



Extension Board Meeting Modules: Handouts

For ease of use, all modules are in a single document and all handouts are in a single document. Not all modules have a handout.

General Extension Topics	2
Civil Rights Responsibilities for Board Members	3
Land Grant System	5
Nebraska Extension Today & Tomorrow	7
Know Your County	8
University-Community Engagement	9
Future Direction of Local Extension (SWOT Analysis)	11
Extension Board & Extension Board Members	12
Telling Your Extension Story	13
Being an Effective Extension Advocate	14
General Leadership	15
Fiduciary Responsibilities	16
Recruiting New Board Members	17
Nebraska Open Meeting Act	18
Board Member Positions	19

General Extension Topics

Civil Rights Responsibilities for Board Members

Nebraska Extension receives funding from the Federal, State, and County government. USDA Regulation 7 CFR 15 states “When an organization receives more than ZERO dollars, there is an obligation to comply with civil rights laws.”

It is important to know the responsibility for compliance with the civil rights laws functions in a tiered system.

- The USDA provides federal financial assistance to the University of Nebraska-Lincoln.
- The University of Nebraska-Lincoln provides federal financial assistance to Nebraska Extension.
- Nebraska Extension provides federal financial assistance to collaborators, groups, participants, or volunteers.

Each group must ensure that civil rights obligations are met not only themselves, but the groups under them. This means that one of your roles as a board member is to ensure that your County Office is complying with all civil rights laws.

To ensure compliance the USDA requires annual federal reporting to be completed and conducts civil rights audits.

Civil Rights Laws	
Title VI of the Civil Rights Act of 1964	<i>Prohibits discrimination on the basis of race, color, sex or national origin.</i>
Title VII of the Civil Rights Act of 1964	<p><i>Prohibits employment discrimination based on religion.</i></p> <p>Religious accommodation...</p> <ul style="list-style-type: none"> • Supports accommodations to sincerely held religious beliefs unless it would impose an undue hardship. • Does not have to be mainstream religion to be accommodated. • Accommodation should not impact other people’s rights.
Title IX Education Amendments of 1972	<i>Prohibits discrimination on the basis of sex.</i>
Rehabilitation Act of 1973	<p><i>Prohibits discrimination on the basis of disability.</i></p> <p>No discrimination in employment, programs, and access to electronic and information technology.</p>
Age Discrimination in Employment Act of 1967	<i>Prohibits discrimination based on age.</i>
Americans with Disabilities Act of 1990	<p><i>Prohibits discrimination on the basis of disability or discrimination because of the known relationship or association with a person with a known disability.</i></p> <p>Reasonable accommodations need to be offered unless it causes undue hardship to the organization, or would fundamentally alter the nature or operation of the organization or program.</p>
Executive Order 13166	<p><i>Prohibits discrimination on the basis of limited English proficiency (LEP) as a result of their national origin.</i></p> <p>This order requires that we work to provide meaningful access to programs and activities offered.</p>
Executive Order 13672	<i>Prohibits discrimination in the civilian federal workforce on the basis of gender identity and in hiring by federal contractors on the basis of both sexual orientation and gender identity.</i>

Federal Requirements for Civil Rights Compliance	
<p>Must have a policy of non-discrimination that states equal program and employment opportunity.</p>	<p>The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.</p>
<p>Public Notification and Displaying "Justice For All" Poster</p>	<p>We have an obligation to:</p> <ul style="list-style-type: none"> Notify the public of our policy of non-discrimination. Notify the public that we are an equal program and equal opportunity provider. Offer reasonable accommodations for those needing them. Ensure that all program advertisements, presentations, position advertisements, and printed materials developed for public use indicate this. Offer contact information so that individuals may request accommodations, if needed. <p>The "Justice for All" poster should be displayed in all common areas, meeting rooms, etc. where the public can see it.</p>
<p>Must provide reasonable accommodations regarding religion based on Title VII of the Civil Rights Act of 1964, Americans with Disabilities Act of 1990, and the Limited English Proficiency Executive Order 13166.</p>	<p>Refer to civil rights laws listed above.</p>
<p>Must have a complaint procedure in place for program and employment.</p>	<p>Individuals may contact with concerns or complaints:</p> <p>UNL's Institutional Equity and Compliance Office</p> <ul style="list-style-type: none"> https://www.unl.edu/equity/ Utilize the "Report Discrimination and Harassment" button to locate the electronic form to fill out. <p>USDA's Office of the Assistant Secretary for Civil Rights</p> <ul style="list-style-type: none"> https://www.usda.gov/oascr/home

Discussion Question

- Based on the different civil rights laws, are there areas which our office could improve to ensure we are in compliance?

