 9 | CEU Courses | -1 | -2 | -1 |
| 23 | High School Field Trip to Auburn | -1 | 2 | -1 |
| 20 | Garden Mosaic | -3 | 1 | 0 |
| 18 | Families at Five | 0 | 0 | 4 |
| 30 | New Corridor | 5 | 2 | 1 |
| 13 | Cutting Edge with Physical Plan Programs for Infants | 1 | -2 | 3 |
| 15 | Distance Education for Restaurant Owners | 0 | 1 | 4 |
| 32 | On-Line Voting Systems | 0 | -5 | -2 |

Table 4.8 Continued
Factor Q-Sort Values for Statements Sorted by Consensus vs.
Disagreement

| No. | Statement | Factors | | |
|-----|--|---------|----|----|
| | | 1 | 2 | 3 |
| 17 | Expansion of Small Manufacturing Plant | 3 | 3 | -1 |
| 24 | History | -3 | 0 | -5 |
| 12 | County Commissioners in Financial Crisis | 4 | 3 | 0 |
| 29 | Neighborhood Justice Center | 0 | -4 | -1 |
| 27 | Manufacturing Plans Closing | 4 | 5 | 0 |
| 21 | Group Counseling | 2 | -3 | 3 |

Explanation of Group Membership

Research Question #3 was: Are there characteristics of the county or the CEC that explain the differences in opinion? The answer is yes.

The dependent variable was group membership as determined by the previous factor analysis. The three opinion groups were defined as “Address Local Needs,” “Avoid Problems,” and “Make Extension Look Good”. Six independent variables were studied (Table 4.9). Two pertained to the county: county population measured by county funding level as determined by the Alabama Cooperative Extension System and distance in hours from Auburn University. The remaining four independent variables pertained to the CECs: education level, length of employment with Extension, years performing the CEC role, and primary subject matter expertise. All were metric variables, except ‘area of expertise’ which was categorical and entered into SPSS using dummy coding. Two

cases were missing data; therefore 38 of the 40 CECs included in the factor analysis were used in the discriminant analysis to explain group membership.

Table 4.9 Characteristics of the Independent Variables

| | | |
|-------------------------------------|--------------------------------------|-----------------------|
| County Classification by Population | Level 1 (smallest) | <i>n</i> = 30 |
| | Level 2 | <i>n</i> = 4 |
| | Level 3 | <i>n</i> = 3 |
| | Level 4 (largest) | <i>n</i> = 1 |
| Distance from Auburn University | Range | 15 minutes to 5 hours |
| | Mean | 2 hours 15 minutes |
| Amount of College Education | Bachelor's Degree | <i>n</i> = 2 |
| | Bachelor's Degree plus add'l credits | <i>n</i> = 0 |
| | Master's Degree, non-thesis | <i>n</i> = 19 |
| | Master's Degree, thesis | <i>n</i> = 8 |
| | Master's Degree plus add'l credits | <i>n</i> = 9 |
| | Doctorate Degree | <i>n</i> = 0 |
| Years Employed by Extension System | Range | 1 to 30 years |
| | Mean | 20 years |
| Years performing CEC role | Range | 1 to 21 years |
| | Mean | 7.5 years |
| Primary Area of Expertise | 4-H Youth Development | <i>n</i> = 6 |
| | Agriculture & Natural Resources | <i>n</i> = 17 |
| | Family & Consumer Sciences | <i>n</i> = 6 |
| | Economic & Community Dev. | <i>n</i> = 9 |

Appropriate assumptions for discriminant analysis were checked. A visual graphic check of multivariate normality indicated no concerns. All correlations between the independent variables were less than .90, resulting in no redundancy and meeting the assumption for multicollinearity. The data was screened for outliers. No Cook's values were greater than 1.0 and no Leverage values were greater than 0.5.

Univariate test results were used to examine differences between group means on each of the independent variables. Only length of employment with Extension ($p = .001$) and subject matter expertise (Agriculture and Natural Resources, $p = .042$; Family and Consumer Sciences, $p = .002$) revealed a statistically significant difference between groups.

The combination of two discriminant functions explained 62% of the variance between groups (Wilks' Lambda = .379, $df = 16$, $p = .015$). Standardized coefficients explain which independent variables were most helpful in determining group membership (Table 4.10). Years of employment with Extension and subject matter expertise are most helpful.

Table 4.10 Standard Discriminant Function Coefficients

| | Function 1 | Function 2 |
|-------------------------------------|------------|------------|
| County Classification by Population | -.039 | -.037 |
| Distance from Auburn University | .329 | .111 |
| Amount of College Education | .003 | .335 |
| Years Employed by Extension System | 1.068 | -.071 |
| Years performing CEC role | -.375 | -.045 |
| Primary Area of Expertise | | |
| 4-H & Youth Development | -.130 | -.335 |
| Agriculture & Natural Resources | .387 | -.504 |
| Family & Consumer Sciences | .067 | .664 |

A closer examination of years employed by Extension shows that CECs with the fewest years of service ($M = 15.8$) are members of the “Address Local Needs” opinion group. CECs in their mid-career ($M = 21.28$) are members of the “Make Extension Look Good” opinion group. Finally, CECs with the most years of service ($M = 27.55$) are members of the “Avoid Problems” opinion group. In fact, the “Avoid Problems” group had worked for extension between 25 and 32 years.

Area of expertise also played a role in explaining group membership. CECs with primary expertise in Agriculture and Natural Resources were likely to be members of the “Meet Local Needs” or “Avoid Problems” opinion groups, but not members of the “Make Extension Look Good” opinion group. CEC’s with primary expertise in Family and Consumer Science were likely to be members of the “Make Extension Look Good” opinion group (Table 4.11). Pearson Chi-Square test showed the cross tabulation of area of expertise with group membership to be statistically significant ($p = .01$).

Table 4.11 Cross Tabulation of Area of Subject Matter Expertise with Opinion Group Membership

| | Meet Local Needs <i>n</i> = 20 | Avoid Problems <i>n</i> = 11 | Make Extension Look Good <i>n</i> = 7 |
|---------------------------------|--------------------------------------|------------------------------------|---|
| 4-H & Youth Development | <i>n</i> = 5 13.2% | <i>n</i> = 1 2.6% | <i>n</i> = 0 0% |
| Agriculture & Natural Resources | <i>n</i> = 8 21.1% | <i>n</i> = 8 21.1% | <i>n</i> = 1 2.6% |
| Family & Consumer Sciences | <i>n</i> = 1 2.6% | <i>n</i> = 1 2.6% | <i>n</i> = 4 10.5% |
| Community & Economic Dev | <i>n</i> = 6 15.8% | <i>n</i> = 1 2.6% | <i>n</i> = 2 5.3% |

There exist two concerns with the results of this study. First, the assumption of homogeneity of variance is not satisfied. Box's test of equality of covariance matrices indicates $p < .001$. An attempt to stabilize the variances across groups using data transformations was not successful. Knowing that an alpha level of .02 could be applied to avoid type 1 errors provides some assurance that the results of the discriminant analysis are valid. A logistic regression, useful when normality and homoscedasticity cannot be assumed, was run as a comparison with the discriminant analysis results. With logistic regression, a significant p value is the probability of obtaining the chi-square statistic if there is in fact no effect of the independent variables, taken together, on the dependent variable. Employment yielded $p < .001$, while the Agriculture & Natural Resources area of expertise yielded $p = .028$. All other independent variable p values were non-significant at alpha level .05 (Appendix K).

The second concern is with validation. Using the model suggested by the function coefficients, the leave-one-out cross validation test in SPSS correctly classified 78.9% of the originally grouped CECs; whereas, 57.9% of the cross-validated grouped cases were correctly classified.

Discussion

Since this study uses Q-Methodology, which is considered both a qualitative and quantitative research method, the generalizability of this study is the responsibility of the reader. Sufficient data has been provided to describe the subjects included in the

research so that the reader can make judgments regarding the extent to which the results of the study can be generalized to a larger population.

It is important to consider the meaning of there being three opinion groups rather than a single consensus on the role of the county extension office in university-wide outreach. A single opinion group might have indicated a clear mission that Alabama Cooperative Extension System had communicated regarding the role of the county Extension office. The presence of three opinion groups and an additional ten CECs whose opinions are not represented by any of the three groups can serve as a benchmark for which to build a clear vision and organizational strategy.

The three unique opinion groups each provide provocative thought regarding their unique advantages and opportunity costs. The “Meet Local Needs” opinion group is focused on local issues only and to some extent on economic issues only. Although these issues are very important and could certainly keep a CEC very busy, ACES and Auburn University benefit when CECs are willing to devote time, attention, and resources to other activities as well. A few of the CECs specifically commented on pleasing one primary stakeholder group – their local County Commissioners. County funding for Extension is allocated by the Commissioners; therefore, it is important that the economic base of the county remain healthy and this single stakeholder group is pleased with their county Extension office. The opportunity cost of focusing on this single stakeholder is the needs which go unmet in the county that do not provide direct economic impact. The emphasis on local impact might also deter County Extension Coordinators from working on regional or state-wide programmatic efforts.

If Auburn University and ACES want to strategically enhance the role of county Extension offices in university wide outreach, then attention must be paid to this opinion group. Civic engagement, as previously defined, is a two-way partnership between the citizens and their universities. If the county Extension office is the conduit, then it cannot solely focus on university resources being delivered to meet local needs; the office must also focus on meeting the university's needs by delivering local resources. This will be a hard sell for the "Meet Local Needs" opinion group. One might expect the question of payment from this new customer (Auburn University) for the work that is being requested. In order to be successful at facilitating the civic engagement of Auburn University, these CECs will also need to develop a broader program interest and learn to value program impact that is not measured in economic terms. That means expanding their network beyond economic development organizations.

The "Avoid Problems" opinion group offers the organization stability. Activities of the county Extension office will probably be consistent with past roles and non-controversial. With sameness and safeness, comes the risk of being eliminated.

Moving beyond Extension to Engagement is going to be difficult for this group as well. Training will be critical so that a level of comfort can be developed. This training might include facilitation skills; networking skills; conflict resolution skills; campus tours of institutes, colleges, departments, the library; and learning how to work collaboratively with other agencies. Further assessment is needed to truly understand the source of discomfort that this group has expressed.

The third opinion group – “Make Extension Look Good” – selected a broad range of activities in terms of audience, issues, program delivery methods, and potential impact. This group does not seem to be bound to tradition, but seeks new roles for Extension. It is possible that this group would be the early adopters to new opportunities for Extension to be more involved in the civic engagement of Auburn University. They have probably already begun to explore the possibilities based on their brief exposure to universities resources described in the Q-sort card deck. Earlier adopters are sometimes discouraged when faced with challenges, so must be persistent.

Being able to explain group membership is helpful – both from the standpoint of knowing what does and does not explain which CECs share a common opinion. Characteristics of the county, such as population and distance from the university did not explain group membership. This is helpful to know. In Extension we often address urban programming as something different than rural programming; that is not necessary when it comes to the role a county office can play in the civic engagement of a land-grant university. Prior research had suggested that distance would be a factor; however, that is not supported by this study. Two of the characteristics of CEC’s were not significant in explaining group membership – level of education and length of experience in the CEC role.

The two remaining characteristics of CECs are helpful in explaining why certain CECs hold a particular opinion: tenure as an Extension employee and area of expertise. The commonly held belief that employees coast as they near retirement may be true with CECs, as those with 25 to 32 years of experience were members of the “Avoid Problems”

opinion group. Or, perhaps this cohort of CECs has yet to embrace the role of the CEC in the reorganization of Alabama Extension that occurred in 2004. Earlier it was suggested that members of the “Avoid Problems” group could benefit from training in order to be successful in a facilitative role with university-wide outreach activities that could flow through the county Extension office. Given the return on this investment, it may or may not be a critical strategy for implementation. On the other end of the spectrum, the CECs with the fewest years of experience were members of the “Meet Local Needs” opinion group. It may be important to note that all of the CECs with less than ten years experience with Extension ($n = 5$) are members of this opinion group. It is possible that Economic and Community Development has been stressed by ACES administration and that the newest staff has internalized this message.

Of less strategic importance is the finding that for some CECs their subject matter expertise explained why they held certain opinions. CECs with Agriculture and Natural Resource expertise are members of the “Meet Local Needs” and “Avoid Problems” opinion groups, while Family and Consumer Science CECs tend to be members of the “Make Extension Look Good” opinion group. It is possible that this is a reflection of gender rather than subject matter expertise.

Of most usefulness is to know that diversity exists in CEC’s opinions on the topic of the role of the county Extension office in the civic engagement of a land grant university; and that this difference of opinion can be explained by length of service and subject matter expertise. Therefore, as project teams, steering committees, and task

forces are assembled to work on Extension's role in university wide outreach, diversity must be sought by these two determining characteristics.

During the time data was collected for this research project, the new President of Auburn University, Dr. Jay Gogue was conducting a strategic planning process. At the 2008 professional association meeting for Alabama 4-H Agents, Dr. Gaines Smith, Director of the Alabama Cooperative Extension System, informed the membership that President Gogue's strategic plan calls for county Extension offices to provide three critical outreach activities: (1) help Auburn students connect with communities across the state to complete 60 hours of service learning, (2) assist with the expansion of distance education opportunities, (3) offer English as a Second Language courses to the growing Hispanic population in Alabama counties. Comparable activities in the Q-sort card deck were not ranked high across the three opinion groups (Table 4.12). This demonstrates the concern that CECs do not currently view Auburn University as a client whose needs when serviced by the county Extension office is of value to the community. Granted, if CECs were aware of President Gogue's desire to have Extension facilitate these activities, they may have ranked the items higher. At the time of this study, CECs did not have this information.

Table 4.12 CEC’s Opinion on Civic Engagement Activities Important to Auburn University

| Q-Sort Card | Meet Local Needs | Avoid Problems | Make Extension Look Good |
|-------------------------------|------------------|----------------|--------------------------|
| CEU Courses | -1 | -2 | 1 |
| Service Projects for Students | -4 | 0 | -1 |
| Serving Hispanic Population | 1 | 2 | 3 |

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The Kellogg Commission Report entitled *Returning to Our Roots: The Engaged Institution* (1999), announced that “State and Land-Grant Universities have a responsibility to redesign teaching, research, and extension and service functions that are sympathetically and productively involved with the communities universities serve.” It specifically states:

It is important to consider how to reshape cooperative extension so that it develops into what it has always had the capability of becoming, a powerful organizing center for total university engagement.

The Extension Committee on Organization and Policy (ECOP) (1987) released *Extension in Transition: Bridging the Gap between Vision and Reality*. This report identified the need for extension to draw on broader university resources in its program delivery, specifically new and creative linkages with other colleges in the university. Finally, The Carnegie Foundation for the Advancement of Teaching, a leader in the field of higher education, is also pushing for an ‘engaged’ institution (Boyer, 1990; Glassick,

Huber, & Maeroff, 1997). Clearly, the national movement is towards engaged universities. The question for Extension is how to strategically define its role.

This study begins that examination at the most local level – the county Extension office. The purpose of this research was to explore the opinions of County Extension Coordinators regarding future ways that Alabama Cooperative Extension System’s county offices can be the front door to Auburn University; thereby, enhancing civic engagement and university outreach. Research questions addressed were:

1. Do CECs in Alabama have different opinions about the role of a county Extension office in university-wide outreach?
2. If so, how do the opinions of CECs in Alabama differ regarding university-wide outreach activities that county Extension offices can support?
3. Are there characteristics of the county or the CEC that explain the differences in opinion?

The literature shows that while Extension has served its mission well in the past, it struggles to find its niche in today’s society of complex community issues, technology, and easy access to information. The movement towards an engaged university offers some opportunities for Extension to help faculty engage with communities across the state, service learning for students, and using university resources to solve local problems.

Q-methodology was used in this study. A set of forty-eight cards, each with a university civic engagement activity described, were sorted by County Extension

Coordinators, using a structured sort from -5 to +5 evaluating whether the activity was likely to increase the value of the County Extension Office in the community.

The results indicate that County Extension Coordinators in Alabama have differing opinions about the role of their office and the value of specific engagement activities to the community. In fact, three different opinion groups were identified. One group of County Extension Coordinators felt that engagement activities should focus on issues having local impact. Another group chose activities that would avoid potential problems due to interagency conflict and local politics. The third group saw the civic engagement of their land-grant university as an opportunity to make Extension look good in their county. Group membership could be explained by tenure of the County Extension Coordinator and their subject matter expertise.

During the time of this study, Auburn University (the land-grant university referenced in the activity cards) received a new President who embarked on a strategic planning process. Activities identified in the strategic plan that have been articulated as roles for Extension, do not rank high with County Extension Coordinators in this study.

