

## **2022 Conference Sonesta Hotel and Resort Ft. Lauderdale Beach, FL**

### **WELCOME**

Our 2022 in-person NAEPSDP conference is here! On behalf of our NAEPSDP board officers, regional representatives, committee chairs, and liaisons, I welcome you to the 2022 Conference: Reimagining Extension.

I am anxious to see and learn about all the ways we are going to reimagine Extension! I hope you are looking forward to attending the variety of concurrent presentations, poster sessions, and roundtables that are scheduled each day of the conference. These are great opportunities to meet others working in Extension that share interests in and passion for program and staff development.

We have been awarded an AFRI Conference Grant and are featuring two general session workshops:

- Tuesday 1:30 - Grassroots Engagement and Social Justice through Cooperative Extension, Nia Imani Fields
- Thursday 8:45 - Intercultural Development Inventory (IDI): Applications for Extension, John Diaz

On Tuesday morning, welcomes and introductions will be shared by the deans/directors for Purdue Extension, Florida A&M University, and the University of Florida. Shannon McKain will be our keynote speaker.

Be sure to join us for the President's Reception on Tuesday where we can view the posters on display and connect with others attending the conference. Refreshments will be provided, and a cash (only) bar available (there is an ATM located in hotel).

Wednesday, check out the Annual Meeting, including awards for our members. Also, led by our Regional Representatives, our regions will gather to connect with others from land-grants across the areas of the country. And, a key to NAEPSDP is to engage in our association activities, and that means finding a committee and getting involved. Join us to meet and learn about our committees and sign up to participate in 2023.

Finally, I hope you enjoy your time in Ft. Lauderdale!

Julie Huetteman  
NAEPSDP President

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**SCHEDULE AT-A-GLANCE**

**Monday, November 28**

- 3:30-6 p.m. Registration – 16<sup>th</sup> Floor Foyer
- 4-5 p.m. 2022 NAEPSDP Board meeting – 16<sup>th</sup> Floor Infinity Ballroom
- 5-6 p.m. New Member and First-time Conference Attendee Reception – 16<sup>th</sup> Floor Infinity Ballroom

**Tuesday, November 29**

- 7:30-8:30 a.m. Breakfast – 16<sup>th</sup> Floor Horizon 1, 2, 3
- 8 a.m. Registration open – 16<sup>th</sup> Floor Foyer
- 8 a.m.-8 p.m. Silent Auction – 16<sup>th</sup> Floor Horizon 1, 2, 3, and Exhibits – 16<sup>th</sup> Floor Foyer
- 8:45-9:45 a.m. Welcome and Introductory General Session – 16<sup>th</sup> Floor Infinity Ballroom
- 10-11 a.m. Keynote, Shannon McKain – 16<sup>th</sup> Floor Infinity Ballroom
- 11:15 a.m.-12:15 p.m. Concurrent Session 1 – Ground Floor (Silver I & II, Royal I & II)
- 12:15-1:15 p.m. Lunch – 16<sup>th</sup> Floor Infinity Ballroom
- 1:30-2:30 p.m. NIFA AFRI Conference Grant supported General Session: Grassroots Engagement and Social Justice through Cooperative Extension, Nia Imani Fields – 16<sup>th</sup> Floor Infinity Ballroom
- 2:30-2:45 p.m. Break
- 2:45-3:45 p.m. Concurrent Session 2 – Ground Floor (Silver I & II, Royal I & II)
- 3:45-4 p.m. Break
- 4-5 p.m. Concurrent Session 3 – Ground Floor (Silver I & II, Royal I & II)
- 5-5:15 p.m. Break
- 5:15-6:15 p.m. Poster Session – 16<sup>th</sup> Floor Foyer
- 6-8 p.m. NAEPSDP President’s Reception (refreshments provided, cash only bar) – 16<sup>th</sup> Floor Foyer
- 8 p.m. Dinner on your own

**Wednesday, November 30**

- 7:30-8:30 a.m. Breakfast – 16<sup>th</sup> Floor Horizon 1, 2, 3
- 8 a.m. Registration open – 16<sup>th</sup> Floor Foyer
- 8 a.m.-6 p.m. Silent Auction – 16<sup>th</sup> Floor Horizon 1, 2, 3, and Exhibits – 16<sup>th</sup> Floor Foyer
- 8:45-10:15 a.m. Roundtables 1 – 16<sup>th</sup> Floor Infinity Ballroom
- 10:15-10:30 a.m. Break
- 10:30-11:30 a.m. Concurrent Session 4 – Ground Floor (Silver I & II, Royal I & II)
- 11:45 a.m.-12:45 p.m. Lunch – 16<sup>th</sup> Floor Infinity Ballroom
- 1-2:30 p.m. NAEPSDP Annual Meeting, Awards – 16<sup>th</sup> Floor Infinity Ballroom
- 2:30-2:45 p.m. Break
- 2:45-3:15 p.m. NAEPSDP Regional Meetings - TBD
- 3:15-4 p.m. Committee Meetings – 16<sup>th</sup> Floor Infinity Ballroom
- 4-4:15 p.m. Break
- 4:15-5:15 p.m. Concurrent Session 5 – Ground Floor (Silver I & II, Royal I & II)
- 6 p.m. Silent Auction ends (*check out Thursday @ 8 a.m.*) and Exhibits close
- 6 p.m. Dinner on your own – Regions Night Out

**Thursday, December 1 --- Wear your Land-Grant University’s attire or colors today!**

- 7:30-8:30 a.m. Breakfast – 16<sup>th</sup> Floor Horizon 1, 2, 3
- 7:30-8:30 a.m. 2023 NAEPSDP Board Meeting – 16<sup>th</sup> Floor Infinity Ballroom
- 8:45-9:45 a.m. NIFA AFRI Conference Grant supported General Session: Intercultural Development Inventory (IDI): Applications for Extension, John Diaz – 16<sup>th</sup> Floor Infinity Ballroom
- 9:45-10 a.m. Break
- 10-11:30 a.m. Roundtables 2 – 16<sup>th</sup> Floor Infinity Ballroom
- 11:30 a.m.-12 p.m. Closing General Session – 16<sup>th</sup> Floor Infinity Ballroom

### 2022 NAEPSDP BOARD

President, Julie Huettman



President Elect, Teresa McCoy



Past President, Steve Siegelin



Treasurer, Meredith Weinstein



Secretary, Alda Norris



### REGIONAL REPRESENTATIVES

Northeast, Adeola Ogunade  
North Central, Lisa Kaslon  
Southern, Craig Rotter  
Western, Lendel Narine  
1890s, Cynthia Wilson Willis

### 2022 COMMITTEE CHAIRS

Awards & Recognition – Amanda Rysz, Jeremy Elliott-Engel  
Conference – John Diaz, Vikram Koundinya  
Finance – Suzanna Windon, Julie Robinson  
Marketing – Cheryl Newberry  
Membership – Brad Sewell, Terrence Wolfork  
Nominating – Steve Siegelin  
Policy & Resolution – Teresa McCoy  
Professional Development – Sarah Baughman, Michelle Gaston

### LIAISONS

JCEP'S Extension Leadership Conference (ELC) – Jared Morrison, Mary Fran San Soucie  
JCEP's Public Issues Leadership Development (PILD) – Kristi Farner, Laurie Chandler  
Journal of Extension – Marina Denny

**Webmaster** – Tom Payne

**EXTENSION DEANS AND DIRECTORS**



**Jason Henderson**, Ph.D., Senior Associate Dean & Director of Purdue Extension  
College of Agriculture, Purdue University, West Lafayette, IN



**Vonda H. Richardson**, Director, Cooperative Extension Program  
College of Agriculture & Food Sciences  
Florida A&M University, Tallahassee, FL



**Andra D. Johnson**, Ph.D., Dean for Extension & Director of the Florida Cooperative Extension Service  
University of Florida, Institute of Food & Agricultural Sciences, Gainesville, FL

**KEYNOTE**



**“Reimagining Extension: Fostering Wisdom and Heart into Every Day”**

For two years, we’ve been doing everything we can to survive amidst constant change from how we are used to impacting and engaging. How can we reimagine what our role in extension looks like and still create positive impact? This keynote will explore the challenges and changes that come with adaptability, wisdom and leading with heart.