Land Grant System

History of Land- Grant Universities (LGU)

In 1862, the Morrill Act was passed by Congress and signed by President Lincoln with the intent to expand access to higher education beyond the elite to the working class. The act allowed states to sell or lease unclaimed federal lands to establish colleges for the purpose of promoting **education** in agriculture and the mechanic arts.

In 1887, the Hatch was passed which established experiment (**research**) stations in each college which were required to publish their research.

In 1890, the Second Morrill Act was signed. As part of this federal law, LGUs were established for African Americans and all LGUs were forbidden to racially discriminate through their admissions policies. Today, 17 Historically Black Colleges and Universities (HBCUs) also hold the LGU status.

In 1914, the Smith-Lever Act was signed which created the **cooperative extension system**.

In 1994, President Clinton signed into law the Equity in Educational Land-Grant Status Act. This federal law provided 29 Tribal Colleges and Universities (TCUs) Land-Grant University status; meaning these TCUs received federal resources to support higher education, research, and extension programming in agriculture.


Today, there are more than 100 land-grant universities in all 50 states, the District of Columbia and the U.S. territories of American Samoa, Guam, Micronesia, Northern Marianas, Puerto Rico and the Virgin Islands (<https://extension.unl.edu/history-of-land-grants-and-extension/>).

Lang-Grant Institutions in Nebraska

The University of Nebraska opened on February 15, 1869, as a chartered Morrill Act land-grant institution. It received 30,000 acres per congressional representative (total of 90,000 acres) and upon becoming a state in 1867, it had received an additional 46,080 acres through the Enabling Act. In Nebraska, the two separate grants of land were combined into one University. The first grant associated with the Morrill Act gives the university its land-grant status and is primarily associated with the current College of Agricultural Sciences and Natural Resources and the College of Education and Human Sciences. The second grant relating to the state's Enabling Act allowed the University to offer more areas of study beyond agriculture and mechanic arts (<https://landgrant.unl.edu/>).

UNL is dedicated to the Jeffersonian ideal of a “generalize diffusion of knowledge.” Since its earliest days, it has been open to all people of any “age, sex, color, or nationality,” in the words of its founding documents.
Now, as then, *this university welcomes all.*

Most of the land received to support the land-grant was located in Northeast Nebraska (<https://landgrant.unl.edu/map>). Russell Lang writes in his book *Original land transfers of Nebraska: How the west was almost given away* (Baltimore, MD: Gateway Press, Inc., 2001, p. 87-88), “How did the state dispose of these lands? They set a minimum price of \$7.00 per acre... As these lands continued to be sold well into the 20th century, their average price continued to rise, reaching the \$15 to \$20 per acre level just prior to World War I.”



The University of Nebraska is a public, land-grant institution with campuses and programs across the State that reside on the past, present, and future homelands of the Pawnee, Ponca, Oto-Missouria, Omaha, Dakota, Lakota, Arapaho, Cheyenne, and Kaw Peoples, as well as the relocated Ho Chunk (Winnebago), Iowa, and Sac and Fox Peoples. This knowledge allows us to better understand that our opportunity to impact the State of Nebraska and beyond and occupy these lands is a result of a history of Native and Indigenous peoples' experience of displacement, violence, settlement, and survival—which continues to inform our present and future (<https://diversity.unl.edu/recognizing-land>).

There are 4 federally recognized Tribes in Nebraska: Omaha Tribe of Nebraska, Winnebago Tribe of Nebraska, Santee Sioux Tribe of Nebraska, and the Ponca Tribe of Nebraska. Each Tribe is a sovereign nation, the Omaha, Winnebago, (both in Thurston County) and Santee Sioux (in Knox County) Tribes have land, “reservation” with their own government and laws as a nation. Although the Ponca Tribe of Nebraska does not have a reservation, the Ponca Restoration Act established a 15- county service delivery area across Nebraska, Iowa, and South Dakota.

Nebraska Extension’s relationship with Nebraska’s Tribal Colleges is imperative to the success of Extension and all Nebraskans; notably Peoples indigenous to these lands that were used in the original LGUs. Nebraska Extension is engaged with the TCUs to build and strengthen mutual partnerships, programming, and ensure successful transitions from the Tribal Colleges to the University of Nebraska.

Nebraska Extension Today

We currently have 83 county offices with programming that occurs in all 93 counties. Our funding is made up of Federal (appropriated funds from Smith-Lever Act), State (appropriated fund for University of Nebraska), and County funds along with additional funds generated through grants and contracts.