Implications

Initial steps are critical to identify if the Alabama Cooperative Extension System and Auburn University wish to enhance their partnership. First, administrators must have a discussion about the type of activities county Extension offices should organize and facilitate – remembering that civic engagement involves both university resources being used to meet community needs and community resources being used to meet university

needs. Secondly, attention must be directed to the County Extension Coordinators – their job descriptions must reflect the expectation and importance of facilitating connections with land-grant universities, and CECs must develop the skills necessary for success.

Activities of the County Extension Office

County Extension Coordinators are very busy people. It is not humanly possible for them and the county office they administer to possibly meet all the needs and opportunities that exist for Extension work. Everything is important to someone. How does a CEC make decisions about what activities to tackle? Historically, the correct answer has been needs identified by the local advisory council. This research subtly suggests that the activities of the county Extension office may also be affected by the opinions of the CEC. Finally, it is anticipated that University needs (President’s strategic plan) may also dictate some of the work of the county Extension office. The balance between these three sources of demands/opportunities must be acknowledged and discussed by Extension administration (Figure 5.1). Perhaps it would be helpful if Extension thought of land-grant universities as one of its customers and the county Extension office as a service provider.

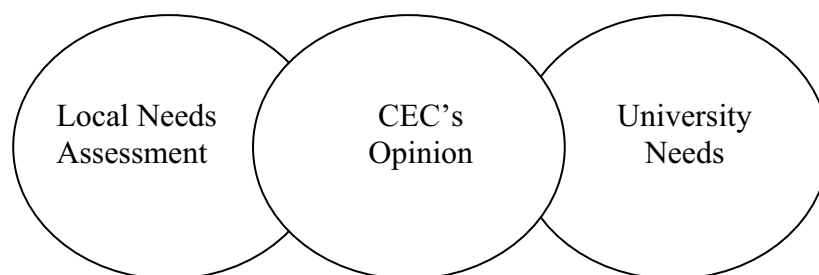


Figure 5.1 The Source of County Extension Office Activities

A second way of looking at the impact of differing CECs opinions is that their viewpoint may govern their selection of needs coming from local advisory councils and requests coming from their land-grant universities. If this is true, then Extension programs and services will look very different from county to county. Is this permissible, or is more uniformity among the county Extension offices expected? The Alabama Cooperative Extension System will be a more attractive outreach conduit for a land-grant university if there is assurance that activities can be conducted similarly in all 67 counties.

County Extension Coordinator Job Description

If the Alabama Cooperative Extension System and Alabama's Land-Grant Universities choose to strategically plan for county offices to enhance their role in university-wide outreach, then their job description will need to be carefully examined. Currently the majority of a CEC's time is to be spent in their area of specialization and they are an active member of their Priority Program Team. Coordinating resources from outside of the county for use within the county could be an expanded role. When the Alabama Cooperative Extension System reorganized in 2004 and subject matter agents were moved from county level assignments to regional or multi-county assignments, the facilitation and coordination role of the CEC was recognized. This is not a new concept; twenty years ago, Michael Patton (1986) wrote in the *Journal of Extension* about Extension's future role as a broker, mediator, catalyst, and facilitator. He explains the

difference between being a participant in meeting a community need and being a facilitator of partnerships that meet community needs.

A quick look at the performance expectation of CECs in Alabama (Alabama Cooperative Extension System, 2006) indicates an organizational barrier that must be removed if CECs are going to embrace a role in the civic engagement of their land-grant universities. Throughout the twelve performance areas relevant to CECs the need to determine county priorities is pervasive. If CECs are to focus on University needs, it must be reflected in their performance review document. Secondly, in the current performance review document, organizational citizenship is described as the activities of the Alabama Cooperative Extension System. It would be beneficial to Extension's role in the civic engagement of its land-grant universities, if CECs were to demonstrate concern for the effectiveness and efficiency of university-wide outreach activities. Thirdly, the performance review document suggests USDA agencies as examples of external agencies for which Extension should exchange information and coordinate public relations and marketing efforts. As the local facilitator of a broad set of community and university needs, the network of a CEC needs to be vast and diverse. Finally, many of the barriers expressed by the "Avoid Problems" opinion group are justified in the current performance review document. In the document, CECs are cautioned regarding maintaining an unbiased and non-political image, avoiding favoritism, avoiding potential conflict of interest, resolving conflict, and avoiding duplication of efforts. CECs need to understand the difference between providing a referral, hosting or conducting an

educational program, chairing a meeting of collaborators, and facilitating a community educational process involving conflict-laden issues.

Building Networks and Networking Skills

How might Extension reshape itself to ensure that total university resources are being utilized to address community needs and issues? One possibility is to retool Extension Agents. Extension needs to embrace networking as a critical job skills for all Extension positions; both internal networking within an entire land-grant university, and external networking with potential audiences and collaborators. Scott and Davis (2007) provide a detailed description of networks which can be applied to different levels of Extension leadership. Take a County Extension Coordinator (CEC) for example. The CEC as an individual is considered a *node* and the connection they have with another individual (another node) is considered a *tie*. A CEC's network is made up of their ties with other nodes. What makes networks effective is that each of the nodes in the CEC's network has their own network of ties. Therefore, a CEC is only one degree away from tapping into infinitely larger networks. Research even backs the cultural phenomena that we are only six-degrees removed from anyone else in the world (Dodds, Muhamad & Watts, 2003). A highly networked CEC could be an extremely valuable resource for the university. Remember, there is a county Extension agent in every county of every state.

Analysis of Extension's networks on a county level could help assess why extension programming is or is not currently reaching diverse communities. The network that each agent develops is probably made up of people very similar to themselves (Scott

& Davis, 2007). Therefore, if a key responsibility of CECs is to network within their community, it would be wise to hire CECs that have well established and extensive networks in the county. A mayor, for example, who has had ample opportunity to build their network and become familiar with community issues, would make an excellent candidate. Because of Extension's matrix organizational form, it is typically a candidate's subject matter expertise in agriculture, home economics, or youth that prevails and determines who is hired. If the CEC role description is revised to put emphasis on developing community-university partnerships, then a person's network will become important.

Extension's network is also important to examine at the university level. The Director of Extension in each state, and others with administrative responsibilities, have critical networks that influence Extension programming in the state. How narrow or broad these networks are will determine the extent of community-university partnerships that can be established. Historically, state level Extension networks have centered on outside agricultural organizations, and family and youth organizations to a lesser extent. If civic engagement of land-grant universities is going to be effective, state level Extension networks must be formulated throughout the university. State Extension leadership is typically groomed internally. What would happen to the organization if Extension leadership was selected from somewhere in the university, but not within Extension? Jackall's (1988) classic portrayal of corporate managers suggests that radical change within the organization would occur simply because a new leader brings with them an entire social structure.

Finally, Extension administration at the district level has opportunities to examine their network and compare it to the desired network if community-university engagement is going to be successful. Currently, these are middle management supervisors with internal administrative responsibilities (Arntzen, 1994). Their key networks are internal. Let us challenge our thinking to examine the value of external networks for this group of managers. Community Colleges are an example of a cohort for Extension. The first Junior College was established in 1902; Extension was established in 1914 (University of Oklahoma, 2007). Both adult education organizations have experienced history at the same point in their growth. The two organizations could learn from each other. Together, they could influence policy and garner resources (Aldrich & Rueff, 2006). Intentionally expanding Extension's organizational network at a district level could be significant in forming community-university partnerships. In fact, although we have focused on community partnerships with land-grant institutions, the Kellogg Commission's report (1999) actually promotes community partnerships with all public institutions of higher education (but especially those with research capabilities).

A few more concepts relevant to networks are important to examine, but a thorough read of Scott and Davis' (2007) explanation of networks is recommended. Given the nature of Extension, power is not as important as connections. Therefore the centralization or density of a single network is not as important as having several clusters of networks. In fact, to have only a few, dense networks could inadvertently narrow Extension's customer base. Within the network it is not important for the Extension person to be the center of the network - a peripheral position is fine. Assuming that

Extension administrators at the county, district, and state level become highly networked, they then serve an important role in plugging structural holes or building social bridges between networks. In addition to individual networks, concepts of interorganizational networks are also important to understand.

In an interorganizational network, each organization is a node and nodes have ties with each other. These ties among organizations foster communication, resource sharing, and more (Scott & Davis, 2007). Businesses use their Board of Director membership to foster networks among organizations. Extension has only a few examples of boards – local, regional, and state advisory councils; foundation boards; and officers of volunteer associations. An examination of these networks would allow Extension to determine the strength or weakness of its organization network. In turn, Extension could analyze the councils and boards that its administrators and agents serve on at a local, regional, and state level. Extension may find that interorganizational networks are an untapped resource.

Like any other skills, networking is a science that can be studied, taught, and learned. Research published in the *Harvard Business Review* (Ibarra & Hunter, 2007) identifies three distinct but interdependent forms of networking that are critical as a person moves into increasing leadership roles. The first is an operational network – usually internal to your organization, it is the people you need to know and trust to get operation or immediate tasks completed. The second is a personal network of people that you can count on when you face non-routine or unforeseen challenges. This group is usually external to your organization and can provide important referrals, information,

coaching and support. Harvey Mackay (1997), in his book *“Dig Your Well Before You’re Thirsty,”* suggests building your personal network by tapping into four specific groups: alumni clubs, industry/professional associations, social clubs, and hobbies. The third type of network needed is a strategic network – lateral and vertical relationships with other units of your organization or business. These are the people you need to know to leverage the strategic plan you have for your organization. You network with them not because you have interpersonal chemistry, but because strategically, you need to cultivate the relationship.

Developing these types of networks is scary to several people. Harvey Mackay offers a few words of advice: (1) practice ‘let’s pretend’ because by pretending you are what you are not, you actually can become what you have pretended to be; (2) adopt a role model who might also become your mentor or coach; (3) take lessons by reading self-help books (like his own of course), signing up for Toastmasters, or taking a Dale Carnegie Course; (4) join up – become interested in dance, choir, horseback riding, art appreciation, theatre, antiquing, or wine; and finally (5) have a little faith and remember that the more you exercise your networking muscles, the stronger they get – and the easier networking becomes.

Recognize fear as normal. The reason involves several factors such as a shift in your self-ego and a change in your mattering map (Loewenstine & Moene, n.d.). Groups have a set of group norms or mattering maps. When you join a new social club for example, you must understand the mattering map of the group and find your place. This takes time, effort, and perseverance. Driscoll (2003), an Extension Family and

Community Education Faculty member at Oregon State University suggests jumping in with both feet and making a commitment to attend three (3) times before you decide whether or not it is worth your time.

Any organization has people that are natural networkers, but who are they? People choose their work partners according to two criteria (Casciaro & Lobo, 2005). One is competence at the job; the other is likability. Using these two factors, four types of employees can be identified. It has been suggested that ‘lovable fools’ (those with low competence, but high likability) should not be removed from an organization, but rather an organization should leverage their likability by putting them in key interorganizational networking roles.

The *Journal of Extension* is full of success stories that illustrate the power of networking. The problem is that a higher percentage of these articles describe networks that have ‘traditionally’ been in place. Remember, the challenge for extension is to expand our networks. Prins and Ewert (2002) call for Extension to resuscitate its partnership with faith-based organizations to strengthen their public work and build healthier communities. Driscoll (2003) advocates forming target-audience-specific networking groups to enhance an Extension agent’s work in the local community. Her experience comes from forming networking groups that focus on outreach to migrant workers. Ohio provides an excellent example of intraorganizational networking - Extension’s county based infrastructure partnered with their College of Pharmacy service-learning emphasis to conduct joint programming (Mehta, Reschke, Cable, & Dowell, 2003). There are numerous other examples within Extension, those listed are

provided as a sample to illustrate diverse examples of Extension networks that exceed the traditional norm.

The Engaged University

Although the focus of this study is Extension's role in the civic engagement of a land-grant university, it seems wise to couch the previously stated implication back into the setting of higher education. Graham Spanier, President of Penn State, and was chairman of the Kellogg Commission Report, reminds us that the engaged university is not a new twist on outreach but an integrated approach that at the most fundamental level means three things (Spanier, 2001):

- An engaged institution must be responsive to the needs of today's students and tomorrow's – not yesterday's.
- It will enrich student experiences by bringing research and engagement into the curriculum and offering practical opportunities for students to prepare for the world they will enter.
- And it will put knowledge and expertise to work on problems its communities face.

What role will county Extension offices play as part of an engaged university? At the local level, Extension is no longer the front-door to the land-grant university because there are many doors and technology that transcends the distance. The audiences to be served and the needs to be met go beyond traditional Extension programs into a new era

of facilitating University engagement. Understanding the current opinions of county Extension administrators serves a purpose in chartering a strategic plan for the future.

Critique of Study

The internal threat of history was controlled by monitoring the Auburn University and ACES organization during the time of data collection. Two possible occurrences may have affected the data collection. First, candidates for the Associate Director position with ACES gave their presentation and many of them mentioned the need for Extension to play a facilitation and organizational role in university-wide outreach. Secondly, Auburn University was conducting a strategic planning process under the direction of President Jay Gogue who was also making visits to county Extension offices during the time data was collected. Both of these events served to heighten the importance of Extension's role in university-wide outreach, but would not have biased CECs among data collection points.

Opportunities exist for improving the data collection process. The prompt for sorting the Q-sort cards was "activities most likely (and least likely) to increase the value of the county Extension office in the community." This ranking statement may have biased CECs to focus on local needs rather than university needs. In addition, some of the independent variables did not have a normal distribution, even though multivariate normality assumptions were met. The independent variable of county population would be better measured by having CECs report actual county population rather than county classification (levels 1-4). In the instructions for sorting the cards CECs were told to

assume that the scenario on the Q-sort card did exist in their county. For example, if the card says you have poultry producers in your county, assume you have poultry producers. This was a difficult assumption for the CECs to make and many of them evaluated cards based on the need in their actual county, rather than a generic county. Finally, a larger sample size would have been beneficial. Although 50 of the 67 possible CEC's provided data, it was assumed in the planning of the study that at least 60 of the possible 67 CECs would provide data. Having had the opportunity to meet with all CECs at their district meetings would have been advantageous and recommended.

Recommendations

Although much has been written about the role of Extension in university-wide outreach, very little research has been conducted with Extension populations. Researchers have several opportunities to use this study to further critical knowledge in this evolving field of study. A validation of this study using the same card deck and the same population is needed. Keeping in mind that the Q-set card deck used in this study is specific to Alabama, three additional research opportunities exist: (1) determine Alabama Cooperative Extension Administrator's opinions of the role of a county Extension office in the civic engagement of a land-grant university; (2) determine Auburn University faculty's opinion of the role of the county Extension office in the civic engagement of a land-grant university; or (3) determine Auburn University Administrator's opinion of the role of the county Extension office in the civic engagement of a land-grant university.

Moving beyond Alabama borders, this research methodology could be replicated in any state. Given the unique culture of Extension in each state, it is anticipated that the opinions of subjects would differ from this study. Identifying common opinions of CECs across states is not important.

Many people have wanted to provide a taxonomy for the 48 cards in the Q-sort deck used for this study. Research to identify an appropriate taxonomy of civic engagement activities would be useful.

Finally, the research of Extension professionals is often descriptive and utilizes surveys to collect data. Q-methodology offers a unique opportunity to explore a new field of study and should be considered a useful research tool. Future researchers are challenged to explore novel ways of collecting and analyzing data such that research questions are answered.

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APPENDIX A
REVIEW OF Q-SORT STUDIES

Appendix A – Review of Q-Sort Studies

Review of q-sort research studies conducted to investigate/identify subgroups or types of people within a given population.