Shannon McKain is widely recognized as a leading authority on finding passion, creating positive change, and reaching personal goals. As a former NFL Cheerleader, Pryor Leadership Fellow, Tedx speaker, youth state council officer and being featured on ABC, CBS, and the Dude Perfect Show on Nickelodeon - she is no stranger to leadership, teamwork and motivation. Shannon earned a B.A. in communications and political science from William Jewell College, is a proud 4-H alum, and once lived on a canoe in the Florida Everglades. Today, Shannon entertains and educates audiences around the world relating how hard work, the right attitude, and having passion will lead you to success.

[www.ShannonMcKain.com](http://www.ShannonMcKain.com)

**SPONSORS**

**AFRI Conference Grant**



**National Institute of Food and Agriculture**  
UNITED STATES DEPARTMENT OF AGRICULTURE

**Gold Level**



**EXTENSION**



**Silver Level**



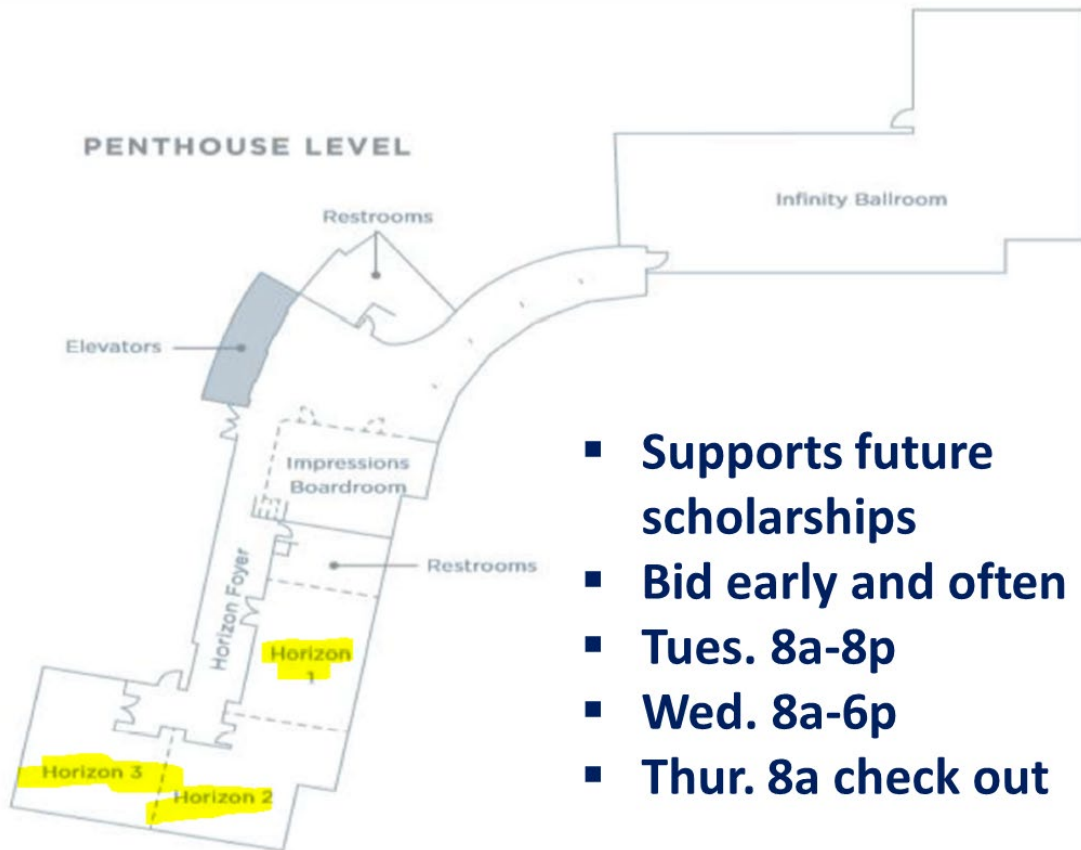
**NAEPSDP-JCEP Excellence in Staff Development Award**



**EXHIBITS – 16<sup>TH</sup> FLOOR FOYER**



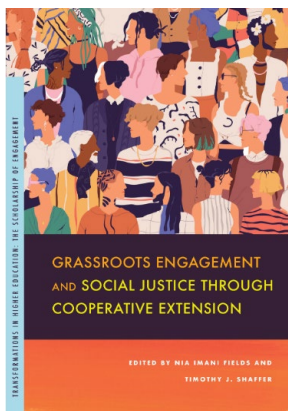
**SILENT AUCTION – 16<sup>TH</sup> FLOOR HORIZON 1, 2, 3**



- Supports future scholarships
- Bid early and often
- Tues. 8a-8p
- Wed. 8a-6p
- Thur. 8a check out

## AFRI CONFERENCE GRANT

NAEPSDP has been awarded a NIFA AFRI Conference grant. With those funds, we have opportunities planned as we explore and experience our “Reimagining Extension” theme.



**Nia Imani Fields, Tuesday, 1:30 p.m.**  
**16<sup>th</sup> Floor – Infinity Ballroom**



**John Diaz, Thursday, 8:45 a.m.**  
**16<sup>th</sup> Floor – Infinity Ballroom**

There will be two featured general session workshops. On the agenda, you will see Nia Imani Fields’ *Grassroots Engagement and Social Justice through Cooperative Extension* posted on Monday, Nov. 29 at 1:30 p.m. Nia, presenting via ZOOM due to schedule conflicts, will share with us how we can incorporate this guide into our Extension activities. All conference participants will receive their own copy of the textbook when they check-in at registration in Ft. Lauderdale.

*Grassroots Engagement and Social Justice through Cooperative Extension* grows out of a commitment to the belief that Cooperative Extension professionals can and should be deeply engaged with the communities they work in to improve life—individually and collectively. Rooted in an understanding of the history and development of Extension, the authors focus on contemporary efforts to address systemic inequities. They offer an alternative to the “expert” model that would have Extension educators provide information detached from the difficult and sometimes contentious issues that shape community work. These essays highlight Extension’s role in and responsibility for culturally relevant community education that is rooted in democratic practices and social justice. The ultimate aim of this book is to offer a vision for the future of Extension as its practitioners continue to reach for cultural competence necessary to address issues of systemic injustice in the communities they serve and of which they are a part.

Also on the conference agenda, is John Diaz’s session “Intercultural Development Inventory® (IDI®): Applications for Extension” on Thursday, Dec. 1 at 8:45 a.m. John is an IDI Qualified Administrator and will be there in person to engage us in ways to implement the IDI in our work. Prior to the conference, registrants will receive an email from John [john.diaz@ufl.edu](mailto:john.diaz@ufl.edu) and from [idiadmin@idiassessment.com](mailto:idiadmin@idiassessment.com) with access to their own IDI® survey. Please complete your IDI® survey **before** the conference and John’s presentation so you have access to your results and development plan during the workshop on Thursday.

Intercultural competence has been identified as a critical capability in several studies including those focused on educational leadership and culturally responsive education. The Intercultural Development Inventory® (IDI®) assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. The IDI has been rigorously tested and has cross-cultural generalizability, both internationally and with domestic diversity. The IDI generates profiles of an individual’s intercultural competence. When



used to assess an individual's level of intercultural competence, a customized Intercultural Development Plan® (IDP®) is also prepared for the person. This IDP provides a detailed blueprint for the individual to further develop intercultural competence.

As part of a NIFA AFRI Conference grant, we are conducting a research study of the two multicultural workshops held during the NAEPSDP Annual Conference here in Ft. Lauderdale Beach, Florida.

The study title is Reimagining Extension NAEPSDP 2022: AFRI Conference Grant

The IRB protocol number is 2022-810

The Principal Investigator of the project is Julie Huetteman.

The purposes of the research study are to:

- determine the effectiveness of the multicultural workshops,
- assess awareness and knowledge about multicultural understanding,
- measure aspirations to apply the strategies,
- document the adoption of skills in the Extension work at our universities, and
- identify the impacts of those actions.

As a conference attendee, you are invited to participate in this study. Your participation is voluntary. Your data will be kept confidential.

In agreement with the NAEPSDP Board, your email as a conference participant will be provided for the research project. You will be invited via email to respond to three different surveys – one in December, one at 3-months (March 2023), and one at 9-months (September 2023). Qualtrics will be used for the surveys. A Qualtrics-generated unique identifier will be used to link your responses across the three surveys.

Please watch for emails from Julie Huetteman, [jhuettem@purdue.edu](mailto:jhuettem@purdue.edu), in December, at the end of March, and the end of September, as we work to document the actions and impacts of these multicultural workshops. Results of this research study will be presented next year at the 2023 NAEPSDP conference. If you have questions about the project, please contact Julie Huetteman.

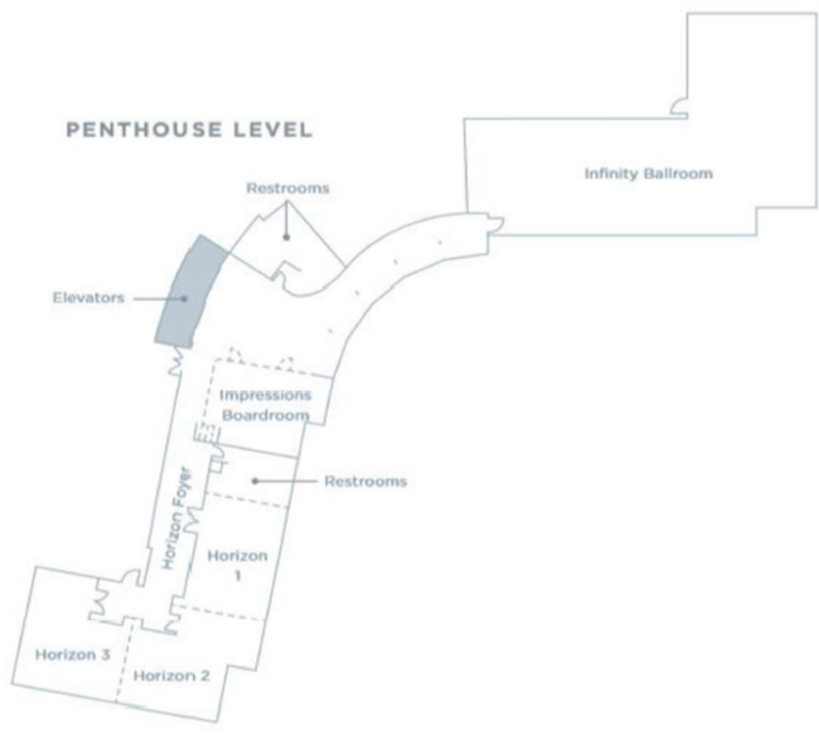
Finally, NAEPSDP members will continue the dialogue around multicultural knowledge, skills, and strategies in 2023. Teresa McCoy, who will be NAEPSDP President then, will be creating a task force to explore ways to keep building and strengthening Extension beyond the conference, monitor professional development plans and events, and review the NAEPSDP Board and committee structures for assimilation of the multicultural activities into the association. If you are interested in being involved with this, please contact Teresa at [mccoy.860@osu.edu](mailto:mccoy.860@osu.edu).

We look forward to you participating in these special opportunities in Ft. Lauderdale and into 2023.

**SONESTA HOTEL MAPS**

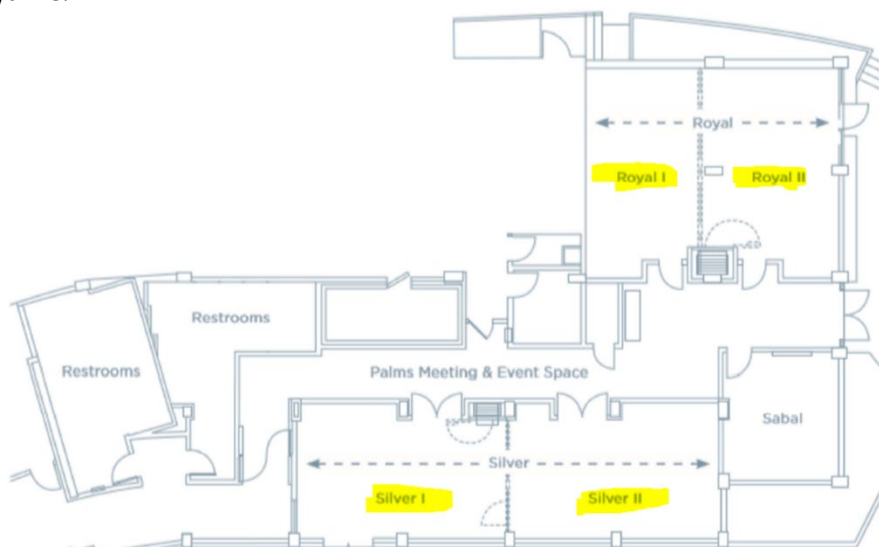
**16<sup>th</sup> Floor “THE PENTHOUSE”**

- Foyer – Registration, Exhibits, Posters
- Infinity Ballroom – New Member/First-Time Conference Attendee Reception, Board Meetings, General Sessions, Roundtables, Committee Meetings
- Horizon 1, 2, 3 – Breakfasts & Lunches, Silent Auction



**Ground Floor**

- Concurrent sessions
- Silver I & II, Royal I & II



**CONCURRENT SESSIONS – GROUND FLOOR (SILVER I & II, ROYAL I & II)**

EA = Evaluation & Assessment  
OSD = Organizational & Staff Development  
PDD = Program Development & Delivery

**Concurrent Session 1: Tuesday, 11:15-12:15**

**Ground Floor - SILVER I - (PDD)**

11:15-12:15 ***Language Access in Federally Assisted Extension Programs – Jessica Creighton, Acting Director of Equal Opportunity and Civil Rights, NIFA USDA, Kansas City***  
Jessica will discuss the requirements for language access and meaningful access for individuals with limited English proficiency in federally assisted programs and activities. The presentation will explain the inclusion of limited English proficiency under Title VI protections via Executive Order 13166. It will also cover how to create a language access plan utilizing a four-factor analysis, and best practices for providing interpretation and translation services.