Selected from ProQuest database abstracts on April 5, 2008

| Citation | Topic | # of Sub jects | # of Q-Sort Cards | Factors | Value |
|---|---|---------------------------|------------------------------|---|--|
| Hutson, G., 2008 AAT 3274540 | Describe perceptions of outdoor recreation professionals toward place meanings in natural environments. | 30 | | 3 factors: Rational, Natural, Spiritual | Used to promote intention use of environmental values and beliefs. |
| Mueller, J., 2007 AAT 3273880 | Perspectives of Mexican-American family members concerning their care of a relative with schizophrenia. | 9 | | 2 factors: Personal Gains through Faith and Faith and Subjective Burden | Implication for counseling psychologists working with this population. |
| Provost, J., 2007 AAT 3289241 | Principals' perception of leadership behaviors in the area of education reform. | 30 | 21 | 2 factors: Goal Oriented and Schoolhouse-bound | |
| McBryde, C., 2007 AAT 3260537 | Red Cross workers' perceptions of leaders in disaster. | | | 2 factors: | |
| Brownlie, E., 2006 AAT NR23895 | Adults' construction of gender. | 180 | 61 | 5 factors: Gender Diversity, social Essentialism, Biological Progressive, Gender Minimizing, Different But Equal | Potential for coalition building across perspectives to challenge gender-based oppression. |

| | | | | | |
|--|---|----|----|--|---|
| Swenson, T., 2006 AAT 3211367 | Determine profiles of career-aged adult keyboard students. | 62 | 64 | 3 factors: Serious Amateur, Late Bloomer, Amicable Amateur | |
| Gibson, H., 2005 AAT 3179556 | Describe the perceptions of leisure shared with a spouse by youth newly married individuals with no children. | 14 | | 3 factors: The Believers, The Hopefuls, The Connected | Foundation for future exploration. |
| Siemering, K., 2005 AAT 3210488 | Examine public conceptions of childhood overweight. | 40 | 42 | 4 factors: Lack of Self-Control, Unhealthy Environment, Attention Unwarranted, Social Concerns | Viewing overweight beyond the individual realm; implications for public health practices. |
| Wilson, I., 2005 AAT 3167628 | Examine person-place engagement among recreation visitors to a rural lake-based park. | | 42 | 4 factors: Close-Encounter Escapists, Time-Out Escapists, Purposive Dawdlers, Place Abstractors | |
| Olsen, C., 2005 AAT 3184000 | Perceptions of middle managers regarding their perceptions of helpful coaching behaviors. | 47 | 47 | 5 factors: Directive, Collaborative, Pragmatic, Integrative, Facilitative | Suggests a role for counseling in the executive coaching field. |

| | | | | | |
|---------------------------------------|--|----|----|--|---|
| Peets, T., 2004 AAT 3158494 | Single mothers' perspective on moving from welfare to employment. | 41 | 44 | 3 factors: Exended Funding and Tangible Resources, Urgency and Immediacy Stimulated by the Time-Limit and the Paradox, Helpfulness of Long-Term Planning and Inner-Guidance | Implications for intervention and policy change. |
| Trepal, H., 2003 AAT 3124443 | Adolescent's perceptions of their pregnancy experiences. | 38 | 48 | 5 factors: Boyfriend is Standing by Me, Boyfriend is Not Standing by Me, The Men in My Life are Supportive, Peer Support vs Isolation, My Life is Hard | Implications for school and agency counselors as well as educators. |
| Hull, D., 2003 AAT 3105769 | Describe teacher beliefs about the arts integrated in the curriculum of schools. | 23 | 48 | 4 factors: Both / And; Who Me?; What Ifs; Yes, Arts | Similarities revealed the merits of the arts while dissimilarities implied differential avenues for professional development. |

| | | | | | |
|---------------------------------------|---|----|----|--|---|
| Brown, S., 2002 AAT 3055357 | Exploratory study to characterize commonalities in perceptions regarding use of technology in the delivery of financial aid services in higher education. | 60 | | 3 factors: Humantechies, Neotechies, Advotechies | |
| Rupard, J., 1999 AAT 9942468 | Explore the beliefs of teachers toward students with AIDS. | 81 | 48 | 4 factors: Nonjudgemental Realists, Informed Guardians, Accountable pragmatists, Forgiving Moralists | |
| Hance, V., 1999 AAT 9963557 | Describe undergraduate students' ideas about the meaning in work. | 62 | 42 | 3 factors: Social Influence Workers, Personal Fulfillment Workers, Economic Reality Workers | Students indicate meaning in work differentially. Students could benefit from existential focus upon personal meaning in academics and career counseling. |
| Spradling, S., 1999 AAT 9947747 | Reveal the underlying structure of the beliefs of a sample of environmental educators regarding the critical components of a land or environmental ethic. | 30 | 54 | 3 factors: Nature's Advocates, Nature's Stewards, Nature's Romantics | Meaningful curriculum must encompass all three beliefs. |

| | | | | | |
|--|---|----|----|---|--|
| Russell, R., 1998 AAT 9909983 | Investigate the etiology of eating disorders as understood by women who have recovered from them. | 79 | 80 | 5 factors: Thinness as Success, Interpersonal Conflict & Control, Shame and Compensation, Trauma: Attempts at Mastery, Sexual Conflicts and Unwanted Emotions | Implications for theory and treatment of eating disorders. |
|--|---|----|----|---|--|

APPENDIX B
PANEL OF EXPERTS
RESEARCHER'S
NOTES

Appendix B

Panel of Experts Researcher's Notes

Dr. Sam Fowler, Associate Director, Alabama Cooperative Extension System
Joe Sumners, Director, Auburn University Economic and Community Development
Institute

I met with Dr. Sam Fowler and Joe Sumners on May 7, 2008 in Duncan Hall on Auburn University's campus. The expertise of these two panel members centered on the capabilities of the Alabama Cooperative Extension System (ACES). ACES ultimately will be the beneficiary of findings from this study. Therefore this discussion was a good opportunity to ensure that the entire study would meet the expectations of Extension administration.

Notes from discussion:

- 1) Rewording of the -5 to +5 anchor statements.
 - 5 = Activities LEAST like what ACES should pursue
Changed to...
-5 = Activities LEAST LIKELY to increase the value of the county extension office in the community.

 - +5 = Activities MOST like what ACES should pursue
Changed to...
+5 = Activities MOST LIKELY to increase the value of the county extension office in the community.
- 2) Rewording of demographic questions on the data response sheet to improve clarity for the intended reader – the County Extension Coordinators.
- 3) Rewording card deck situations to gain consistency in format – all statements, no questions.
- 4) Rewording of one card to remove religious reference.
- 5) Addition of six more cards that relate to community resource development issues, many of them agriculture related which was a weak component in my structured Q-sample. One additional card to specifically reference new citizens.
- 6) Reference to additional Auburn University Economic Development Institute documents that provided content for the remaining two cards needed to complete the deck of 48 cards.

- 7) Phrases to incorporate into the introduction of the Q-sort activity...
 - “If you knew you had resources for any activity....” (remove concern about current resources available such as technology, etc)
 - “You are a generic CEC....” (remove bias based on current subject matter area of expertise)
 - “Your office is the front door to Auburn University and your role is to facilitate connections” (remove bias from current CEC job description)
- 8) Discussion regarding definition of words such as civic engagement implying the extension of university resources to the public, and institutional engagement (a new term) describing communities and individuals initiating contact with their university as a resource.
- 9) Current discussion of the Kettering Foundation launching a pilot project to examine the role of Extension in the civic engagement of universities.

Ralph Foster, Director, Auburn University Outreach Information & Program Certification

Mr. Foster’s expertise is his familiarity with Auburn University outreach programs not inclusive of ACES.

Notes from phone conversation on May 30, 2008, requesting his participation to serve on the panel of experts to assess contest validity of the card deck:

- 1) As I discussed with Mr. Foster my dissertation topic he used several key phrases...
 - “67 independent county extension offices vs. 67 subordinate offices”
 - “Extension brand programs vs. University brand programs”
 - “Extension as the delivery mechanism or connection instead of conduit or channel”
 - “Goal is to not ‘use’ Extension, but rather bolster Extension’s resources”
 - “How Extension positions itself”
- 2) Mr. Foster described public forums which were held in 1995-1996. They were conducted by AU with the assistance of Extension at about 6 locations throughout the state. The purpose was to identify relevant issues for Auburn to address through outreach efforts. The process became political as Extension struggled with their role.

Notes from meeting on June 10, 2008 held in Mr. Foster’s office.

- 1) Editing cards to specify if faculty or graduate involvement would be most likely, ensure that the role of the CEC was facilitation only, and increase the likelihood that such a request would receive an affirmative response.

2) Identified three key resources that should be reviewed and incorporated into the literature review.

3) Provided critic of Chapters 1 & 2. Recommended additions such as Carnegie's designation for engaged institutions, encouraged me to read beyond Extension and Agriculture literature, clarified my understanding of the latest Auburn University Outreach Survey, stressed that focus on tenure is the reason faculty do not focus more on engagement and felt that department support – not skills- where a barrier as well, expressed the feeling that new faculty have more of a 'mission' for engagement, and has the perspective that Extension's Plan of Work and Commodity Stakeholder groups are two reasons staff have limited interest in University-wide outreach.

Dr. Heather Boyd, Virginia Tech, Assistant Professor Agriculture & Extension Education

Working from the premise that Extension can do anything, Dr. Boyd reflected on what Extension could do and should do. Activities that do not currently have a bridge or line build between Extension and the partnering department or campus personnel are a stretch. Service learning type activities are a natural for Extension. Something like attending the High School Awards program on behalf of the AU Recruitment office is a stretch because those relationships do not currently exist.

Dr. Kathleen Kelsey, Associate Professor, Evaluator, Distance Educator Agricultural Education, Communications & Leadership, Oklahoma State University

Like many of the panel experts, Dr. Kelsey also immediately began to think of taxonomy to classify the activities. The classification Dr. Kelsey thought logical was to think about the activities as closer or further from the definition of civic engagement and/or tasks that are more traditional than others. She also recommended reducing the amount of text per card and provided excellent examples of how to change the scenario statement into a question about taking action or not taking action. Since the card deck (written as scenario statements) had already been reviewed (and in essence approved) by Auburn University and ACES expert panel members, no revision to the card deck was made.

APPENDIX C
FIELD TEST OF Q-CARDS
AND Q-METHODOLOGY

Appendix C

Field Test of Q-Cards and Q-Methodology

Dr. Ronnie White, Extension Professor and Leader, School of Human Sciences, Mississippi State University identified ten County Directors for the pilot study. Dr. Reuben Moore, Interim Regional Director for the North Mississippi Research & Extension Center granted permission for me to contact the identified County Directors. Six of the ten responded affirmatively to my e-mail requesting their involvement. I conducted the data collection process at three different locations involving two County Director at each site.

Subjects:

Scott Cagle, Chickasaw County Director, Mississippi State Extension
Lisa Stewart – Webster County Director, Mississippi State Extension
Steve Cummings – Yalobusha County Director, Mississippi State Extension
Janet Jolley – Marshall County Director, Mississippi State Extension
Ricky Ferguson – Pontotoc County Director, Mississippi State Extension
Danny Owen – Tishomingo County Director, Mississippi State Extension

Findings:

- 1) Allow 10 minutes for my introduction and initial instructions
- 2) Individual completion of activity took :40 to :50 minutes. Subject worked at varying rates of speed through each of the steps, but finished at approximately the same time.
- 3) Table space was an issue. Each person needs 42” of linear table space – 2 people per 8 foot table, but only 1.5 people per 6 foot table.
- 4) The open ended question on the response sheet garnered few brief comments. “Please be specific” was added to encourage completed and precise thoughts to be documented.
- 5) It was difficult for subject to remember to assume that the need on the activity card exists in their county – even if it didn’t in actuality. Examples were added to the verbal instructions to reinforce this critical mindset.
- 6) Although standard procedure for facilitating a Q-sort is to first sort cards into 3 stacks and then read the cards a second time as you move them underneath the 11 ranking headers, the pilot subjects said it reduced fatigue because they were constantly moving to the next step.
- 7) The group preferred the -5 to +5 scale over a 0 – 10 scale.
- 8) The activity was enjoyed and the pilot subjects were eager to discuss and compare their card sorts after the activity was completed.

APPENDIX D
FACE-TO-FACE INTRODUCTION
AND INSTRUCTIONS

Appendix D

Face-to-Face Introduction and Instructions

Introduction:

Have you ever heard or used the phrase, “the county extension office is your front door to your Land-Grant University”? It correctly implies two critical elements. First, the mission of a Land-Grant University is 3-pronged and includes research, teaching, and outreach. A report from the Kellogg Commission in 1999 stressed the concept of civic engagement of land-grant universities - civic engagement in research, civic engagement in teaching, and civic engagement in outreach.

The second critical element is that the Alabama Cooperative Extension System is capable of helping citizens of our state institutionally engage with their land-grant universities. Contributors to the Journal of Extension stress that this means going beyond Extension to Engagement.

So let’s explore the role of the County Extension Office in the Civic Engagement of a Land-Grant University and the Institutional Engagement of Alabama citizens and communities.

Consent Form:

(Distribute the Consent Form)

Please read the attached letter from Dr. Gaines Smith, our Director of Alabama Cooperative Extension System. All 67 County Extension Coordinators in Alabama are being given the opportunity to participate in this study. This is an exploratory research project that collects the subjective opinions of CECs by having you consider 48 possible activities that County Extension Offices could perform that would support engagement as a two-way partnership between Auburn University as one of our Land-Grant Institutions and our communities across Alabama.

(Distribute the Card Decks)

It is important that you consider yourself a generic CEC performing a facilitative role in each of the scenarios described on the activity cards. Assume that you have the resources needed for any of the activities. Assume that you’ve had the training necessary for any of the facilitative roles described. Finally, assume that the need described does exist in your county.

(Distribute the Response Card)

You will be asked to sort the 48 cards into rank order on a continuum from...

- 5 = Activities LEAST LIKELY to increase the value of the county extension office in the community.

+5 = Activities MOST LIKELY to increase the value of the county extension office in the community.

Your rankings will be compared the other CEC's rankings, and common opinions identified. Your response will be held in strictest confidence.

(Refer to Consent Form)

Your participation in the study is fully voluntary. You may withdraw at any time. You may refuse to respond to any question on the response sheet. You may ask questions at any time. I will be collecting the signed copy of your consent form. Please keep the second copy for your records. If you have any questions about the study, please contact me. If you have any questions about your rights as a participant in the study, please contact the Regulatory Compliance office at MSU.

If you would like to be excused from the study, you may leave the room at this time.

Instructions

(Distribute Instructions)

Steps 1-4 we will complete individually but at the same time. Steps 5-11 you will complete at your own pace. It is anticipated that the activity will take 1 hour. When you are finished, please excuse yourself from the room.

In order for the research to be valid, it is important that you complete this activity individually, not as teams or groups. Therefore, I must ask you to complete the activity in silence.

Let's begin together.

1. Place your 11 marker cards (numbers -5 to +5) to the side.
2. Shuffle your deck of activity cards so they are in random order.
3. Read through each card to become familiar with them. Sort the cards into three piles: place to the right those you think are likely to increase the value of the county extension office in the community, to the left those which you feel are not likely to increase the value of the county extension office in the community, and in the middle those about which you are neutral, ambivalent, or uncertain.
4. Place your marker cards across your work area in the same sequence as your response sheet.

Please complete steps 5-11 individually, continuing in silence. The procedure may seem tedious, but it is important that you complete each step as instructed. Please plan to finish the exercise by _____ (45 minutes later).

I am distributing a set of instructions to help guide you through the remaining steps of the card sort activity.

Q-Sort Instructions

You've already complete steps 1-4. Please proceed to step 5. Remember to work individually and continue in silence. The procedure may seem tedious, but it is important that you complete each step as instructed.

5. Return to your three piles. Study the cards to the right, and select the five cards that are ***most likely to increase the value of the county extension office to the community*** and place them vertically under the +5 and +4 markers relatively. The order of the cards under the markers is not important, but you must limit the number of cards under each marker to match your response sheet. For example, only two cards under +5 marker, and 3 activity cards under the +4 marker.
6. Turning now to the left side, study the cards and select 5 cards that are ***least likely to increase the value of the county extension office in the community*** and place them under the -5 and -4 markers relatively.
7. Returning to the right, pick 4 cards that are more like your opinion than the remaining ones and place them under the +3 marker. You are free to switch cards below each marker at any time.
8. Revert to the left side and repeat the process, alternating from side to side until all of the Q-sort cards are positioned. Cards placed under the middle marker (0) often are the ones left over after all of the positive and negative positions have been filled.
9. Record your results on the response sheet by writing the card numbers under each marker.
10. Complete the remaining sections of the response sheet.
11. Return the following:
 - a. Completed Response Sheet
 - b. Activity Cards
 - c. Marker Cards
 - d. Instruction Sheet

Thank you for your participation.
You may exit the room while others finish the activity.

APPENDIX E
RECRUITMENT E-MAIL,
MAILED INTRODUCTION,
AND INSTRUCTIONS

Appendix E

Recruitment E-mail, Mailed Introduction, and Instructions

E-mail to recruit participation

To: County Extension Coordinators, North District
From: Denise Legvold, Graduate Student, Mississippi State University
RE: Research Study conducted for ACES
cc: Dr. Gaines Smith, Director, ACES
Clarene Johnson, Extension District Director

As a graduate student at Mississippi State University and a fellow employee of ACES, I am pleased to be conducting research for our Administrative Team. My study is entitled, "County Extension Coordinator's Opinions on the Role of County Extension Offices in the Civic Engagement of a Land-Grant University".

I have been attending District Meetings of County Extension Coordinators to collect this data via a card sort activity that requires 1 hour to complete. Due to the cancellation of your North District Meeting, I would like to invite you to participate in this research study in one of four ways:

- Option 1: Video Conference on August 20, 8:30 - 9:30 AM
- Option 2: Video Conference on August 21, 8:30 - 9:30 AM
- Option 3: I will call you to schedule a time to meet with you in your office.
- Option 4: I will mail you the card sort activity for you to complete individually and return to me.

All data collection must be completed by August 30th.

Although your participation is voluntary, I do hope that you will choose to be involved. Please read the attached letter from Dr. Gaines Smith and let me know as soon as possible which of the above options is best for you. I will accommodate your individual choice.

Thank you - Denise Legvold

Mailed to Subjects

Denise L. Legvold
701 Arrowhead Village
Winfield, AL. 35594
205-310-0168

Dear _____,

Thank you for agreeing to participate in this ACES research project that also fulfills my PhD requirements at Mississippi State University. Please read the following introduction, review again the letter from Dr. Gaines Smith, and then follow the instructions provided.

Remember to return the entire packet to me in the self-address and postage paid envelop by August 30, 2008. Results will be shared with participants and ACES administration.

Sincerely,

Denise L. Legvold

Introduction

Have you ever heard or used the phrase, “the county extension office is your front door to your Land-Grant University”? It correctly implies two critical elements. First, that all faculty of a Land-Grant University understand the 3-pronged mission of research, teaching, and outreach. A report from the Kellogg Commission in 1999 stressed the concept of civic engagement of land-grant universities - civic engagement in research, civic engagement in teaching, and civic engagement in outreach.

The second critical element is that the Alabama Cooperative Extension System is capable of helping citizens of our state institutionally engage with their land-grant universities. Contributors to the Journal of Extension stress that this means going beyond Extension to Engagement.

So let’s explore the role of the County Extension Office in the Civic Engagement of a Land-Grant University and the Institutional Engagement of Alabama citizens and communities.

It is important that you consider yourself a generic CEC performing a facilitative role in each of the scenarios described on the activity cards. Assume that you have the resources needed for any of the activities. Assume that you’ve had the training necessary for any of

the facilitative roles described. Finally, assume that the need described does exist in your county (if the card says you have poultry producers, assume you have poultry producers in your county).

Please refer to the enclosed instruction card for more information.

Mailed to Subjects

Card Sort Instructions

1. Place your 11 marker cards (numbers -5 to +5) to the side.
2. Shuffle your deck of activity cards so they are in random order.
3. Read through each card to become familiar with them. Sort the cards into three piles: place to the right those you think are likely to increase the value of the county extension office in the community, to the left those which you feel are not likely to increase the value of the county extension office in the community, and in the middle those about which you are neutral, ambivalent, or uncertain.
4. Place your marker cards across your work area in the same sequence as your response sheet.
5. Return to your three piles. Study the cards to the right, and select the five cards that are **most likely to increase the value of the county extension office to the community** and place them vertically under the +5 and +4 markers relatively. The order of the cards under the markers is not important, but you must limit the number of cards under each marker to match your response sheet. For example, only two cards under +5 marker, and 3 activity cards under the +4 marker.
6. Turning now to the left side, study the cards and select 5 cards that are **least likely to increase the value of the county extension office in the community** and place them under the -5 and -4 markers relatively.
7. Returning to the right, pick 4 cards that are more like your opinion than the remaining ones and place them under the +3 marker. You are free to switch cards below each marker at any time.
8. Revert to the left side and repeat the process, alternating from side to side until all of the Q-sort cards are positioned. Cards placed under the middle marker (0) often are the ones left over after all of the positive and negative positions have been filled.
9. Record your results on the response sheet by writing the card numbers under each marker.
10. Complete the remaining sections of the response sheet.
11. Return the entire packet in the enclosed envelope by August 30th.

Thank you for your participation.

APPENDIX F
RESPONSE SHEET

Appendix F

Response Sheet

RESPONSE SHEET

Engagement Activities for County Extension Offices

Q-Sort Ratings

- 5 = Activities LEAST LIKELY to increase the value of the county extension office in the community.

+5 = Activities MOST LIKELY to increase the value of the county extension office in the community.

| | -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 |
|---|----|----|----|----|----|---|----|----|----|----|----|
| # | # | # | # | # | # | # | # | # | # | # | # |
| # | # | # | # | # | # | # | # | # | # | # | # |
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What led you to sort the five cards you placed under +4 and +5? (Please be specific)

What led you to sort the five cards you placed under -4 and -5? (Please be specific)

Please provide information about your county.

1. What level is your county classified as?

- Level 1
- Level 2
- Level 3
- Level 4

2. In hours and minutes, how long does it take to drive from your county office to Auburn University?

____ hrs ____ minutes

Please provide additional information about yourself.

3. College education completed:

- Bachelor's Degree
- Bachelor's Degree plus additional graduate credit
- Master's Degree, non-thesis
- Master's Degree, thesis
- Master's Degree plus additional graduate credit
- Doctorate Degree

4. How many years have you been employed by a Land-Grant University Extension System?

_____ years (round to the nearest year)

5. How many years have you performed the County Extension Coordinator role?

_____ years (round to the nearest year)

6. Which is your primary area of expertise (largest amount of days allocated)?

- 4-H Youth Development
- Agriculture and Natural Resources
- Family and Consumer Sciences
- Economic & Community Development

THANK YOU FOR YOUR PARTICIPATION

APPENDIX G

Q CARDS

| # | TITLE | CONTENT | SOURCE |
|---|--|--|--|
| 1 | ADVANCE PLACEMENT (AP courses) TEACHER TRAINING | ...is a goal of Governor Riley's administration and a function of Outreach Program Office at Auburn. You help promote this summer's institute for high school teachers and counselors. | Beyond Auburn, Spring 2008, available at http://www.auburn.edu/outreach |
| 2 | AGING | Census data indicates that your county has the highest percent of senior citizens in the state. You've identified this as a CRD need and have formed a task force to study the issue. Tomorrow you plan to contact the School of Nursing at Auburn's campus to serve on the task force | Faculty Handbook, 2008 |
| 3 | ARCHITECTURE STUDENT | A student in landscape architecture would like to complete a public works project. They have great landscape design skills, but explain they need to learn how to work in a community context where perspectives vary and resources must be solicited. You contact the local hospital and discover they have a matching need for a landscape plan. You then follow up with the student and hospital contact to ensure that everything is working out well. | |
| 4 | ART for YOUTH | Art courses in your county school system will be dropped next school year. Parents are concerned. You contact the Jule Collins Smith Museum at Auburn University to ask if they will meet with a local group to explore possible solutions. | Faculty Handbook, 2008 |
| 5 | AU's SUMMER CAMPS | Lots of choices from academic to extracurricular; individual to team to intergenerational. You act on the opportunity to promote Auburn's Summer Camps by distributing promotional materials from your office and at Extension programs and meetings you attend. | Beyond Auburn, Spring 2008, available at http://www.auburn.edu/outreach |
| 6 | AUBURN SURPLUS | You are aware that the public school system needs additional computers. Since surplus equipment is available at Auburn University on a first-come basis, you agree that you'll stop by and check the supply whenever you are in Auburn. | http://www.auburn.edu/outreach/ , 2008 |

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| 7 | BIO-ENERGY | <p>The superintendent of schools has contacted you. He wants high school students to be informed on Alabama issues that are being addressed by Alabama researchers using math and science skills. You immediately think about the bio-energy research being conducted at Auburn and line up a spokesperson for a school assembly/panel.</p> | <p>2006 AU Excellence in Outreach Award Recipient, http://www.auburn.edu/outreach/, 2008</p> |
| 8 | BRIDGE SAFETY | <p>Recent newscasts about collapsing bridges and highways have heightened the concern in our county about a specific bridge which is under increasing use due to a new industry. You contact the County Commissions to suggest that Auburn's Highway Research Center might be able to assist with field and laboratory testing of the bridge under projected conditions.</p> | <p>Supporting Alabama's Economy, n.d.</p> |
| 9 | CEU COURSES | <p>Assume that Auburn University plans to offer 50 on-line continuing education courses this next year. County Extension Offices are asked to promote the courses and be screened to serve as a proctor for students taking course examinations. You agree to participate.</p> | <p>Strategic Directions for the Auburn University System, 2008</p> |
| 10 | COLLEGE STUDENTS LEAD DAY CAMPS WHILE ON SUMMER BREAK | <p>Rather than plan summer day camps in your county around the ACES resources available, why not utilize the expertise of college students that are home on break. Of course they will need your supervision and probably event facilitation and coordination, but they can lead a great hands-on lesson from recommended curriculum.</p> | |
| 11 | COMMUNITY SURVEY | <p>Community stakeholders are anxious to compare how tomorrow's workforce are preparing themselves for employment with what local employers say are critical missing skills in the workforce they are currently hiring. The community needs survey assistance. You contact the Survey Research Lab operated by the Center for Governmental Services at Auburn University to see how they can help.</p> | <p>Guide for Faculty Outreach, 2008</p> |
| 12 | COUNTY COMMISSIONERS IN FINANCIAL CRISIS | <p>The county commissioners face a financial crisis due to a mandate to build a new county jail. You remind them that Auburn's Center for Governmental Services could conduct a financial audit for your county government. At the office the next day you telephone the commissioner with contact information for the center.</p> | <p>Expert Panel</p> |

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| 13 | CUTTING EDGE WITH PHYSICAL PLAY PROGRAMS FOR INFANTS & YOUNG CHILDREN | You know that Alabama has a high rate of childhood obesity. You learn about AU's Motor Behavior Center and their development of motivational climate physical play curricular materials. What a great training resource for the childcare providers in your county. You ask a faculty member from the center to conduct a workshop in your county. | Beyond Auburn, Spring 2008, available at http://www.auburn.edu/outreach |
| 14 | DISASTER | Your county has suffered a natural disaster. A group of concerned citizens would like to have a community fundraiser. You decide to contact the Theatre Department to see if students would be interested in a benefit performance. | http://www.msstate.edu/web/outreach.php , 2007 |
| 15 | DISTANCE EDUCATION for RESTAURANT OWNERS | A restaurant owner mentions that an increasing number of their customers are people that have disabilities. He wishes that he had more knowledge so as not to inadvertently say or do the wrong thing, and wants to increase his comfort level. Using distance technology, you arrange for a workshop series to be taught by a faculty member and offered to restaurant owners across your District. | |
| 16 | EXHIBITION OF STUDENT PROJECTS | Graduating seniors from the textile and apparel program have designed very unique garments – one of which is made from egg shells. The department is preparing a traveling exhibit. Would you consider hosting it in your county for a two week period? You contact a clothing store that is excited about exhibiting the display in their window. The display is a hit and draws lots of interest. | |
| 17 | EXPANSION OF SMALL MANUFACTURING PLANT | The local economic development group has been approached by an individual interested in expansion of their small manufacturing plan. You suggest that Auburn - Montgomery can assist them by conducting a feasibility of economic impact study. | Expert Panel |
| 18 | FAMILIES at FIVE | Video conferencing equipment has been installed in your county office. The Department of Human Development is asking Extension's cooperation in hosting a monthly 1-hour seminar (5:00 – 6:00PM) targeted to working parents and their children. You, or a volunteer, will be trained as a facilitator. You agree to be a host site. | Haddock, Zimmerman, Aberle, Tetsch, & Peterson, 2005 |

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| 19 | FRUSTRATED RESEARCHER | A university researcher is providing consultation on a local problem. His academic jargon and sense of urgency is stirring up conflict. He has asked your assistance in understanding how to work collaboratively with the local key players. He wants to move from being an expert outside of the problem solving process to being a full partner in the process. You provide advice. | Hinkey, Ellenberg, & Kessler, 2005 |
| 20 | GARDEN MOSAICS | A university researcher is interested in studying gardening practices and wants to utilize youth as research facilitators. The youth will be paid a stipend. You are asked to recruit the youth, and supervise their work. The researcher will provide the training necessary. | Krasny & Doyle, 2002 |
| 21 | GROUP COUNSELING | The Chief of Police has contacted you. From his years of experience he knows the strain that law enforcement work places on a relationship such as marriage. He would like to offer a group counseling session for officers and their spouses/significant others. You contact the Auburn University Psychological Services Center to gather information and provide a referral for a group counseling session. | http://www.auburn.edu/academic/college_of_liberal_arts/psychology/outreach/index.htm, 2008 |
| 22 | HIGH SCHOOL AWARDS PROGRAMS | Since Auburn University does not have the staff needed to participate in all high school recognition programs around the state, you offer to attend and recognize scholarship recipients or agree to locate an alumni association member to attend and represent AU. | Strategic Directions for the Auburn University System, 2008 |
| 23 | HIGH SCHOOL FIELD TRIPS TO AUBURN | Outdoor U and Beef U are just two examples of open house events hosted by AU's Colleges. You work with your local school systems to organize field trips for High School students to attend with the goal of more students seeking a college education. | Beyond Auburn, Spring 2008, available at http://www.auburn.edu/outreach |
| 24 | HISTORY | The history department at Auburn University is continually writing articles about the state's history, culture, geography, and natural environment. For a current article they have contact your office to help gather information. You provide them with a list of local contacts that will meet their needs. | http://encyclopediaofalabama.org/, 2008 |

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| 25 | LIBRARY SHARING | As a university employee, you have access to Auburn University Library's on-line databases and journals – a wealth of information! The Extension Office maintains a computer for public use and can assist a person with data collection | Tancheva, Cook, & Raskin, 2005 |
| 26 | MANUFACTURING ASSISTANCE | Your community depends on several small manufacturers for jobs. You want to make sure that all company presidents and engineering departments are aware of the Auburn Engineering Technical Assistance Program (AETAP). You decide to host a lunch meeting and invite a representative from AETAP to speak to your local manufacturers. | 2004 AU Excellence in Outreach Award Recipient, http://www.auburn.edu/outreach/ , 2008 |
| 27 | MANUFACTURING PLANTS CLOSING | You read in the local paper that two of the three mobile home manufacturing plants in your area are closing. Your county relies on small to medium size businesses for its economic survival. You contact the local Mayors and suggest having the Auburn Technical Assistance Center visit your county to work with local industries. | Faculty Handbook, 2008 |
| 28 | NEEDS ASSESSMENT = RESEARCH QUESTIONS | Through your continual county needs assessment process, you identify research questions and provide them to the Auburn University Office of Outreach. AU faculties in turn collaborate with community partners across Alabama in the planning and design of future research projects. | Portland State Profile, Kellogg Commission, 1999 |
| 29 | NEIGHBORHOOD JUSTICE CENTER | You recognize there is distrust between citizens and furthermore distrust with local government. Someone mentioned to you that a faculty member at Auburn has expertise in establishing Neighborhood Justice Centers. You locate the professor and make a call. | 2007 AU Excellence in Outreach Award Recipient, http://www.auburn.edu/outreach/ , 2008 |
| 30 | NEW CORRIDOR | A new 63 mile section of interstate runs through your county. You attend a public meeting in which a state official is stressing the need for the region to work together to develop industry and retail along the corridor. You suggest to the local stakeholders that the Auburn Economic Development Institute could compile an inventory of assets along the corridor. These assets can then be used to leverage and strengthen new development. | Supporting Alabama's Economy, n.d. |

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| 31 | NEWSPAPER SERIES | <p>You are working with the newspaper on a 6-part series illustrating a Land-Grant University's mission of improving the lives of Alabama citizens through research, instruction, and outreach programs. Each article will focus on a different community concern. The first is 'food safety' and you contact the Auburn Detection and Food Safety Center for information.</p> | <p>Supporting Alabama's Economy, n.d.</p> |
| 32 | ON-LINE VOTING SYSTEMS | <p>The Center for Governmental Services (CGS) at Auburn is focusing on implementing voting technologies such as 'Everyone Counts'. You see this as an opportunity to connect your local stakeholders with cutting edge research. You contact CGS to learn more.</p> | <p>Beyond Auburn, Spring 2008, available at http://www.auburn.edu/outreach</p> |
| 33 | POLUTED STREAM | <p>The water works committee in your county has detected a stream that is experiencing a steady increase in pollution. Help is needed to detect the source of pollution and develop strategies for mitigations of the problem. You contact Auburn University for assistance.</p> | <p>Expert Panel</p> |
| 34 | POULTRY INDUSTRY TRAINING NEEDS | <p>The poultry industry is growing in your county and has training and education needs. You decide to investigate with the thought that the County Extension Office and video conferencing technologies might be a useful means of connecting poultry owners and their workers with the Auburn Department of Poultry Science.</p> | <p>Supporting Alabama's Economy, n.d.</p> |
| 35 | PREGNANCY ISSUE | <p>A very high percentage of girls in your school system are pregnant. The school has already utilized TGIF and other programs, yet the problem continues. You want to help and after making a few calls have found someone at the university that can pull together research material that can help define a recommendation.</p> | |
| 36 | PROGRAM REVIEW COMMITTEE | <p>The political science department is conducting a program review and asks you to identify a person from your community to serve.</p> | <p>AU Strategic Question Theme Summary, 2005</p> |