**Ground Floor - SILVER II - (EA)**

11:15 ***Don't Wait, Vaccinate: A Case Study of How Evidence-Based Assessment Guided Program Development and Evaluation - Adeola Ogunade, Chris Plein, Stephanie Lusk, Megan Kruger, & Denis Scott, West Virginia University, Morgantown***  
There are many opportunities for Reimagining Extension, among these are opportunities for partnerships among Extension Services at the state and national level, creating new initiatives by building on established program platforms, and reaching those previously underserved in our communities. Effective strategies for doing so include utilizing assessment and evaluation to make evidence-based programming decisions. West Virginia's "Don't Wait: Vaccinate!" program offers a highly illustrative case study of how evidence-based assessment has guided program development and implementation of an initiative focusing on both short-term priorities in COVID-19 vaccination education and longer-term outreach efforts to educate and inform targeted populations about adult immunization and vaccinations for various diseases and conditions. West Virginia's program is part of a national initiative sponsored by the Extension Foundation in coordination with the U.S. Centers for Disease Control and Prevention, called the Extension Collaboration on Immunization Teaching and Engagement (EXCITE).

11:45 ***So, What's Working? Outcomes of Conducting Interviews at the 6-Month of Hire Mark to Identify Successes, Barriers, and Challenges of New Extension Professionals - Matt Benge, University of Florida, Gainesville***  
Extension agents serve a critical role in the land-grant mission as they disseminate research to local clientele in the form of educational programs (Seevers & Graham, 2012). However, Extension agents face a myriad of challenges, evaluation and reporting, policies and procedures, and work-life balance (Benge & Beattie, 2021). Additionally, County Extension Directors (CEDs) and mentors serve in leadership roles to assist new Extension professional hires, help them learn the ropes, and provide programmatic direction and guidance (Benge & Beattie, 2021; Kram, 1985). Extension organizations should have continual focus on new hires to understand 'what's working' and 'what isn't working', and use that information to guide further support and reexamine policy and processes that might be detrimental to the early success of new Extension hires.

**Ground Floor - Royal I - (OSD)**

- 11:15 ***Designing a diverse and inclusive new program and organizational development unit with impacts in mind - Debasmita Patra & Jeff Howard, University of Maryland Extension, College Park***

Professional qualifications, capabilities, and trainings of the educators vary widely across states, programs, and career stages. The need of a “new” educator will be entirely different from an educator in their mid-career. Hence, designing professional development paths is rarely straightforward, rarely measured for effectiveness, and the impact is rarely demonstrated (Rienties, Brouwer, & Lygo-Baker, 2013). In addition to building competency, the educators need to be in compliance with the jurisdictions and society that they navigate around. Hence, they should be well-equipped to adopt the changing societal scenario. For example, even though Extension prides itself with being diverse and inclusive, educators should be well-equipped to intentionally design programs with the core values of Diversity, Equity, Inclusion, and Respect (DEIR) from the inception of their program development process.

- 11:45 ***A Process to Determine Functional Competencies for Family and Consumer Sciences Extension Personnel in Mississippi - Katherine Brune, Claire Roscoe, Alisha Hardman, Mississippi State University, Marina Denny, Oregon State University, Corvallis, & Evelyn Dubose-Schmitt, Mississippi State University***

The dynamic nature of social and public health issues in Mississippi necessitates that Extension identify targeted functional competencies and train FCS Extension personnel accordingly. This ensures that agents have the required baseline knowledge to address the needs of the residents in the communities they serve. Using the UT competency framework as a starting point, the MSU Extension research team developed a plan to investigate the relevancy of those competencies to FCS personnel in Mississippi.

**Ground Floor - Royal II - (OSD/EA)**

- 11:15 ***Professional Development for Latino Cultural Competency at Utah State University Extension - Celina Wille & Lendel Narine, Utah State University, Logan***

Research suggests that low participation may be due to the lack of culturally relevant programming (Diaz et al., 2021). Hobbs (2004) indicated a culturally responsive approach to programming can lead to an increase in participation from diverse groups in non-formal education. Therefore, Extension educators must become culturally competent to provide responsive and effective programming that addresses the needs of the Latino population (Guion & Brown, 2010). Therefore, Utah State University Extension implemented a professional development series to improve the capacity of Extension educators to implement programs targeted to Latino populations.

- 11:45 ***Evaluating Medium-and Long-term Outcomes of a Remote Work Extension Program - Amanda Ali & Paul Hill, Utah State University, Logan***

The Remote Work Extension Program course is part of the Utah State Extension Program. It provides Utah’s rural workforce with training for online opportunities in remote employment. The course is hybrid distance consisting of self-paced and structured components. When evaluating programs to demonstrate public value, it is common to assess short-term outcomes (Narine et al., 2021), usually determined by the end of an intervention. However, assessing medium- and long-term outcomes require follow-ups with participants over time (Mertens & Wilson, 2018). For the [remote work course], both short-, medium-, and long-term outcomes followed Rockwell and Bennett’s Targeting Outcomes of Programs (TOP) model (Rockwell & Bennett, 2004). While short-term outcomes assessed changes in participants’ knowledge, attitudes, skills, and aspirations toward finding remote employment (Hill et al., 2021), medium-term outcomes assessed participants’ engagement in remote work opportunities and job placements upon course completion. Long-term outcomes focused on anticipated earnings and reduction in commute times via increased employment opportunities in rural Utah due to participants’ adoption of remote work practices. Results from this study support the requirements of Utah funding and reporting.

Concurrent Session 2: Tuesday, 2:45-3:45

**Ground Floor - SILVER I - (EA)**

2:45 ***Evaluation capacity building: a tiered pathway approach - Sarah Baughman & Thomas Archibald, Virginia Tech, Blacksburg***

Evaluation capacity building (ECB) is an ongoing need within Cooperative Extension. To address the lack of resources and support a new ECB approach was launched in the spring of 2022. The Evaluation Pathways professional development program provides new resources and support to increase evaluation capacity across the system. Franz and Archibald (2018) note that one size ECB work rarely fits the needs of the diversity of programs and personnel across Extension. The Evaluation Pathway program's goal is to increase evaluation capacity by meeting individual agents and specialists where they are to increase individual evaluation skills and evaluation thinking.

3:15 ***Connecting Intended Outcomes to Learner-Centered Teaching - Mary Halbleib, Oregon State University, Corvallis***

Extension professionals often have the knowledge and experience developing logic models, but may not have the skills and resources to effectively develop and facilitate learner-centered educational programming (Smith et al., 2017; Wise, 2017). Limited support for Extension professionals in developing evidence-based educational programming may result in the overuse of lecturing as a teaching strategy (Strong et al., 2010). Though this more passive strategy is simpler to implement than more active forms of learner-centered instruction, recent research has illuminated that interactive teaching approaches that increase learner engagement are key in fostering higher levels of knowledge retention (Deslauriers et al., 2011).