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| 37 | PSYCHOLOGY RESEARCH | <p>Psychology professor recognizes that a high percentage of her research subjects are college students taking classes in her department. She wishes to send a graduate student to your county to gather data from specific populations, such as High School students, young adults, middle age, and elderly. You work with community organizations to arrange for their clientele to participate in the research.</p> | |
| 38 | REVITALIZING DOWNTOWN | <p>A small town in your community has experienced hard times. The Mayor and City Council would like to engage the entire community in planning a downtown revitalization project. You suggest they contact the Auburn Center for Architecture and Urban Studies (Urban Studios) for assistance.</p> | <p>Supporting Alabama's Economy, n.d.</p> |
| 39 | ROAD SCHOLARS TOURS | <p>Suppose Extension annually sponsored a Road Scholars Tour for Auburn Faculty to see firsthand ways the university is forging partnerships with business, industry, and the community. You have a goal of your county being a tour stop five years from now.</p> | <p>Ohio State Profile, Kellogg Commission, 1999; Maddy & Stilwell, 2005</p> |
| 40 | SERVICE PROJECTS for STUDENTS | <p>As the County Extension Coordinator, you maintain a list of short-term service projects that college students can engage in while home on break. You mentor the college student while helping to meet local needs.</p> | <p>Strategic Directions for the Auburn University System, 2008</p> |
| 41 | SERVING HISPANIC POPULATION | <p>The Hispanic population in your county is increasing. Many businesses and organizations are wondering how to alter their services to reach this population. You make some call to Auburn University and locate someone with expertise. The faculty member and a graduate student plan to come to your county next week to meet with a focus group.</p> | <p>Expert Panel</p> |
| 42 | SPEAKER | <p>The Chamber of Commerce is holding their annual meeting and is looking for a dynamic speaker. How about someone from the university? You ask them about topics of general interest and then make a few calls to campus to locate a faculty member that would be appropriate for the topic.</p> | |

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| 43 | STATE LAWMAKERS | <p>An issue of major importance is being discussed by Alabama Lawmakers. A multi-disciplinary team of faculty members at Auburn have committed to hosting a statewide forum. The event will be broadcasted over the Alabama Public Television Network. You are asked to host a site in your county and serve as the local facilitator.</p> | <p>Faculty Handbook, 2008</p> |
| 44 | STUDENT PRODUCED PLANS FOR DISASTER RECOVERY | <p>A natural disaster has devastated your community. So much work needs to be done. Students from Auburn offer to put their knowledge to work. They answer the disaster hotline. They go door-to-door to assess needs and then offer to develop a community recovery plan. Their assistance is ongoing. You as the CEC, were critical in making this university-community partnership happen.</p> | <p>Campus Compact Winter 2008 newsletter, available at www.compact.org</p> |
| 45 | THESES/DISSERTATION PRESENTATIONS | <p>Suppose that graduate students are required to give an Extension presentation as part of the final sign off on their theses or dissertations. The audience can be university employees, professionals, the general public – whatever is appropriate for the topic. You regularly read the e-mail listing presenters and topics and arrange for a local presentation when the topic would be of interest to a few in your county</p> | <p>Martin, 2002</p> |
| 46 | TRAINING FOR EXTENSION | <p>You recognize that County Extension Offices offer a critical connection between local citizens and all of Auburn University's programs and departments. You ask Extension Administration to provide training on the Outreach Centers and other University Outreach Activities not traditionally affiliated with Extension.</p> | <p>Strategic Directions for the Auburn University System, 2008</p> |
| 47 | TRANSITION to WORK for SPECIAL NEEDS STUDENTS | <p>Parents with special needs children have formed a support group in your area. They are concerned that the local school system is not adequately transitioning children like theirs from a school setting to a work environment. Members of the support group are eager to help, but uncertain how to proceed. You do some checking and find that a national expert in this field is a faculty member at Auburn.</p> | <p>2005 AU Excellence in Outreach Award Recipient, http://www.auburn.edu/outreach/, 2008</p> |

48 **UTILIZATION OF LEED
GREEN BUILDING AT 4-
H CENTER**

The new LEED Green Building at the 4-H Center is a unique resource for ACES as well as AU faculties. You familiarize yourself with the features of this new building and consider its positive impact as an event location for your county, region, and state program, conferences, and meetings.

Beyond Auburn,
Spring 2008,
available at
<http://www.auburn.edu/outreach>

APPENDIX H
CONSENT FORM

Appendix H

Consent Form

Date:

To: County Extension Coordinators

From:

Williams G. Smith, Director, Alabama Cooperative Extension System

RE: Consent Form for Research Study being conducted by Denise Legvold on behalf of Alabama Cooperative Extension System.

All 67 County Extension Coordinators in Alabama are provided the opportunity to participate in this study entitled, "County Extension Coordinators' Opinions on the Role of County Extension Offices in the Civic Engagement of a Land-Grant University". This is an exploratory research project that collects the subjective opinions of CECs by having you consider 48 possible activities that County Extension Offices could perform that would support academic-community two way partnerships. Specifically, you will be asked to sort the 48 cards into rank order on a continuum from -5 (activities LEAST LIKELY to increase the value of the county extension office in the community), to +5 (activities MOST LIKELY to increase the value of the county extension office in the community). Your rankings will be compared with other CEC's rankings, and common opinions identified. The sorting activity will take approximately one hour. Your response will be held in strictest confidence.

If you have questions regarding this study, please feel free to contact:

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| Denise Legvold, Principal Investigator | Walter Taylor, Faculty Advisor |
| office 205-932-8941 | office 662-325-0233 |
| cell 205-310-0168 | e-mail wntaylor@ais.msstate.edu |
| e-mail legvold@aces.edu | |

Questions about your rights as a participant in a research study may be addressed to the Regulatory Compliance Office at Mississippi State University (662-325-3294).

Your consent acknowledges the following:

- You understand that your participation in the study is fully voluntary.
- You are aware that you can withdraw at any time.
- It is clear to you that you can refuse to respond to any portion of this Q-sort or the questions seeking additional information.
- You have been provided contact information for the principal investigator of this study.

Please keep this copy for your records.

APPENDIX I

FACTOR ANALYSIS CORRELATION TABLE

| Sorts | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|
| 1 | 100 | -2 | 9 | 11 | 2 | 16 | 44 | 6 | 24 | 12 | 19 | 8 | 16 | 8 | 3 | 11 | 15 | 32 | -16 | 18 | 20 | 37 | 15 | 14 | 12 |
| 2 | 100 | 22 | -1 | 29 | 9 | 20 | -8 | -2 | 11 | 44 | 11 | 20 | 27 | 34 | 36 | 18 | 36 | 47 | 23 | 26 | 8 | 27 | 23 | 30 | |
| 3 | | 100 | 12 | 23 | 6 | 47 | 10 | 47 | 45 | 31 | 11 | 24 | 12 | 32 | 42 | 14 | 50 | 32 | 45 | 14 | 43 | 35 | 18 | -7 | |
| 4 | | | 100 | 23 | -9 | 7 | 27 | 14 | 3 | 13 | 17 | -2 | 25 | 33 | 22 | 21 | 37 | 1 | 19 | 27 | 15 | 14 | 19 | 19 | |
| 5 | | | | 100 | 16 | 34 | 24 | 23 | 53 | 22 | 17 | 42 | 33 | 47 | 35 | 26 | 48 | 27 | 24 | 29 | 22 | 30 | 3 | 30 | |
| 6 | | | | | 100 | 20 | 2 | 11 | 10 | 3 | 15 | 15 | 29 | -3 | 31 | 24 | 20 | 5 | 13 | 7 | 10 | 8 | 26 | 22 | |
| 7 | | | | | | 100 | 22 | 36 | 37 | 40 | 17 | 35 | 15 | 24 | 36 | 21 | 56 | 35 | 36 | 15 | 34 | 32 | 16 | 6 | |
| 8 | | | | | | | 100 | -11 | -10 | -12 | 24 | 16 | 3 | 13 | -9 | 13 | 14 | -12 | -16 | 1 | 7 | 7 | -12 | 12 | |
| 9 | | | | | | | | 100 | 34 | 47 | 25 | 26 | 37 | 45 | 43 | 28 | 52 | 27 | 60 | 33 | 53 | 40 | 32 | 20 | |
| 10 | | | | | | | | | 100 | 7 | 6 | -4 | 12 | 26 | 32 | 8 | 31 | 16 | 28 | 5 | 30 | 38 | -4 | -1 | |
| 11 | | | | | | | | | | 100 | 16 | 29 | 47 | 39 | 47 | 18 | 53 | 36 | 40 | 52 | 35 | 48 | 44 | 32 | |
| 12 | | | | | | | | | | | 100 | 15 | 22 | 50 | 21 | 37 | 37 | 16 | 22 | 28 | 30 | 28 | 12 | 43 | |
| 13 | | | | | | | | | | | | 100 | 3 | 27 | 19 | 29 | 33 | 13 | 17 | 9 | 31 | 22 | 34 | 13 | |
| 14 | | | | | | | | | | | | | 100 | 38 | 39 | 49 | 58 | 27 | 35 | 40 | 22 | 43 | 31 | 33 | |
| 15 | | | | | | | | | | | | | | 100 | 53 | 45 | 56 | 38 | 61 | 44 | 44 | 45 | 66 | 45 | 45 |
| 16 | | | | | | | | | | | | | | | 100 | 44 | 49 | 43 | 53 | 55 | 50 | 35 | 48 | 26 | |
| 17 | | | | | | | | | | | | | | | | 100 | 34 | 35 | 31 | 32 | 31 | 36 | 43 | 29 | |
| 8 | | | | | | | | | | | | | | | | | 100 | 34 | 49 | 41 | 52 | 43 | 34 | 34 | |
| 9 | | | | | | | | | | | | | | | | | | 100 | 31 | 39 | 26 | 29 | 28 | 5 | |
| 0 | | | | | | | | | | | | | | | | | | | 100 | 45 | 59 | 47 | 42 | 23 | |
| 1 | | | | | | | | | | | | | | | | | | | | 100 | 57 | 27 | 35 | 33 | |
| 2 | | | | | | | | | | | | | | | | | | | | | 100 | 34 | 46 | 2 | |
| 3 | | | | | | | | | | | | | | | | | | | | | | 100 | 35 | 34 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | 100 | 15 | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | 100 | 15 |

1 1 2 2 2 2 2 2

| Sorts | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|-------|-----|----|-----|-----|----|-----|----|----|----|-----|-----|----|----|----|-----|-----|----|-----|----|----|-----|----|----|----|----|
| 1 | 12 | 30 | 29 | 8 | 27 | -11 | 2 | 12 | 12 | 17 | -14 | 4 | 19 | 8 | 17 | 14 | 32 | 16 | 13 | 32 | 31 | 16 | 3 | 54 | 12 |
| 2 | 34 | 32 | 19 | 36 | 34 | 49 | 53 | 42 | 25 | 34 | 27 | 2 | 28 | 36 | 19 | 39 | 21 | 44 | 36 | 19 | 36 | 25 | 40 | 20 | 37 |
| 3 | 13 | 40 | 32 | 6 | 31 | 23 | 27 | 32 | -3 | 31 | 17 | 21 | 38 | 32 | 10 | 3 | 30 | 54 | 24 | 17 | 30 | 33 | 20 | 47 | 34 |
| 4 | 14 | 22 | 15 | 32 | 52 | 17 | 13 | 3 | -1 | 26 | 25 | 40 | 11 | -6 | 3 | -4 | 15 | -3 | 12 | 26 | 11 | 12 | 3 | 18 | 13 |
| 5 | 34 | 35 | 23 | 21 | 21 | 22 | 34 | 33 | 12 | 40 | 34 | 28 | 35 | 24 | 3 | 14 | 13 | 11 | 23 | 32 | 29 | 13 | 10 | 6 | 18 |
| 6 | 48 | 10 | -2 | 9 | -2 | 2 | 30 | 12 | 20 | 5 | 4 | -1 | 37 | 23 | 11 | -2 | 12 | 6 | -2 | 43 | 11 | 5 | -7 | 13 | 18 |
| 7 | 17 | 40 | 37 | 15 | 34 | 9 | 37 | 29 | 8 | 28 | 8 | 6 | 51 | 21 | 25 | 16 | 43 | 42 | 14 | 50 | 32 | 36 | 35 | 50 | 20 |
| 8 | -27 | 10 | -13 | -28 | 10 | -4 | 6 | -6 | 7 | -12 | -18 | 19 | -3 | 13 | -26 | -24 | -8 | -24 | 4 | 22 | -10 | -9 | -2 | -2 | 2 |
| 9 | 33 | 59 | 44 | 27 | 35 | 15 | 33 | 36 | 12 | 46 | 33 | 33 | 43 | 26 | 30 | 17 | 49 | 45 | 13 | 34 | 41 | 49 | 8 | 57 | 21 |
| 10 | 27 | 30 | 28 | 3 | 17 | 9 | 8 | 28 | -1 | 24 | 16 | 27 | 41 | 47 | 28 | 14 | 26 | 28 | 3 | 6 | 32 | 27 | 17 | 12 | 7 |
| 11 | 32 | 47 | 37 | 31 | 42 | 51 | 44 | 46 | 31 | 50 | 26 | 12 | 40 | 22 | 38 | 38 | 40 | 50 | 23 | 30 | 45 | 36 | 36 | 47 | 22 |
| 12 | 29 | 24 | 26 | 20 | 17 | 41 | 14 | 12 | 30 | 25 | 16 | 30 | 16 | 47 | 16 | 24 | -3 | 9 | 14 | 33 | 17 | 27 | 5 | 23 | 14 |
| 13 | 9 | 28 | 3 | 20 | -5 | 18 | 23 | 27 | 3 | 43 | 26 | 13 | 17 | 12 | -1 | 8 | 14 | 15 | 34 | 30 | 13 | 17 | 16 | 22 | 10 |
| 14 | 44 | 54 | 31 | 17 | 47 | 17 | 36 | 26 | 40 | 40 | 21 | 49 | 46 | 9 | 36 | 9 | 23 | 29 | 24 | 25 | 41 | 29 | 3 | 37 | 25 |
| 15 | 40 | 60 | 56 | 47 | 42 | 32 | 53 | 31 | 33 | 72 | 55 | 50 | 30 | 47 | 16 | 37 | 23 | 26 | 44 | 29 | 42 | 42 | 11 | 40 | 30 |
| 16 | 51 | 43 | 42 | 52 | 48 | 39 | 71 | 52 | 25 | 51 | 38 | 17 | 48 | 46 | 52 | 46 | 45 | 55 | 38 | 36 | 45 | 43 | 12 | 43 | 47 |
| 17 | 36 | 51 | 10 | 42 | 22 | 18 | 43 | 23 | 10 | 37 | 16 | 37 | 15 | 24 | 37 | 26 | 21 | 17 | 36 | 41 | 22 | 30 | 3 | 33 | 16 |
| 18 | 42 | 55 | 40 | 36 | 54 | 18 | 50 | 44 | 25 | 50 | 27 | 52 | 62 | 31 | 26 | 26 | 44 | 56 | 26 | 51 | 43 | 35 | 19 | 62 | 46 |
| 19 | 36 | 37 | 42 | 48 | 31 | 35 | 56 | 44 | 5 | 35 | 32 | 5 | 43 | 28 | 24 | 34 | 26 | 43 | 22 | 22 | 31 | 21 | 35 | 28 | 27 |
| 20 | 46 | 57 | 61 | 42 | 41 | 22 | 55 | 36 | 38 | 56 | 45 | 37 | 44 | 18 | 38 | 44 | 50 | 61 | 37 | 36 | 61 | 51 | 29 | 63 | 39 |
| 21 | 35 | 44 | 41 | 50 | 52 | 47 | 56 | 35 | 32 | 42 | 29 | 30 | 45 | 18 | 33 | 52 | 27 | 45 | 27 | 37 | 47 | 17 | 15 | 49 | 36 |
| 22 | 34 | 55 | 47 | 45 | 28 | 28 | 42 | 46 | 33 | 51 | 35 | 43 | 53 | 36 | 36 | 54 | 39 | 49 | 49 | 27 | 59 | 44 | 37 | 68 | 53 |
| 23 | 41 | 64 | 51 | 24 | 34 | 21 | 35 | 42 | 50 | 65 | 43 | 42 | 27 | 50 | 22 | 27 | 26 | 30 | 34 | 16 | 45 | 41 | 17 | 38 | 12 |
| 24 | 41 | 37 | 31 | 50 | 12 | 17 | 50 | 24 | 17 | 51 | 22 | 23 | 32 | 29 | 41 | 43 | 41 | 28 | 33 | 23 | 37 | 22 | 28 | 35 | 32 |
| 25 | 39 | 22 | 25 | 31 | 23 | 28 | 39 | 15 | 34 | 37 | 34 | 7 | 22 | 29 | 4 | 37 | 20 | 17 | 3 | 35 | 36 | 15 | 4 | 8 | -1 |
| 26 | 100 | 48 | 52 | 42 | 24 | 25 | 52 | 41 | 39 | 47 | 32 | 24 | 38 | 35 | 37 | 36 | 9 | 31 | 26 | 27 | 48 | 23 | 15 | 18 | 20 |
| 27 | 100 | 60 | 32 | 47 | 23 | 43 | 52 | 34 | 47 | 49 | 47 | 43 | 40 | 32 | 26 | 23 | 32 | 41 | 47 | 26 | 53 | 40 | 21 | 55 | 24 |
| 28 | 100 | 31 | 41 | 19 | 37 | 37 | 39 | 47 | 43 | 23 | 51 | 29 | 27 | 38 | 31 | 43 | 37 | 7 | 64 | 26 | 35 | 49 | 22 | 33 | 39 |
| 29 | 100 | 26 | 37 | 63 | 43 | 19 | 51 | 59 | 12 | 36 | 27 | 35 | 64 | 39 | 26 | 27 | 33 | 39 | 29 | 22 | 33 | 39 | 22 | 33 | 39 |
| 30 | 100 | 31 | 41 | 100 | 33 | 40 | 20 | 18 | 42 | 17 | 37 | 38 | 11 | 31 | 13 | 18 | 42 | 22 | 35 | 28 | 40 | 12 | 51 | 24 | |
| 31 | 100 | 31 | 38 | 14 | 32 | 34 | 7 | 31 | 38 | 31 | 46 | -3 | 32 | 34 | 21 | 26 | 41 | 40 | 12 | 18 | 18 | 40 | 12 | 18 | |
| 32 | 100 | 50 | 36 | 56 | 37 | 12 | 49 | 38 | 46 | 51 | 47 | 48 | 21 | 53 | 56 | 20 | 28 | 35 | 41 | 28 | 35 | 41 | 28 | 35 | 41 |
| 33 | 100 | 13 | 34 | 30 | 18 | 45 | 50 | 27 | 43 | 39 | 49 | 40 | 14 | 53 | 25 | 28 | 33 | 42 | 40 | 14 | 53 | 25 | 28 | 33 | 42 |