**Ground Floor - SILVER II - (PDD)**

2:45 ***Farmers' Quality of Life and their Leadership Competencies - Suzanna Windon & Daniel Robotham, The Pennsylvania State University, University Park***

Farmers today must have the ability to manage large groups of employees, navigate complex production and distribution markets, and deal with constant pressure to innovate and adapt to new technology (Ulvenblad & Björklund, 2018). Leadership competency has been shown to effectively reduce and manage work stress (Thompson & Gomez, 2014), which negatively impacts an individual's quality of life (Greenhaus et al., 2003). However, limited research directly discusses the relationships between farmers' quality of life and farmers' self-leadership and ability to lead others' competencies. Hence, this exploratory study investigates [State] farmers' perceptions of their quality of life and analyzes its relationships with farmers' self-leadership and ability to lead others' competencies.

3:15 ***Extension Programs for Changing Audiences: Exploring the Educational Interests of [State] Residents - Lendel Narine & Amanda Ali, Utah State University, Logan***

Extension must continue to meet the changing needs of residents to fulfil the land-grant mission (Henning et al., 2014). While community-based needs assessments enable responsive program plans, an area of concern for Extension is steady participant recruitment given changing societal needs. It is important to identify innovative ways of attracting new audiences. Understanding residents' interests and preferences for information and education can lead to successful participant recruitment and development of relevant programming (Bull et al., 2004; Narine et al., 2020). However, a formal needs assessment alone may not always be sufficient in revealing individuals' preferences (Malmsheimer et al., 2002). With a limited body of literature examining residents' preferences for educational topic areas, this study examined the educational interests of [State] residents. It explores opportunities for future programming based on residents' preferences for specific topic areas. This study used a preferences

assessment format to develop an exhaustive list of educational topic areas as described in the methods section.

### **Ground Floor - Royal I - (OSD)**

2:45 ***Disruptive events for early career Extension agents: Good and bad, COVID-19 and its impacts - Steven Siegelin & Cody Stone, Montana State University Extension, Bozeman***

Disruption and resulting stress often create opportunities for or demand organizational or individual change. Extension has a long history of responding to disruptions at local and broad levels. Natural disasters, drought, flooding, or traumatic community events cause Extension professionals and systems to rapidly shift priorities and develop new methodologies to address emergent and urgent issues. In some cases, these disruptions impact Extension professionals in their personal lives; increasing stress, reducing job satisfaction, and limiting personal success. Alternatively, response to these disruptions can result in creativity, innovation, and increased job satisfaction.

3:15 ***Do Extension Undergraduate Apprentices Demonstrate Critical Thinking via Reflective Journaling? - Marina Denny, Oregon State University, Corvallis, Alisha Hardman, AlliGrace Story, & Claire Roscoe, Mississippi State University***

The Mississippi State University (MSU) Extension Undergraduate Apprenticeship Program gives undergraduates an opportunity to explore Extension-related careers while participating in integrated research and experiential learning opportunities that directly benefit Extension scholarship and outreach to local stakeholders. Each apprentice is paired with an Extension mentor who facilitates the research process and its extension application at a regional or statewide level. The authors developed a framework for the apprenticeship program rooted in the principles of mentoring adult learners in an organizational context that integrates Kolb's (1984) Experiential Learning Model and the DEAL Model for Critical Reflection (Ash & Clayton, 2009). The latter is a structured three-stage critical reflection model that requires students to critically reflect rather than merely reporting on the activities in which they engaged (Barry, 2016). This model "is a process that scaffolds learners as they describe, examine, and articulate learning" (Denny & Hardman, 2020, p.88).

### **Ground Floor - Royal II - (Leadership)**

2:45-3:45 ***Workshop – The Theory of Self-Leadership and Applying it to Extension Work - Lisa Kaslon, University of NE- Extension, Lincoln***

Our rapidly changing world and increasing organizational challenges makes the need for self-leadership more important than ever (Furtner et al., 2012). Today's need in organizations for autonomy and self-direction by employees shows the need for strong self-leadership skills (Wood, et al., 2004). Evidence exists for the need of self-leadership and "lies in the increasing examples of personal failures due to relationship challenges, the desire for power, financial impropriety or poor leadership" (Browning, 2018, p. 14). Carmeli et al., (2006) states that in order for organizations to improve they will need to invest in developing self-leadership in employees not only for overall functioning but because it is a key ingredient to shared leadership. These self-leadership skills are needed at the "individual level (i.e., self-organization), at the group level (i.e., self-managed teams, shared leadership) and at the organization level (flat hierarchies, performance-oriented culture)" (Furtner et al., 2012, p. 299). According to Neck and Manz (1996) people can be trained to adapt and enhance their self-leadership skills. "Leaders must care for and nurture their personal lives by devoting more energy into developing their self-leadership skills" (Browning, 2018, p. 14).

Concurrent Session 3: Tuesday, 4:00-5:00

**Ground Floor - SILVER I - (EA)**

4:00-5:00 ***A Retrospective on 2022 Reporting in NRS: Developing Best Practices - Diane Craig, University of Florida, Gainesville, & Alexis Nazario-Negron, NIFA, Kansas City***

Each land grant institution is required to submit an annual report to NIFA that shows the impact of research projects and Extension programs funded by 1890 Extension Capacity, Evans-Allen, Hatch, and Smith-Lever dollars. The reporting system used by the states to meet this requirement has been undergoing changes for the past few years, generating many questions about best and/or common practices for reporting. This presentation (roundtable) is designed to inform those who compile the federal report about how other states compile their reports. Using data mined from the most recent Annual Report (AR) and Plan of Work (POW), the presenters will provide descriptive summary statistics, including number of results (i.e., impact statements), number of critical issues, number of Extension programs, etc. Data from a new survey of NIFA reviewers, many of whom are new due to the move to Kansas City, MO and resulting high turnover, will also be presented. The post-review survey will focus on the NIFA reviewers' assessments of the reports submitted for the most recent cycle (i.e., 2022 AR and the 2023 POW, if available) and implications for developing best practices, particularly for impact statements. As the NIFA Reporting System (NRS) continues to be developed and expanded for Extension programs, each institution is evaluating their current reporting methodology or structure and how best to modify it for the new system. Faculty and staff who use NRS can use the information and data provided in this presentation (roundtable) to help inform those decisions in their own states. Discussion generated from participants will help NIFA begin to draft and/or modify some best practices and guidelines.

**Ground Floor - SILVER II - (PDD)**

4:00 ***Re-Imaging the Role of Extension in Promoting Latino Immigrant Health: A Case Study of an Interdisciplinary Partnership Between Extension and Medicine in Florida - John Diaz, University of Florida, Plant City, Norman Beatty, Nelson Lupuque, & Rodrigo Alcalá, University of Florida, Gainesville***

The purpose of this presentation is to provide a case study of the work being conducted in Florida and demonstrate the opportunities to transfer any best practices or lessons learned to other systems. The work of this partnership is guided by the overall question, "How can Extension and Medicine partner to address the health needs of the Latino immigrant population in Florida, holistically?"

4:30 ***Southwest Florida Small Farmer Network; A Model for Farmer Peer-To-Peer Learning - Jessica Ryals, UF/IFAS Extension Collier County, Naples, Jennifer Hagen & David Outerbridge, UF/IFAS Extension Lee County, Fort Myers, Lisa Hickey, UF/IFAS Extension Manatee County, Palmetto, Luis Rodriguez Rosado, UF/IFAS Extension Polk County, Bartow, & Rodney Greder, UF/IFAS Extension Sarasota County, Sarasota***

The Southwest Florida Small Farmers Network (SWFSFN) is a regional network of farmers in diversified and small operations. The network and meetings are facilitated by UF/IFAS Extension agents in the SW Florida region. The network addresses priorities and needs identified by farmers. The audience includes small and mid-size producers interested in evaluating alternative enterprises. The goal is to develop a regional network of peer-producers. Membership includes specialty crop growers, livestock producers, beekeepers, nursery and cottage food operators and more recently school food providers and community non-profits.