| Sorts | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|-------|----|----|----|----|----|-----|----|----|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 34 | | | | | | | | | 100 | 30 | 29 | 31 | 28 | 14 | 26 | 39 | 8 | 22 | 27 | 17 | 35 | 23 | 12 | 29 | 10 |
| 35 | | | | | | 100 | 53 | 29 | 31 | 35 | 30 | 41 | 31 | 32 | 47 | 32 | 32 | 47 | 32 | 63 | 45 | 22 | 47 | 32 | |
| 36 | | | | | | 100 | 15 | 25 | 23 | 5 | 37 | 26 | 22 | 27 | 13 | 37 | 39 | 24 | 20 | 26 | | | | | |
| 37 | | | | | | 100 | 29 | 12 | 10 | 11 | 2 | 15 | 28 | 7 | 15 | 21 | 0 | 32 | 15 | | | | | | |
| 38 | | | | | | 100 | 33 | 39 | 36 | 39 | 58 | 22 | 34 | 53 | 26 | 38 | 51 | 40 | | | | | | | |
| 39 | | | | | | 100 | 36 | 41 | 18 | 24 | 14 | 3 | 43 | 18 | 21 | 13 | 34 | | | | | | | | |
| 40 | | | | | | 100 | 42 | 38 | 38 | 5 | 24 | 44 | 23 | 32 | 24 | 10 | | | | | | | | | |
| 41 | | | | | | 100 | 30 | 47 | 38 | 12 | 50 | 35 | 50 | 33 | 42 | | | | | | | | | | |
| 42 | | | | | | 100 | 51 | 2 | 43 | 47 | 28 | 30 | 46 | 30 | | | | | | | | | | | |
| 43 | | | | | | 100 | 33 | 26 | 52 | 39 | 43 | 59 | 46 | | | | | | | | | | | | |
| 44 | | | | | | 100 | 0 | 35 | 39 | 19 | 52 | 47 | | | | | | | | | | | | | |
| 45 | | | | | | 100 | 13 | 32 | 14 | 39 | 5 | | | | | | | | | | | | | | |
| 46 | | | | | | 100 | 15 | 41 | 52 | 43 | | | | | | | | | | | | | | | |
| 47 | | | | | | 100 | 32 | 44 | 26 | | | | | | | | | | | | | | | | |
| 48 | | | | | | 100 | 21 | 20 | | | | | | | | | | | | | | | | | |
| 49 | | | | | | 100 | 53 | | | | | | | | | | | | | | | | | | |
| 50 | | | | | | 100 | | | | | | | | | | | | | | | | | | | |

APPENDIX J
CEC'S EXPLANATIONS FOR Q-SORT RANKINGS

Appendix J

CEC's Explanations for Q-Sort Rankings

Opinion Group – “Address Local Needs”

What led you to sort the five cards you placed under +4 and +5?

- Items and issues I valued important based on my experience.
- High visibility of local Extension office. Card #46 – I can't use what I don't know – training opportunities would be beneficial. Def. problem solving of community needs. Some needs may or may not be solved with single program.
- These activities show a relationship between Extension and the Land Grant University while fulfilling the mission of extension.
- Most were grouped according to the economic benefit to the county.
- Each of these will have a very positive impact on my county situation. I need to make sure each of these areas are supported by me.
- The financial component as well as demonstrating how Extension can respond to real world needs.
- +5s were critical issues in medical terms – acute care concerns. +5s were also issues AU could legitimately and realistically address and by addressing these concerns AU/ACES would have great value to the county commission (funding agency). +4s - #46 chosen because it was key to knowing what AU could do for the county. (Did not select as +5 because it was pretty much a given that I, at this point, would know to think “what AU/ACES could do to help?” #44 and 329 – again ‘acute care’ issues.
- I chose these cards because they identified opportunities to solve real problems, affect a larger # of citizens and help to build a stronger tax base for our county.
- Providing the most help to the county. Impacting the most people. Biggest financial gains.
- Items tend to increase or protect the local economy.
- We are in the Black Belt, a very challenged area economically. The projects under +5 and +4 would help economically. The newspaper series would be best way to reach rural audiences – no TV out our way.
- Priorities of Economic Development, Workforce Education, and bringing technology to the community.
- The importance of taking care of local problems!
- There things are happening in my county currently.
- I chose the ones that would help the community the most. For example, helping during a natural disaster would assist the entire community. This would be great PR for Extension and would reach a lot of people.

- Direct, measurable impact of the action needed to be taken, will bring positive increase of the need for Extension in the county.
- Counties are interested as part of their top priorities in economic development and assistance in troubled times.
- These indicated local issues where the local extension office was contacted and asked to participate or to assist. Local needs were identified and the local office was viewed as a valuable resource.
- They seem to be the most important, timely, and demanding.
- Civic engagement and community downtown revitalization are important to my community.

What led you to sort the five cards you placed under -4 and -5?

- I don't think Extension should be moving in the direction away from our mission.
- Clients very often associate a single speaker or person as an Auburn specialist or someone from the University, but they never make the Extension connection, which is useless for making Extension important, especially at the local level, or any level. I can mail a letter and 1 week later they can't remember if I mailed it or someone from Auburn mailed it – I think a good question to see what I am talking about would be “who conducts the 4-H program in Alabama?” Then provide these as possible answers: 1) University of Alabama, 2) Auburn University, 3) Alabama Department of Education, 4) Alabama Cooperative Extension. Survey 100 folks at random or be more selective – choose an Ag list – and see what happens. It would be interesting. Just a thought and observation from the last several years. They don't recognize the word Extension – I think, who knows.
- Knowing the needs of the county.
- These seem to benefit non county people.
- These 5 cards show areas that, in my opinion, will have very little impact and I just don't see the benefit of any of these to me or my county.
- A lot of Extension work for very little exposure or good for the office.
- #14 – I love theatre – but AU is 2 hrs away and our local Heflin Arts Council drama division and our regional theatre CAST would be my 'go-to' choices. I am pres. Of the Heflin Arts Council and I am a CAST Board of Directors member.
- #28 – Helped AU more than AU helped county. #41 – Very few (less than 30) Hispanics in our county over past 5 years. #24 & #37 – More work for me – glad to help – but more demands on my time.
- The situations on my bottom five cards don't provide the greater opportunity to prepare citizens to make a difference in the long term for our county. Also other agencies cover these areas and it becomes a duplication of services.
- Least helpful. Least amount of people affected. Least financial gains.
- Provide little to increase livelihood of citizens.
- Garden mosaics don't have high priority if you have no job nor does thesis/dissertation presentations. In our area, we need hands on help, not theory.

- Surplus property is often there for a reason; research/programs too intellectual and above the heads of county's education level.
- I did not feel these situations would be very impactful for my county residents.
- I don't feel these things make a whole lot of difference with the people of my county.
- The ones that reached the least amount of people in the community and had the least impact.
- No local impact. Speakers come and go, citizens are looking for stability, at home resources and services.
- These are not life altering activities.
- These are state level issues that needed local support that may or may not have related to a local need.
- They were things that were not as important and could wait.
- Participating in research is not something that my community leaders are interested in.

Opinion Group – “Avoid Problems”

What led you to sort the five cards you placed under +4 and +5?

- #18 – uses equipment already installed. #42 – positive experience targeted to community leaders. #37 – natural resources and agriculture are our strengths. #33 – water watch programs are also our strength. #34 – agriculture partnership is a natural or land grant organization.
- Economic impacts to county.
- Extension would have lead role and both are high impact.
- Poultry is #1 agricultural industry in the state. Environmental issues and education is very important. Alternative energy sources need to be developed. Working with commissioners and local officials is very important. In the event of a disaster, recovery plans are very important.
- What seemed logical and doable or realistic. Also, a comfort level.
- #12 - We must invest in the problems of county commissioners if we expect them to continue to invest in Extension. #28 – This addresses the civic concept of Extension being a conduit of information for Land Grant University to design research to address needs on grass root level. #4 – Visibility, improving quality of life, and safe food supply.
- Topic on the environment/food supply and broad based interest.
- I placed them by gut instinct.
- Ran out of places to put them.
- Critical needs, urgency.
- It dealt with upcoming needs and disasters.

What led you to sort the five cards you placed under -4 and -5?

- #4 – too far away & odd subject matter for us. #47 – too far away & other groups and organizations might be better equipped. #43 – many other organizations could do this. #41 – too far away & not a major problem here..yet. #48 – 4-H Center too far away for meetings.
- It is not our place to conduct audit of county's financial situation. The other gets Extension too politically involved in my opinion.
- #38 – is only about themselves. #9 – could conflict with local community college. #34 – poultry goes straight to Auburn and bypasses Extension now. #37 – too much time.
- Voting system – stay away from local politics. Teacher training – BOE issue, work with BOE on specific programs. Working with benefit perf. for disaster instead of identifying resources – not good. Political science department is very narrow focus. Bridge safety – stepping on county engineers toes.
- Not comfortable doing, probably thinking 'very outside the box'.
- Begins crossing line of politics and proctoring examines is not appropriate use of time. None of these has an educational component – not appropriate use of resources on county level.
- Individual needs.
- I placed them by gut instinct.
- Ran out of places to put them.
- Low impact, limited audience.
- Even though Extension deals with all issues listed under -4 & -5, I felt they would have less priority.

Group – Make Extension Look Good

What led you to sort the five cards you placed under +4 and +5?

- The scenarios used in the cards as to the value of the county Extension office in the community and how it would market Extension in the community or county.
- I know of a dangerous bridge situation in our county now. I hope the highway research will be able to help with it – school busses have to detour. Helping after a disaster is extremely important and would certainly increase extension's value to the community. Bio-energy – fulfilling a request of this nature and at the same time reaching a large number of students would be beneficial. #30 could lead to positive economic impact.
- All cards selected meet a specific need in our county. By addressing these needs and issues we accomplish Extension's mission of improving the quality of life and economic well-being of our clients; which in my opinion increases the value of the county extension office in the community.
- These tended to be current issues and are very much on the public's agenda; issues which related to county commissions and local government which impacts county funding were also higher priority.

- Disasters always come first also these are activities that are action items with results. Also a reality is anything that has to do with law makers needs to rise to the top.
- Most of these cards are direct requests from county citizens for assistance. If you can assist those who request assistance, the perceived value of extension to the community increases.
- These activities brought research information and/or additional resources to the area.
- One of them is very important in my county and the others are high profile and hot topics of concern in a lot of people's minds at this time.

What led you to sort the five cards you placed under -4 and -5?

- Things that had nothing to do with the county extension office nor would it market extension in any way.
- #6 – surplus computers, if I'm not mistaken, go to the State Surplus Center in Montgomery. If I knew differently, this item would move closer to the top. #12 – This situation is a local one, but I don't believe that Auburn could help our experienced clerk for county commissioners by performing an audit. #27 – I have had negative experiences with this group in the past – they didn't help. #16 – Fun, but doesn't make a long term impact. #37 – Not sure that it would help the county.
- All cards selected do not meet a need in our county; therefore none of these activities would increase the value of the county extension office in the community. The needs of clients should be at the forefront if we expect to increase our value in the community.
- Items which could not be directly used or marketed to increase county/local funding were prioritized lower.
- Items with low priority that are not urgent county need items.
- The items were of less concern to local citizens. They may be important but probably constituents and commissioners will be less concerned about these type items.
- Many other agencies are actively involved in similar activities.
- They were valid just things you would do if you had the time.

APPENDIX L
LOGISTIC REGRESSION RESULTS

Appendix K

Logistic Regression Results

SPSS 16

Logistical Regression to Confirm Results from Discriminant Analysis

Dependent Variable

Opinion Group (3 levels)

Independent Variables

County Classification by Population

Distance from Auburn University

Amount of College Education

Years Employed by Extension System

Years Performing CEC Role

Primary Area of Expertise (dummy coded as 3 variables)

4-H Youth Development

Ag & Natural Resources

Family & Consumer Sciences

| Independent Variable | Chi-Square | df | Sig. |
|-------------------------------------|------------|----|------|
| County Classification by Population | 2.576 | 2 | .276 |
| Distance from Auburn University | 5.235 | 2 | .073 |
| Amount of College Education | 1.233 | 2 | .540 |
| Years Employed by Extension | 24.688 | 2 | .000 |
| Years Performing CEC Role | 6.851 | 2 | .033 |
| Primary Area of Expertise | | | |
| 4-H Youth Development | 1.042 | 2 | .594 |
| Ag & Natural Resources | 7.129 | 2 | .028 |
| Family & Consumer Sciences | 4.205 | 2 | .122 |

APPENDIX L
IRB APPLICATIONS
AND APPROVALS



Mississippi State
UNIVERSITY

June 2, 2008

Denise Levgold
701 Arrowhead Village
Winfield, AL 23394

RE: IRB Study #08-156: County Extension Coordinators' Opinions on the Role of County Extension Offices in the Civic Engagement of a Land-Grant University

Dear Ms. Levgold:

The above referenced project was reviewed and approved via administrative review on 6/2/2008 in accordance with 45 CFR 46.101(b)(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#08-156) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact MSU IRB at irb@research.msstate.edu or by phone at .

Sincerely,

Katherine Crowley
Assistant IRB Compliance Administrator

cc: Dr. Walter Taylor

Office for Regulatory Compliance

P. O. Box 6223 • 70 Morgan Avenue • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

INVESTIGATOR'S ASSURANCE
Mississippi State University
Institutional Review Board

Project Title: County Extension Coordinators' Opinions on the Role of County Extension Offices in the Civic Engagement of a Land-Grant University

As Primary Investigator, I have ultimate responsibility for the performance of this study, the protection of the rights and welfare of the human subjects, and strict adherence by all co-investigators and research personnel to all Institutional Review Board (IRB) requirements, federal regulations, and state statutes for human subjects research. I hereby assure the following:

The information provided in this application is accurate to the best of my knowledge.

All named individuals on this project have been given a copy of the protocol and have acknowledged an understanding of the procedures outlined in the application.

All experiments and procedures involving human subjects will be performed under my supervision or that of another qualified professional listed on this protocol.

I understand that, should I use the project described in this application as a basis for a proposal for funding (either intramural or extramural), it is my responsibility to ensure that the description of human subjects use in the funding proposal(s) is identical in principle to that contained in this application. I will submit modifications and/or changes to the IRB as necessary to ensure these are identical.