**Ground Floor - Royal I - (PDD/OSD)**

**4:00 Program Planning Frameworks for Programs Serving Farmers with Disabilities: Lesson Learned from AgrAbility - Nesma Osman & Thomas Archibald, Virginia Tech, Blacksburg**

Offering disability-inclusive programs will improve the social, environmental, and economic conditions. In turn, it has the potential to accelerate efforts to achieve social justice across varied environments and contexts. The study explored AgrAbility as an agricultural assistance program serving farmers with disabilities. A mixed-method approach (survey and interview) was employed to explore and aggregate frameworks used by different AgrAbility states for planning assistance programs. Three integrated planning models (the Targeting Outcomes of Programs [TOP] model, Sork's planning domains, and Cervero and Wilson's planning model) were used as a conceptual framework to guide the study questions. I suggested integrating three planning development models to understand different AgrAbility programs' planning frameworks used to serve farmers who live with disabilities. I also sought to integrate the models to grasp how democracy and social justice occur in AgrAbility's planning frameworks. However, the TOP model extensively offered a detailed technical step-by-step planning process. A step focused on valuing social justice was absent in this model. In this regard, Sork's planning domains (ethical, social-political, and technical) and Cervero and Wilson's planning model (power, interests, negotiation, and responsibility) helped us understand the underpinning social-political and ethical domains in the ongoing planning process within the technical stage.

**4:30 Redefining the Onboarding Experience for Extension Board Members - Karly Black, Carrie Gottschalk, & Megan Burda, Nebraska Extension, Lincoln**

Extension board members are essential advocates for the county-based Extension system. Board members ensure the needs of communities are being served by the local extension office and they work with elected county/state officials to ensure local offices have the resources they need. Research suggests an effective onboarding experience should cover topics such as the mission and vision of the organization; current board direction and goals; culture of the board; governance structure and decision-making process; organizational performance measures; and basic dos and don'ts for board members (Teuteberg & Brandt, 2018). The goal of onboarding should focus on highlighting how Extension fits into the community and how board members fit within Extension. Research conducted by Farris et al. (2009) suggest that county Extension Board members may not be fully aware of the scope of Extension services offered within their community before becoming a board member. Therefore, it is important to include this in board member onboarding. Having a supported, trained, and knowledgeable Extension Board will enhance the effectiveness of county-based Extension.

**Ground Floor - Royal II - (OSD/EA-Ignite)**

**4:00 Virginia Cooperative Extension (VCE) New Agent and Specialist On-boarding Program - Karen Vines & Lonnie Johnson, Virginia Tech, Blacksburg**

The VCE Organizational Effectiveness Plan (2021) recommended the development of "on-boarding and training programs using appropriate pedagogy, to ensure new employees understand their job expectations and are supported through their transition to their new careers. Development of the plan is being co-led by two VCE Administrators, the Associate Director for Field Operations and Administration and the Specialist for Continuing Professional Development.

**4:25 Ignite Presentation - Implementing a Needs Assessment to Evaluate Extension Agent Onboarding and Training - Kelsey Joseph & Josh Stewart, Oregon State University, Corvallis**

Within Oregon State University (OSU) Extension, content and objectives of training and onboarding are determined by state program leaders, thus creating a decentralized onboarding and training protocol (L. Shirley, personal communication, February 6, 2019). After talking with state program leaders, we observed inconsistencies in the depth, length and content that is covered during the trainings. The



program areas in OSU Extension either did not have a solidified onboarding process or onboarding was scant as a result of minimal the budget or personnel to conduct trainings (S. Angima, personal communication, March 6, 2019; R. Riportella June 2, 2019; J. Davis, personal communication, January 22, 2020). Yet, orientation and continued training for new, and veteran professionals, is necessary for success in the field (Bulut & Culha, 2010; Holton, 1990; Swart et al., 2014). The discrepancy between training literature and the lack of training in OSU Extension resulted in our research team conducting a needs assessment on training and onboarding on OSU Extension agents.

4:30 ***Enticing Employees to Stay in Extension Organizations - Teresa McCoy & Diane Mashburn, Ohio State University Extension, Columbus***

Ohio State University Extension is also experiencing higher-than-average turnover across multiple job categories. Exit interview data are not available to tell us why these employees are leaving. In addition, even if we had exit interview data, Flowers and Hughes (1973) say that it has two major disadvantages: 1) it only tells you about the employees who have left the organization, and 2) employees leaving jobs does not always mean they were dissatisfied with their jobs.” They recommend that employers look at why people stay in their jobs. Despite the higher-than-average turnover in the OSU Extension workforce, there is a large percentage of employees who have chosen to stay with the organization. Rather than trying to understand why people are leaving, we chose to investigate the conditions that lead employees to stay.

Concurrent Session 4: Wednesday, 10:30-11:30

**Ground Floor - SILVER I - (EA)**

10:30 ***Understanding the Trustworthiness and Relevance of Urban Extension Programs Using the Credible Evidence Concept - Anil Kumar Chaudhary & Sharmistha Basak, Penn State, University Park***

Considering changing demographics and societal changes, Extension needs to put more emphasis on how it can serve better urban and suburban populations in addition to traditional rural populations (Webster & Ingram, 2007; Young & Jones, 2017). The extension needs to identify its unique niche in urban and suburban contexts considering the population shifts to these areas over the last few decades. Urban and suburban contexts have a unique set of issues as these audiences are comprised of diverse backgrounds, ethnicity, race, and many other identities. In such a scenario, Extension needs to explore how to plan relevant programs for the audiences in these contexts that address their needs and interests, as the current curricula and delivery methods in urban Extension programs are mostly adapted from rural experiences (Ruemenapp, 2017)

11:00 ***Challenges Faced by Extension Professionals in Designing, Delivering, and Evaluating Programs in Urban and Suburban Contexts - Anil Kumar Chaudhary & Sharmistha Basak, Penn State, University Park***

Urban and suburban areas include communities of diverse needs, interests, and political and religious beliefs, including but not limited to diverse racial and cultural backgrounds. Therefore, there are multiple religious faith-based, non-governmental, and other agencies that exist in these contexts, and their mission and vision overlap with Extension programs' goals and objectives (Beaulieu & Cordes, 2014; Gaolach et al., 2015). The extension needs to understand how program planning and implementation might address the needs and interests of these diverse urban and suburban communities. To make a difference in urban and suburban communities, a deeper understanding of what unique challenges faced by Extension professionals in urban and suburban contexts while planning, implementing, and evaluating Extension programs. Considering this need, this study aims to explore the challenges urban and suburban Extension professionals experience in designing, delivering, and evaluating Extension programs and what solutions they suggest overcoming these challenges in urban and suburban contexts.

**Ground Floor - SILVER II - (PDD/EA)**

10:30 ***Utilizing Asset-Based Community Development, Leadership Development and Participatory Community Building to Maximize Extension's Impact - Emily Smith, Julie Robinson, Hunter Goodman, & Tabatha Duvall, UADA, Little Rock***

This presentation will explore how Extension practitioners are utilizing asset-based community development, leadership development and participatory community building as strategies for county agents to engage in local relationship building and understand of strengths, gifts, and assets as techniques for building community development in rural Arkansas communities.

11:00 ***Starting with Evaluation Leads to a Happy Ending - Melinda Grismer, Purdue University, West Lafayette***

This presentation will focus on lessons learned from evaluating a \$40M regional community and economic development effort. The presenter will explain how she and her colleague organized their efforts, built trust with a 50+ member team, created a tracking system, and produced monthly, biannual, and midpoint and final impact analysis reports for the five-year Wabash Heartland Innovation Network (WHIN) initiative funded by Lilly Endowment, Inc. in 2018. This cohesive approach enables project storytelling and highlights the counterfactual result of an effort (for instance, "If Not for WHIN...").

**Ground Floor - Royal I - (OSD/PDD)**

- 10:30 ***Utilizing Gallup Strengths as a Framework for Coaching Extension Staff - Lisa Kaslon, University of NE - Extension, Lincoln, Hilary Maricle, University of NE - Extension, Albion, Megan Burda, University of NE - Extension, Geneva***

Nebraska Extension leadership determined that by training supervisors and providing them with the opportunity to become Certified Gallup Strengths Coaches it would provide a framework from which to add coaching into the supervisory processes that have long been a structured performance feedback process. Gallup research has identified that almost seven in 10 employees strongly agree that when their manager focuses on their strengths or positive characteristics, they are more engaged and have better employee experiences (Brim, Gallup)

- 11:00 ***Engaging Talent, Stakeholders, and the Future - Dave Varner, Karly Black, Hilary Maricle, & Lisa Kaslon, University of Nebraska-Lincoln, Lincoln***

Like many land-grant systems, Nebraska Extension’s management structure was divided into large regions with administrators who could not be effective because they managed too many people, offices, and stakeholders. To address this systemic issue and to bolster capacity to lead the University engagement initiative (University of Nebraska-Lincoln Strategic Plan Strategy Team, 2020), Nebraska Extension launched a new employee and stakeholder management model, designed to strengthen organizational priorities. Eleven Engagement Zone Coordinators (EZCs) were hired as a cohort to lead multi-county Engagement Zones across Nebraska. Engagement Zones are intended to be employee- and stakeholder-centric and defined by creating a culture of trust, integrity, equity, excellence, and employee and learner success.

**Ground Floor - Royal II - (OSD)**

- 10:30 ***Understanding Organizational Conflict Styles of Extension Volunteer Coordinators and County Extension Directors - Matt Benge, Megan Cantrell, Christy Chiarelli, University of Florida, Gainesville, & Anne Parrish, University of Florida, Plant City***

Conflict is inevitable and a healthy sign of productivity in the workplace. Rahim (2002) describes conflict as an “interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities” (p. 207). Harder et al. (2010) identified competencies needed of a qualified Extension professional which include a group of core interpersonal skills comprised of problem-solving, interpersonal skills, and self-management. When in an academic setting, future Extension professionals are often trained in program development and teaching pedagogy leaving a gap of interpersonal skills needed to navigate the day-to-day interactions, and occasional conflict, with others (Argabright et. al, 2019). Extension professionals, such as those coordinating volunteer programs (i.e., 4-H and Master Gardener Volunteer programs) and County Extension Directors (CEDs) interact with a wide variety of stakeholders (Seever & Graham, 2012) requiring them to navigate numerous relationships on a day-to-day basis, and these relationships inevitably involve conflict. The purpose and objective of our study was to identify the conflict styles used by County Extension Directors, 4-H professionals, and Master Gardener Volunteer coordinators.

- 11:00 ***Organizational Volunteer Retention during the COVID-19 Pandemic - Suzanna Windon, Daniel Robotham, The Pennsylvania State University, University Park, & Ann Echols, Volunteer Centre County, State College***

Due to the relationship between volunteer management practices and volunteer/employee satisfaction (Henderson & Sowa, 2019), several volunteer satisfaction instruments apply the communication practices of volunteer management to improve volunteer/employee satisfaction, and in turn, retention. In the context of volunteers, the relationship between organizational communication and volunteer management is more apparent when examining the most widely used volunteer management models where aspects of effective organizational communication are prevalent. This study used two such

volunteer management models, ISOTURE (Boyce, 1971) and GEMS (Culp, III et al., 1998). In ISOTURE and GEMS, each step from the onboarding process onward involves utilizing organizational communication best practices, (e.g., providing important job-related information, training volunteers, providing clear and concise directives and feedback, and recognizing volunteer efforts). This study examined the importance of these best practices in volunteer retention in the context of the changing organizational landscape created by the COVID-19 pandemic.

## Concurrent Session 5: Wednesday, 4:15-5:15

### Ground Floor - SILVER I

4:15-5:15 ***Reimagining Extension's Centering of COMMUNITY in Its Existence, Moving Forward: A Needed Detail in What Community Means for Today's Times - Craig Rotter & Scott Cummings, Texas A&M AgriLife Extension Service, College Station***

Our conference presentation delivery plan is in two phases. Phase 1 includes a mini-session on personal identities and biases, including personal sharing and a deeper dialogue among participants; Phase 2 focuses upon detailed reflection and dialogue on what community is for today's time (defined based in what has been shared in this abstract, thus far), a look at how people seek community in today's time, and how Extension may elevate these components in its day-to-day existence, planning models, and focused work to best serve the diversity of clientele in the years ahead.

### Ground Floor - SILVER II

4:15-5:15 ***Navigating the World of Scholarly Publishing in Extension: Strategies for Success - Drew Griffin, Clemson University Press, Clemson, & Marina Denny, Oregon State University, Corvallis***

This workshop will dive into publishing benefits, obstacles, and myths. Participants will learn five simple tips to get prospective authors moving toward the sometimes-daunting process of writing an article. First, the workshop will start with the question, "You have an idea/program/assessment that you want to share with others. Now what?" Next, participants will learn briefly about the difference between books, journal articles, internal one-pagers, reports, and other written formats. From there, the workshop will focus on journal articles, specifically, and the presenters will walk participants through the purpose and content of each section in a standard journal article format. Laying out research in this manner can make things easier to write and easier to read. Participants will get an overview of the process from submission to publication, specifically for the Journal of Extension, so they will know what to expect.

### Ground Floor - Royal I

4:15-5:15 ***Digital Accessibility in Microsoft Word: More Than Meets the Eye - Robin Ertz, Iowa State University Extension and Outreach, Ames***

In its desire to be inclusive, Iowa State University (ISU) Extension and Outreach has created and implemented an eAccessibility (digital accessibility) initiative that includes hands-on how-to workshops to create MS Word documents which will reach audiences that have typically been underserved. These actions are congruent with the Americans with Disability Act (ADA) passed in 1990 and the aforementioned requirements of the APLU. They are also in alignment with goal 3 of ISU Extension and Outreach's strategic plan; enhance efforts in programming, operations, and staffing to reach diverse and underrepresented populations. (Iowa State University Extension and Outreach, 2017).