I and all the co-investigators and research personnel in this study agree to comply with all applicable requirements for the protection of human subjects in research including, but not limited to, the following:

- Obtaining the legally effective informed consent of all human subjects or their legally authorized representatives, and using only the currently approved, consent form (if applicable); and
- Making no changes to the approved protocol or consent form without first having submitted those changes for review and approval by the Institutional Review Board; and
- Reporting serious and unexpected adverse effects to IRB Administration verbally within 48 hours and in writing within 10 days of occurrence, and all other unexpected adverse events in writing within 10 days of occurrence; and
- Promptly providing the IRB with any information requested relative to the project; and
- Promptly and completely complying with an IRB decision to suspend or withdraw its approval for the project; and
- Obtaining continuing review prior to the date approval for this study expires. I understand if I fail to apply for continuing review, approval for the study will automatically expire, and study activity must cease until IRB current approval is obtained.
- Your study and any associated records may be audited by the IRB to ensure compliance with the approved protocol.

Name of Primary Investigator / Researcher: Denise L. Legvold

Signature:

I assume responsibility for ensuring the competence, integrity and ethical conduct of the investigator(s) for this research project. The investigator(s) is/are fully competent to accomplish the goals and techniques stated in the attached proposal. Further, I certify that I have thoroughly reviewed this application for readability and accuracy and the study is clearly described herein.

Name of Advisor: Dr. Walter Taylor

Signature:

THE MISSISSIPPI STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD
FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH

Protocol Submission Form

PRINCIPAL INVESTIGATOR / RESEARCHER INFORMATION

Name: Dr./Mr./Ms. Ms. Denise L. Legvold
MSU Net ID: DLL71
Daytime Phone Number: 205-932-8941
Mailing Address: 701 Arrowhead Village
If on-campus, provide Mailstop

City/State/Zip: Winfield/ AL/ 23394
E-Mail Address: legvold@aces.edu
Department: AIS (Agricultural Information Science & Education)
IRB and Human Subjects Protections Education completed on 6-20-2007

FACULTY ADVISOR (Faculty member supervising the student for this project)

If you are a student, you must have an advisor for this project.

Advisor: Dr. Walter Taylor
MSU Net ID: wnt1
Daytime Phone Number: 662-325-0233
Advisor's E-Mail Address: wntaylor@ais.msstate.edu
Department: School of Human Sciences
Campus Mail Stop: 9731
IRB and Human Subjects Protections Education completed on October, 2005

ADDITIONAL INVESTIGATORS / RESEARCHERS

Will additional researchers be involved with this project?

No additional researchers will be involved with this project.

TITLE of project: County Extension Coordinators' Opinions on the Role of
County Extension Offices in the Civic Engagement of a Land-Grant University

Is this an original submission or a revision? Original

PROJECT PERIOD: Upon IRB approval to December 2008

Includes both data collection and data analysis

**NOTE: Beginning date cannot predate IRB approval date. If you intend to begin immediately upon IRB approval, list beginning date as "upon IRB approval".*

STUDY FUNDING

Provide information about how the study costs will be supported

Department funds Personal Funds No cost study
 Other, specify:
 External Funding

Agency:

SPA Proposal or Fund/Account Number:

PI of Award (if different than Principal Investigator/Researcher listed above):

ADDRESS EACH OF THE FOLLOWING ITEMS IN YOUR WRITTEN PROTOCOL.

I. Personnel & Qualifications

NOTE:

- **In this section, the principal investigator is to describe the qualifications of all researchers involved in the study to perform the responsibilities assigned.**
- **As principal investigator, it is your responsibility to ensure that all individuals conducting procedures described in this application are adequately trained prior to involving human participants.**
- **All personnel listed on this application are required to successfully complete the MSU IRB & Human Subjects training course or an MSU IRB approved alternative. APPROVAL WILL NOT BE GRANTED UNTIL ALL INDIVIDUALS HAVE COMPLETED THIS TRAINING.**
- **As personnel change, you must submit a modification request to the IRB for approval before they can work with human subjects or identifiable or confidential information.**

A. Including yourself, provide the name of each individual who will be responsible for the design or conduct of the study, have access to human participants, or have access to identifying or confidential information.

I, Denise Legvold, serve as the only personnel involved with this research project. The design and execution of the study will be supervised by Dr. Walter Taylor. The study is being conducted to partially fulfill requirements for graduation.

B. For each person identified above, identify his/her role in the project and clearly state the procedures or techniques he/she will be performing.

As the sole investigator, I will take responsibility for the following:

- Liaison with Alabama Cooperative Extension System, participating organization.
- Development of instrumentation – a 48 card Q-sort.
- Facilitation of data collection using Q-methodology.
- Analysis of data.
- Reporting of data.
- Storage of data.

C. For each person identified above, describe his/her level of experience with the procedures or techniques he/she will be performing.

I have been employed with University Extension Systems for 20 years, and am currently employed with the Alabama Cooperative Extension System. I am very familiar with the organization and therefore able to conduct myself in a professional manner that is respectful and knowledgeable. Extension prides itself on thorough needs assessment. I therefore have had experience with data collection and reporting. As an organization, Extension utilizes research based information which often comes from human subjects. The appropriate utilization of raw data and synthesized analysis is modeled by Extension

specialists on a frequent basis. Required coursework at Mississippi State University has been successfully completed.

D. Indicate where each of the personnel listed received training to perform the identified procedures and who supervised or provided the training.

| | | |
|---|---|-------------|
| Graduate coursework for Denise Legvold: | | |
| EDF 9373 | Education Research Design | Fall 2007 |
| EPY 9213 | Advanced Analysis of Educational Research | Fall 2007 |
| EDF 9453 | Qualitative Techniques in Educational Research | Summer 2007 |
| EPY 8214 | Advanced Educational and Psychological Statistics | Fall 2006 |
| AIS 8803 | Applying Research Methods | Fall 2006 |

E. Explain how these skills/abilities will be periodically reviewed.

Course texts and class notes have been retained and are frequently used for reference. The duration of this study is extremely short. My skills and abilities are not likely to deteriorate before the study is completed.

H. Research Protocol

1. **SITE OF WORK:**

List each site where the research procedures will be performed. If any of the sites are off-site (i.e. not at MSU or MSU remote or branch sites), please provide information about that site (address, type of business/institution, etc.). If a cooperating institution (school, hospital, prison, etc.) is involved, append letters that have been prepared on the official letterhead of the cooperating institution and signed by an authorized representative.

Office of Principal Investigator:
Alabama Cooperative Extension System – Fayette County Office
650 Mc Connell Loop
Fayette, AL, 35555

Meeting Locations for Data Collection:
Data will be collected at District Meetings of County Extension Coordinators. Meetings are held at County Extension Offices. Exact locations to be determined.

2. **Brief description of the GENERAL PURPOSE of the project.**

Collect the opinions of County Extension Coordinators regarding future academic-community engagement activities that can be supported by the County Extension Offices in Alabama.

3. **In your view, what BENEFITS may result from the study that would justify asking the subjects to participate?**

The development of County Extension Offices as organizing centers that facilitate university-wide outreach activities between Land-Grant Universities in Alabama and the citizens and communities in their counties.

4. **Give details of the PROCEDURES that relate to the subjects' participation.** If the procedures are in an existing document (for example, a grant or dissertation proposal), you may want to attach the document or the pertinent parts of the document. Be sure to reference the attachment.

Procedure section of dissertation proposal was been revised to state...

At a district meeting of CECs (usually conducted quarterly; 3 districts in the state) the researcher will facilitate the Q-sort, including administration of the informed consent and data collection.

Original plan to have an introductory email sent from the Director of Extension to participants is not necessary since he will be signing the Consent Letter which will be administered prior to data collection.

5. **List ALL vulnerable subject populations to be included and additional precautions being taken to ensure their protection.**

Subjects are County Extension Coordinators with the Alabama Cooperative Extension System. All are adults.

Subjects will be in a familiar environment and with familiar people, with the exception of the principal investigator. The principal investigator will clearly communicate the procedures of the study in a non-threatening manner and inform subjects that their participation is voluntary. Since data collection will be occurring as part of a larger agenda, an alternate room will be provided for those that choose not to participate in the study.

The instrument being developed (Q-sort cards) will depict diverse people, issues, and environments. A panel of experts will review the Q-sort cards and a field test performed, before implementation of the study.

6. **How will the subjects be selected and recruited?**
All County Extension Coordinators who attend their District Meeting will be included in the study.
7. **What inducement will be offered?** None
8. **How many subjects will be used? List any salient characteristics of subjects (e.g., age range, sex, institutional affiliation, other pertinent characterizations.)**
Sixty-seven
9. **Number of times researchers will interact with each subject?** Once for 1 hour.
10. **What will the subjects do, or what will be done to them, in the study?**
Subjects will perform a Q-sort of 48 cards. See appendix B in the attached dissertation proposal. The Response Sheet can be found in appendix A
11. **How do you intend to obtain the subjects' *INFORMED CONSENT*?**
N/A is not an acceptable answer to this question.
If in writing, attach a copy of the consent form. If not in writing, include a written transcript of what is to be said to the subject(s), and justify the reason that oral, rather than written, consent is being used. Each subject should be fully informed by written or oral statement that indicates at a minimum: the purpose of the project, the benefits to be derived, a full description of the procedures to be carried out in which the subjects are involved, the amount of time that is required of subjects and who to contact with questions.
Is it clear to the subject that their participation is fully voluntary? Is it clear to the subjects that they may withdraw at any time? Is it clear to the subjects that they may refuse to answer any specific question that may be asked of them? Is it clear to the subjects who to contact in case of research-related questions? If the subjects are minors, you must obtain minor assent in addition to parental consent. Please attach assent form/procedure.

See Consent Form in appendix C
12. **Assessment of *RISK***
Do you see any chance that subjects might be harmed in any way? Do you deceive them in any way? Are there any physical risks? Psychological? (Might a subject feel demeaned or embarrassed or worried or upset?) Social? (Possible loss of status, privacy, reputation?) How will you control for the risks you've identified?

Subjects will not be harmed in any way – physically, psychologically, or socially.

13. **How do you ensure *CONFIDENTIALITY* of information collected?**

At a minimum, provide the following information:

Who will have access to the data? Where will data be stored? Where will signed consent forms be stored (be specific regarding location)? What identifiers (direct or indirect) will be collected? What purpose do the identifiers serve? When will identifiers be removed or “de-linked” from the data? (Identifiers include a code number, which may be linked to another document containing names or other identifying information.) Will the data be retained or destroyed? If the data will be destroyed, how and at what point in time (be as specific as possible)?

Only the principal investigator and faculty advisory will have access to the data in hard copy or electronic form. Hard copy data and electronic files will be the property of the primary investigator and will be stored at their residence:

Denise Legvold
701 Arrowhead Drive
Winfield, AL 35594

Hard copy data will be stored in a locked box. Electronic data will be stored on the primary investigator’s personal computer and password protected.

No identifiable information is being collected from the subjects.

14. **Are approvals needed from another MSU regulatory committee (i.e. IACUC for animals or IBC for infectious agents or recombinant DNA)? If so, please attach approval letter(s) from appropriate committee(s). If approval has not yet been obtained, where are you at in the approval process?**

No other approvals are needed.

Procedural Modification/Addendum Request Form

RECEIVED

JUL 24 2008

Please note: This form may NOT be used for personnel changes or time extensions. Please complete a Personnel Modification form for personnel changes or a Continuing Review Request form for time extension requests.

IRB Study#08-156

Principal Researcher/Investigator: Denise L. Legvold

Study Title: County Extension Coordinators' Opinions on the Role of the County Extension Offices in the Civic Engagement of a Land-Grant University

1. Summarize / Itemize requested changes and justification for each. Original plan was to facilitate the data collection activity, including administration of the informed consent at district meetings of County Extension Coordinators - five separate meetings in all. To date, I've attended two of the meetings and have collected data. I have two more scheduled for early August. The 5th district meetings has been cancelled, thereby eliminating my opportunity to be on the agenda and do my data collection. Their next meeting will not be until late October. I've talked with Dr. Gaines Smith, Director of the Alabama Cooperative Extension System and sponsoring agency for the research. He would like for me to continue with data collection this summer if at all possible and present my results at the end of the fall term. I have talked with my committee members, who believe that incorporating more than one procedure for data collection should not effect the internal validity of the results, but recommend that I compare results using different data collection procedures to know for sure.
2. Request the following: Data from 46 County Extension Coordinators will be collected as planned at district meetings. The remaining 21 County Extension Coordinators will receive an introductory e-mail from me (See attached) including the Letter of Consent (as already approved by IRB)
- 3.
4. Do changes require a REVISED CONSENT statement or procedure?
 - YES - If yes, attach a revised consent form with the changes tracked, and a clean copy for the IRB approval stamp.
 - NO
5. Do changes require revisions to the assessment of risk of harm to the subjects?
 - YES - If yes, explain.
 - NO
6. Do changes require revisions to the methods of ensuring anonymity or confidentiality?
 - YES - If yes, explain. The subjects I meet with face to face at their district meeting will return their response sheet to me in their packet of cards, markers, instructions, etc. The subjects that complete the data collection activity via a video conference from their office, face-to-face office meeting, or

Version 06-24-08

mailed the activity will each individually return their response sheet to me via U.S. Postal Mail using a self address, postage paid envelop.

NO

Roman C Lopez
Principal Investigator
Walter N. Taylor
Research Advisor (if applicable)

7/23/08
Date

7/23/08
Date

Adm
 Exp
 FBR
MSU IRB
[Signature]
8/5/08

Version 06-24-08



AUBURN
UNIVERSITY

Office of Human Subjects Research
307 Sanford Hall
Auburn University, AL 36849

Telephone: 334-844-5966
Fax: 334-844-4391
hsubjec@auburn.edu

September 11, 2008

MEMORANDUM TO: Ms. Denise Legvold
Alabama Cooperative Extension Service

PROTOCOL TITLE: "County Extension Coordinators on the Role of the County Extension Office in the Civic Engagement of a Land-Grant University"

IRB AUTHORIZATION NO.: 08-210 EX 0809
APPROVAL DATE: September 10, 2008
EXPIRATION DATE: September 9, 2009

The referenced protocol was approved as a "Retrospective Exempt Approval" at the IRB Meeting on September 10, 2008, under 45 CFR 46.101 (b) (4):

"Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects."

Please remember that any anticipated change in the approved procedures must be submitted to and approved by the IRB prior to implementation of the planned activity. Any unanticipated problems involving risk to subjects or others require immediate suspension of the activity and an immediate written report to the IRB.

If you will be unable to file a Final Report on your project before September 9, 2009, you must submit a request for an extension of approval to the IRB no later than August 22, 2009. If your IRB authorization expires and/or you have not received written notice that a request for an extension has been approved prior to September 9, 2009, you must suspend the project immediately and contact the Office of Human Subjects Research.

A Final Report will be required to close your IRB project file.

If you have any questions concerning IRB procedures or this Board action, please contact the OHSR at 844-5966.

Sincerely,

Dr. Kathy Jo Ellison, RN, DSN, CIP
Chair, Institutional Review Board for the Use of
Human Subjects in Research

cc: Dr. Walter Taylor, MSU

**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
RESEARCH PROTOCOL REVIEW FORM**

For information or help completing this form, contact: THE OFFICE OF HUMAN SUBJECTS RESEARCH, 307 Samford Hall,
Phone: 334-844-5966 e-mail: hsubjec@auburn.edu Web Address: http://www.auburn.edu/research/vpr/ohs/index.htm

Complete this form using Adobe Acrobat Writer (versions 5.0 and greater).

1. PROPOSED DATES OF STUDY: FROM: 07/10/2008 TO: 12/01/2008

2. REVIEW TYPE (Check one): FULL BOARD EXPEDITED EXEMPT

3. PROJECT TITLE: County Extension Coordinators' Opinions on the Role of the County Extension Office in the Civic Engagement of a Land-Grant University.