### Ground Floor - Royal II

4:15-5:15 ***Developing Middle Managers in Extension through a Shadowing Program: Creating a Model for Your State Extension Leaders - Rochelle Sapp & Karen Fambrough, University of Georgia, Athens***

As a forward-thinking strategy to develop leaders for the future, University of Georgia (UGA) Extension leaders have recognized the challenges of succession planning. In response, UGA Extension began to allocate resources for training for middle manager roles, one program being in the form of an experiential shadowing program for District Extension Directors (DEDs). The program is designed with Kolb's Experiential Learning Theory as a foundational premise for the learner to be directly in touch with the realities (Kolb, 2015) in addition to considering the Center for Creative Leadership's 70/20/10

learning framework that posits 70% of training should be on the job training experiences and stretch assignments. Experience-driven development opportunities such as shadowing leaders provides future leaders with unique opportunities to learn and grow both of which are essential to engagement, career success, and staying with the organization (Gurvis, McCauley, & Swofford, 2016).

**POSTERS – 16<sup>TH</sup> FLOOR FOYER**

**Tuesday, 5:15-6:15**

- 1) **4-H volunteer leaders' turnover intention** - Suzanna Windon, *The Pennsylvania State University, University Park* Mariah Awan, & Rama Radhakrishna, *Purdue University*
- 2) **Assessing mentorship needs of early-career UF/IFAS extension agents** - Karlibeth Leitheiser & Amy Harder, *University of Florida, Gainesville*
- 3) **Capability of extension practitioners in promoting grassland intensification for pastoralists in Nigeria** - Sidiqat Aderinoye-Abdulwahab, Sola Komolafe, & Tawakalitu Dolapo, *University of Ilorin, Ilorin, Nigeria*
- 4) **Competencies essential for Florida early career 4-H agent success** - Andrew Toelle, *University of Florida, Gainesville*
- 5) **Improving attitudes through interventional strategies in youth development programming** - Vanessa Spero, *University of Florida, Institute of Food and Agricultural Sciences, Cocoa*, John Diaz, *University of Florida, Institute of Food and Agricultural Sciences, Plant City*, Dena Slenda, *University of Central Florida, Orlando*, Laura Valencia, *University of Florida, Institute of Food and Agricultural Sciences, Kissimmee*, & Andrea Lazzari, *University of Florida, Institute of Food and Agricultural Sciences, Cocoa*
- 6) **Knowledge Level of extension agents on nutrition-sensitive extension services to rural communities in Kwara State, Nigeria** - Lateef Adefalu, Sidiqat Aderinoye-Abdulwahab, Oyinkansola Alawode, *University of Ilorin, Ilorin, Nigeria*, & Sikiru Ibrahim-Oleshin, *Alex Ekwueme Federal University, Ndufu Alike, Ebonyi, Nigeria*
- 7) **Myers-Briggs Type Indicator: A resource for professional communication self-efficacy enhancement among early-career professionals in Virginia Cooperative Extension** - Cris Thompson & Rick Rudd, *Virginia Tech, Blacksburg*
- 8) **Reimagining local foods: Extension's role in communicating about local foods** - Arati Joshi, Lauri Baker, & Angie Lindsey, *University of Florida, Gainesville*
- 9) **Towards an evidence-based programming: Preliminary results of an Extension Summer Reading Program** - Megan Kruger, Adeola Ogunade, & Cindy Fitch, *West Virginia University, Morgantown*
- 10) **Using videos to disseminate information to extension agents** - Colleen Gariton & Glenn Israel, *University of Florida, Gainesville*
- 11) **Utilizing the Share Fair Model to enhance program and outreach Initiatives through collaboration** - Karen Fambrough, *University of Georgia, Athens*

**NETWORKING & CONNECTIONS**

**#2022NAEPSDP**



**GROUP**



**Monday**

- 5-6 p.m. New Member/First-Time Conference Attendee Reception – 16<sup>th</sup> Floor Infinity Ballroom

**Tuesday**

- 6-8 p.m. President’s Reception – 16<sup>th</sup> Floor Foyer

**Wednesday**

- 1-2:30 p.m. NAEPSDP Business Meeting and NAEPSDP Awards – 16<sup>th</sup> Floor Infinity Ballroom
- 2:45-3:15 p.m. Regional Meetings - TBD
- 3:15-4 p.m. Committee Meetings - 16<sup>th</sup> Floor Infinity Ballroom
- 6 p.m. Regions Night Out



**ROUNDTABLES – 16TH FLOOR INFINITY BALLROOM**

**Roundtables 1: Wednesday, 8:45 – 10:15**

16<sup>th</sup> Floor - Infinity Ballroom

- 1) **Incorporating Diversity, Equity, and Inclusion Competencies into Onboarding** - Cheryl Newberry, Oklahoma State University, Stillwater
- 2) **Stakeholder Analysis: An Approach and Tool Promoting Robust Extension Programming** - Anil Kumar Chaudhary, Sharmistha Basak, & Parmveer Singh, Penn State, University Park
- 3) **The Role of Relationship Architects in Extension Grants** - Kristi Farner, University of Georgia, Athens
- 4) **Trends and issues impacting Extension through 2028** - Jerold Thomas, Ohio State University, Bucyrus, & July Aldrige, Ohio State University, Columbus
- 5) **Using the Big Five Assessment to Match Mentors in OSU Extension's MINE Program** - Amanda Rysz, The Ohio State University, Columbus

**Roundtables 2: Thursday, 10:00 - 11:30**

16<sup>th</sup> Floor – Infinity Ballroom

- 1) **Application of Food, Energy, and Water (FEW) Nexus to Extension Programming** - Anil Kumar Chaudhary, Rachel Duke, Parmveer Singh, & Sharmistha Basak, Penn State, University Park
- 2) **Digital Accessibility Roundtable Discussion** - Robin Ertz, Iowa State University Extension and Outreach, Ames
- 3) **Disseminating Results of a Statewide Needs Assessment** - Diane Craig, University of Florida, Gainesville
- 4) **Implementing the civil rights compliance cycle: Best practices on improving organizational processes and increasing efficiencies** - Kit Alviz, University of California Agriculture and Natural Resources, Oakland, David White, University of California Agriculture and Natural Resources, Davis, Tina Jordan, University of California Agriculture and Natural Resources, Davis, & Katherine Webb-Martinez, University of California Agriculture and Natural Resources, Oakland
- 5) **Using a regional evaluation capacity building model to strengthen evaluation practices: Experiences from Western Regional Evaluation Network** - Najat Elgeberi, University of Nevada-Reno, Nav Ghimire, University of Idaho, Vikram Koundinya, University of California-Davis, Kristina Sayama, University of Guam, Christina Sanders, Washington State University & Alda Norris, University of Alaska-Fairbanks
- 6) **University Involvement in the Community – A Discussion on Defining Related Terms and How Outreach, Engagement, and Extension Show Up in Institutions** - Karen Fambrough, University of Georgia, Athens



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**MEETINGS – 16<sup>TH</sup> FLOOR INFINITY BALLROOM**

**Monday**

4-5 p.m. 2022 NAEPSDP Board

**Wednesday**

1-2:30 p.m. NAEPSDP Annual Meeting and Awards Presentation

2:45-3:15 p.m. NAEPSDP Regional Meetings

- Northeast
- North Central
- Southern
- Western
- 1890s

3:15-4 p.m.

Committee Meetings

- Awards & Recognition
- Conference
- Finance
- Marketing
- Membership
- Nominating
- Professional Development
- Policy & Resolution

**Thursday**

7:30-8:30 a.m. 2023 NAEPSDP Board

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