4. PRINCIPAL INVESTIGATOR: Denise L. Legvold TITLE: Graduate Student MSU-AIS: MSU-AIS 310-0168: 310-0168 legvold@aces.edu: legvold@aces.edu
701 Arrowhead Village, Winfield, AL 35594: 701 Arrowhead Village, Winfield, AL 35594 DEPT: DEPT PHONE: PHONE E-MAIL: E-MAIL
ADDRESS FOR CORRESPONDENCE: ADDRESS FOR CORRESPONDENCE FAX: FAX

5. SOURCE OF FUNDING SUPPORT: Not Applicable Internal External (External Agency): _____

6. STATUS OF FUNDING SUPPORT: Not Applicable Approved Pending Received

7. GENERAL RESEARCH PROJECT CHARACTERISTICS

| A. Research Content Area | | B. Research Methodology | |
|---|---|---|-----------------------------------|
| Please check all descriptors that best apply to this proposed research project. <input type="checkbox"/> Anthropology <input type="checkbox"/> Anthropometry <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Behavioral Sciences <input checked="" type="checkbox"/> Education <input type="checkbox"/> English <input type="checkbox"/> History <input type="checkbox"/> Journalism <input type="checkbox"/> Medical <input type="checkbox"/> Physiology <input type="checkbox"/> Other (Please list): _____ Please list 3 or 4 keywords to identify this research project: _____ civic-engagment, outreach, service-learning | | Please check all descriptors that best apply to the research methodology. Data collection will be: <input checked="" type="checkbox"/> Prospective <input type="checkbox"/> Retrospective <input type="checkbox"/> Both Data will be recorded so that participants can be directly or indirectly identified: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Data collection will involve the use of: <input type="checkbox"/> Educational Tests (cognitive, diagnostic, aptitude, achievement) <input checked="" type="checkbox"/> Surveys / Questionnaires <input type="checkbox"/> Private Records / Files <input type="checkbox"/> Interview / Observation <input type="checkbox"/> Audiotaping and / or Videotaping <input type="checkbox"/> Physical / Physiologic Measurements or Specimens | |
| C. Participant Information | | D. Risks to Participants | |
| Please check all descriptors that apply to the participant population. <input checked="" type="checkbox"/> Males <input checked="" type="checkbox"/> Females Vulnerable Populations <input type="checkbox"/> Pregnant Women <input type="checkbox"/> Children <input type="checkbox"/> Prisoners <input type="checkbox"/> Adolescents <input type="checkbox"/> Elderly <input type="checkbox"/> Physically Challenged <input type="checkbox"/> Economically Challenged <input type="checkbox"/> Mentally Challenged Do you plan to recruit Auburn University Students? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Do you plan to compensate your participants? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | Please identify all risks that may reasonably be expected as a result of participating in this research. <input type="checkbox"/> Breach of Confidentiality <input type="checkbox"/> Coercion <input type="checkbox"/> Deception <input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Social <input checked="" type="checkbox"/> None <input type="checkbox"/> Other (please list): _____ | |
| For OHSR Office Use Only | | | |
| DATE RECEIVED IN OHSR: _____ by _____ | DATE OF OHSR CONTENT REVIEW: _____ by _____ | DATE ASSIGNED IRB REVIEW: _____ by _____ | DATE IRB APPROVAL: _____ by _____ |
| INTERVAL FOR CONTINUING REVIEW: _____ | | PROTOCOL # _____ | |

7. PROJECT ASSURANCES

PROJECT TITLE: County Extension Coordinators' Opinions on the Role of the County Extension Office in the Civic Engagement of a Land-Grant University.

A. PRINCIPAL INVESTIGATOR'S ASSURANCE

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance of this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
 - a. Conducting the project by qualified personnel according to the approved protocol
 - b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Human Subjects Research (except in an emergency, if necessary to safeguard the well-being of human subjects)
 - c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
 - d. Promptly reporting significant adverse events and/or effects to the Office of Human Subjects Research in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise OHSR, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Human Subjects Research before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of the research project.

Danise L. Legvold
Principal Investigator (Please Print)

Danise L. Legvold
Principal Investigator's Signature

08/10/2008
Date

B. FACULTY SPONSOR'S ASSURANCE

1. By my signature as sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that this project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the OHSR in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OHSR by letter of such arrangements.
7. I have read the protocol submitted for this project for content, clarity, and methodology.

Dr. Walter N. Taylor
Faculty Sponsor (Please Print)

Walter N. Taylor
Faculty Sponsor's Signature

08/11/08
Date


C. DEPARTMENT HEAD'S ASSURANCE

By my signature as department head, I certify that every member of my department involved with the conduct of this research project will abide by all Auburn University policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants.

Sandy B. Jackson
Department Head (Please Print)

Sandy B. Jackson
Department Head's Signature

8/19/08
Date

-  8. **PROJECT ABSTRACT:** Prepare an abstract (400-word maximum) that includes: I.) A summary of relevant research findings leading to this research proposal; II.) A concise purpose statement; III.) A brief description of the methodology; IV.) Expected and/or possible outcomes, and V.) A statement regarding the potential significance of this research project. *Please cite relevant sources and include a "Reference List" as Appendix A.*


Relevant research: The Kellogg Commission Report entitled *Returning to Our Roots: The Engaged Institution* (1999) suggests that the Extension System refocus on the original Mission of Land-Grant Universities...putting the university to work on the practical problems of the day (Peters, 2002). Extension has been thought of as the 'outreach' arm of land-grant institutions. The literature suggests opportunities for Extension to support the civic engagement of faculty (Boyle, 2002; Checkoway, 2001; Thompson & Gwynn, 2004), service learning for students (Morris, Pomey & Murray, 2006), and helping communities engage with their Land-Grant University (Haaland, 2004; Maddy & Stilwell, 2005; Tancheva, Cook & Raskin, 2005).

Purpose: Explore the opinions of County Extension Coordinators (CECs) regarding future ways that Alabama Cooperative Extension System's County Offices can be the front door to Auburn University; thereby enhancing civic engagement and university outreach.

Research Questions: 1) Do CECs in Alabama have different opinions about the role of a county extension office in university-wide outreach? 2) If so, how do the opinions of CECs in Alabama differ regarding university-wide outreach activities that County Extension Offices can support? 3) What factors influence the differing opinions? 4) Are there characteristics of the county or CEC that explain the differences in opinion?

Methodology: The data collection instrument is a card sort activity. Each card has a future scenario. The subjects sort the cards from -5 'Activities least likely to increase the value of the county extension office in the community', to +5 'Activities most likely to increase the value of the county extension office in the community'. Response sheet is attached.

Expected and/or Possible Outcomes: As County Extension Coordinator envision more ways that their County Extension Office can be the front door to land-grant universities, and act on those ideas, the connection between community and university is strengthened. As Extension Administration begins to identify new engagement roles that county extension offices feel are important, systems and training can be put in place to formalize that role and then 'market' Extension's new abilities to all university departments. Understanding the taxonomy of engagement activities that groups of County Extension Coordinators support will help define a strategic plan. The ability to profile the county or County Extension Coordinator most likely to support a given type of engagement activity will define a strategic plan for Extension.

-  9. **PURPOSE & SIGNIFICANCE.**
a. **Clearly state all of the objectives, goals, or aims of this project.**

Research Questions: 1) Do CECs in Alabama have different opinions about the role of a county extension office in university-wide outreach? 2) If so, how do the opinions of CECs in Alabama differ regarding university-wide outreach activities that County Extension Offices can support? 3) What factors influence the differing opinions? 4) Are there characteristics of the county or CEC that explain the differences in opinion?

- b. **How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)**

Results will be used to fulfill dissertation requirements at Mississippi State University. It is anticipated that results will be published in the *Journal of Extension* and *Journal of Agricultural Education*. Presentations may be made at Professional Association Meetings for Extension Administrators.



10. KEY PERSONNEL INVOLVED WITH DATA COLLECTION. Identify each individual involved with the conduct of this project and describe his or her roles and responsibilities related to this project. Be as specific as possible.

Individual: Denise L. Legvold Title: Graduate Student Dept/ Affiliation: MSU-AIS
 Roles / Responsibilities:

I, Denise Legvold, serve as the only personnel involved with this research project. The design and execution of the study will be supervised by Dr. Walter Taylor. As the sole investigator, I will take responsibility for the following: a) liaison with Alabama Cooperative Extension System, participating organization, b) development of instrumentation – a 48 card Q-sort, c) facilitation of data collection using Q-methodology, d) analysis of data, e) reporting of data, and f) storage of data.

Individual: _____ Title: _____ Dept/ Affiliation: _____
 Roles / Responsibilities:

Individual: _____ Title: _____ Dept/ Affiliation: _____
 Roles / Responsibilities:


Individual: _____ Title: _____ Dept/ Affiliation: _____
 Roles / Responsibilities:

Individual: _____ Title: _____ Dept/ Affiliation: _____
 Roles / Responsibilities:



11. LOCATION OF RESEARCH. List all locations where data collection will take place. Be as specific as possible.

County Extension Coordinator District Meetings in Evergreen, Greensborow, Anniston, and Troy (all in Alabama) in the North District where the CEC meeting was cancelled, data collection will take place via video conference, office visit, or mail.

 12. PARTICIPANTS.

a. Describe the participant population you have chosen for this project.

Subjects are sixty-seven County Extension Coordinators with the Alabama Cooperative Extension System. All are adults. Subjects will be in a familiar environment and with familiar people, with the exception of the principal investigator. The principal investigator will clearly communicate the procedures of the study in a non-threatening manner and inform the subjects that their participation is voluntary.



What is the minimum number of participants you need to validate the study? 50

What is the maximum number of participants you will include in the study? 67



b. Describe the criteria established for participant selection. (If the participants can be classified as a "vulnerable" population, please describe additional safeguards that you will use to assure the ethical treatment of these individuals.)

A census of county extension coordinators in Alabama is possible as all are being given the opportunity to participate.



c. Describe all procedures you will use to recruit participants. Please include a copy of all flyers, advertisements, and scripts and label as Appendix B.

Recruitment: Where possible, the data collection will occur at district CEC meetings. In the North District where the CEC meeting was cancelled, data collection will take place via video conference, office visit, or mail. Letter of consent and recruitment e-mail is attached.

What is the maximum number of potential participants you plan to recruit? 67



d. Describe how you will determine group assignments (e.g., random assignment, independent characteristics, etc.).

No group assignments.



e. Describe the type and amount and method of compensation for participants.

No compensation for participants provided.



13. PROJECT DESIGN & METHODS. Describe the procedures you will plan to use in order to address the aims of this study. (NOTE: Use language that would be understandable to a layperson. Without a complete description of all procedures, the Auburn University IRB will not be able to review protocol. If additional space is needed for #13, part b, save the information as a .pdf file and insert after page 6 of this form.)

a. Project overview. (Briefly describe the scientific design.)

This is an exploratory research project that collects the subjective opinions of CECs by having them consider 48 possible activities that County Extension Offices could perform that would support academic-community two way partnerships. Specifically, CECs will be asked to sort the 48 cards into rank order on a continuum from -5 (activities LEAST LIKELY to increase the value of the county extension office in the community), to +5 (activities MOST LIKELY to increase the value of the county extension office in the community). Each person's rankings will be compared with other CEC's rankings, and common opinions identified.

b. Describe all procedures and methods used to address the purpose.

Introduction & Instructions:

Have you ever heard or used the phrase, "the county extension office is your front door to your Land-Grant University"? It correctly implies two critical elements. First, the mission of a Land-Grant University is 3-pronged and includes research, teaching, and outreach. A report from the Kellogg Commission in 1999 stressed the concept of civic engagement of land-grant universities - civic engagement in research, civic engagement in teaching, and civic engagement in outreach.

The second critical element is that the Alabama Cooperative Extension System is capable of helping citizens of our state institutionally engage with their land-grant universities. Contributors to the Journal of Extension stress that this means going beyond Extension to Engagement.

So let's explore the role of the County Extension Office in the Civic Engagement of a Land-Grant University and the Institutional Engagement of Alabama citizens and communities.

Consent Form:

(Distribute the Consent Form)

Gaines Smith, our Director of Alabama Cooperative Extension System, is inviting you to participation in this study. Please refer to the Consent Form in front of you. All 67 County Extension Coordinators in Alabama are being encouraged and given the opportunity to participate in this study. This is an exploratory research project that collects the subjective opinions of CECs by having you consider 48 possible activities that County Extension Offices could perform that would support engagement as a two-way partnership between Auburn University as one of our Land-Grant Institutions and our communities across Alabama.

(Distribute the Card Decks)

It is important that you consider yourself a generic CEC performing a facilitative role in each of the scenarios described on the activity cards. Assume that you have the resources needed for any of the activities. Assume that you've had the training necessary for any of the facilitative roles described. Finally, assume that the need described does exist in your county.

(Distribute the Response Card)

You will be asked to sort the 48 cards into rank order on a continuum from...

- 5 = Activities LEAST LIKELY to increase the value of the county extension office in the community.

+5 = Activities MOST LIKELY to increase the value of the county extension office in the community.

Your rankings will be compared the other CEC's rankings, and common opinions identified. Your response will be held in strictest confidence.

(Refer to Consent Form)

Your participation in the study is fully voluntary. You may withdraw at any time. You may refuse to respond to any question on the response sheet. You may ask questions at any time. Please keep this copy for your records. If you have any questions about the study, please contact me. If you have any questions about your rights as a participant in the study, please contact the Regulatory Compliance office at MSU. If you would like to be excused from the study, you may leave the room at this time.

(Distribute Instructions)

Steps 1-4 we will complete individually but at the same time. Steps 5-11 you will complete at your own pace. It is anticipated that the activity will take 1 hour. When you are finished, please excuse yourself from the room.

In order for the research to be valid, it is important that you complete this activity individually, not as teams or groups. Therefore, I must ask you to complete the activity in silence.



- c. List all instruments used in data collection. (e.g., surveys, questionnaires, educational tests, data collection sheets, outline of interviews, scripts, audio and/or video methods etc.) Please include a copy of all data collection instruments that will be used in this project and label as Appendix C.

Card Deck consisting of 48 activities a county extension office could facilitate to enhance the civic engagement of a land-grant university. The instrument developed (Q-sort cards) depict diverse people, issues, and environments. A panel of experts has reviewed the Q-sort cards and a field test has been performed, before implementation of the study began.

Response Sheet collects a) participants card sort results, b) criteria that was self-referent which guided the sorting of the cards for the subject, and c) information regarding the county and subject that may predict membership in a specific opinion group (opinion groups being the result of factor analysis).




- d. Data Analysis: Explain how the data will be analyzed.

Using Q-type factor analysis each person's Q-sort will be intercorrelated to every other person's Q-sort. A correlation matrix will be used to identify persons who have sorted the cards similarly - called factors. Person's significantly associated with a given factor are assumed to share a common perspective or opinion. For each factor, examination of the cards that the group placed at each anchor end (-5, -4, +4, +5) and the self-referent criteria reported by subjects in the factor, will provide insight into the unique opinions of each factor group. Each factor group will be 'names' and described. Discriminant analysis will be used to determine if specific independent variables pertaining to the county or subject, can explain or predict group membership.




14. RISKS & DISCOMFORTS: List and describe all of the reasonable risks that participants might encounter if they decide to participate in this research. If you are using deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use and label as Appendix D.

Subjects will not be harmed in any way – physically, psychologically, or socially.

 15. **PRECAUTIONS.** Describe all precautions you have taken to eliminate or reduce risks that were listed in #14.

na

 16. **BENEFITS.**

a. List all realistic benefits participants can expect by participating in this study.

As County Extension Coordinator envision more ways that their County Extension Office can be the front door to land-grant universities, and act on those ideas, the connection between community and university is strengthened.

b. List all realistic benefits for the general population that may be generated from this study.

As Extension Administration begins to identify new engagement roles that county extension offices feel are important, systems and training can be put in place to formalize that role and then 'market' Extension's new abilities to all university departments. Understanding the taxonomy of engagement activities that groups of County Extension Coordinators support will help define a strategic plan. The ability to profile the county or County Extension Coordinator most likely to support a given type of engagement activity will define a strategic plan for Extension.

Expanded services being offered to the citizens of Alabama through their County Extension Office is a possible benefit of this study. The study explores ways for a Land-Grant University to be more engaged with citizens and ways for citizens to institutionally engage was well.

8



17. PROTECTION OF DATA.

- a. Will data be collected as anonymous? Yes No *If "YES", go to part "g".*
- b. Will data be collected as confidential? Yes No
- c. If data is collected as confidential, how will the participants' data be coded or linked to identifying information?

d. Justify your need to code participants' data or link the data with identifying information.

e. Where will code lists be stored?

f. Will data collected as "confidential" be recorded and analyzed as "anonymous"? Yes No

g. Describe how the data will be stored (e.g., hard copy, audio cassette, electronic data, etc.), where the data will be stored, and how the location where data is stored will be secured in your absence.

Only the principal investigator and faculty advisory will have access to the data in hard copy or electronic form. Hard copy data and electronic files will be the property of the primary investigator and will be stored at their residence:

Denise Legvold
701 Arrowhead Drive
Winfield, AL 35594

Hard copy data will be stored in a locked box. Electronic data will be stored on the primary investigator's personal computer and password protected.

h. Who will have access to participants' data?

Only the principal investigator and faculty advisory will have access to the data.

i. When is the latest date that the data will be retained?

Indefinitely

j. How will the data be destroyed? (NOTE: Data recorded and analyzed as "anonymous" may be retained indefinitely.)

Hard copy data and electronic files will be the property of the primary investigator and will be stored at their residence:

Denise Legvold
701 Arrowhead Drive
Winfield, AL 35594

Hard copy data will be stored in a locked box. Electronic data will be stored on the primary investigator's personal computer and password protected.