Discussion Questions

- In what ways can the Extension Office and Board actively promote and enhance the university's outreach and impact?
- What do we need to know more about to reach/serve underrepresented groups within our community?

Nebraska Extension Today & Tomorrow

Know Your County

The main purpose of an Extension Board is to serve as an advisory body of the Nebraska Extension program in each county while driving the Extension mission forward.

Nebraska Extension's Mission

Engaging with Nebraskans wherever they are connecting them with the resources research and innovation of the University of Nebraska.

Nebraska Extension's Vision

To be the trusted educational resource for every Nebraskan, inspiring fulfilled, prosperous and healthy lives.

Extension Boards can do this by focusing on four major areas: programming, personnel, finance, and advocacy.

- **Programming.** Extension Board members serve as the eyes and ears of Nebraska Extension in the local community through identifying needs of the community, participating in Extension programming, and staying informed about Extension and UNL. They evaluate progress toward the local and statewide strategic plan. Board members may also serve on advisory committees as needed to provide input on program direction.
- **Personnel.** Support the local Extension professional team and Accountability Region Educators serving the area. Board members may support the hiring, performance, and termination of employees.
- **Finance.** Extension Board members assist in securing county funding for personnel, office location, equipment & supplies, and general operating expenses. Board members will review the annual budget and spending. They may also advocate for office space.
- **Advocacy.** Great board members leverage their network and talk about the value of Extension.

Local data can be used to help support your advisory role as a board member.

Data can help guide you:

- In aligning programming efforts and hiring new staff to match the demographic within your county. Consider age groups and program needs; race, gender, and language needs; and identify underserved communities.
- Learn about new or emerging opportunities and connections.
- Understand the county's economics as budgets are developed.

Review the "County Impact Report Card" from the All Things Nebraska website (<https://allthingsnebraska.unl.edu/>).

Discussion Questions

- What information was new to you?
- Were there surprises in what you saw?
- What would you like to dig into more?
- What is one opportunity for Nebraska Extension?

University-Community Engagement

Nobody engages with the people of Nebraska like the people of Extension. Nebraska Extension brings the research and expertise from the University to every county in the state.

Nebraska Extension's Mission

Engaging with Nebraskans wherever they are connecting them with the resources research and innovation of the University of Nebraska.

Nebraska Extension's strategic direction can be boiled down to three ambitions. **The Big 3** address three critical issues for Nebraskans (<https://extension.unl.edu/our-strategic-direction/>).

1. **Strengthen Nebraska Agriculture & Food Systems:** By connecting with Nebraska Extension, Nebraska amplifies its strengths in agriculture, food production and natural resources stewardship in ways that are environmentally and economically sustainable—ensuring that all Nebraskans have access to safe and healthy food, abundant water, and the benefits of Nebraska's outdoor spaces.
2. **Inspire Nebraskans & Their Communities:** By connecting with Nebraska Extension, Nebraska has a robust, diverse population of well-prepared, innovative and productive people—beginning with Nebraska youth— living in thriving, vibrant communities that are contributing to the sustained success and growth of the entire state.
3. **Enhance The Health & Wellbeing of All Nebraskans:** By connecting with Nebraska Extension, Nebraskans are healthier in every respect—physically, mentally and economically—leading to an even better quality of life, greater prosperity and a promising future for all.

Nebraska Extension directly or indirectly impacts all 1.9 million Nebraskans.

If your children, grandchildren or kids in your neighborhood go to day care or are involved in 4-H, you've connected with Nebraska Extension.

If you have a lawn care service from a certified pesticide applicator or eat at a restaurant with employees trained in food safety, you've connected with Nebraska Extension.

If your community is working to address nitrates in its drinking water, you've connected with Nebraska Extension.

If you watch Backyard Farmer on TV, you've connected with Nebraska Extension.

Nebraska Extension (<https://extension.unl.edu/>) brings University of Nebraska expertise and research in **8 key areas** of impact directly to Nebraskans from all walks of life in each of the state's 93 counties. Nebraskans turn to Nebraska Extension to strengthen their families, inspire their communities, empower young people, conserve and protect natural resources and advance their farms, ranches and businesses.

1. 4-H Youth Development
2. Ag Profitability
3. Early Childhood
4. Food, Nutrition and Health
5. Horticulture, Landscape, and Environmental Systems
6. Livestock Systems
7. Rural Prosperity Nebraska
8. Water and Cropping System

University-community engagement describes collaboration between UNL and their larger communities for the **mutually beneficial exchange of knowledge and resources** in the context of partnership and reciprocity. A key component of community engagement is partnership.

What makes a partnership possible?

- Right time for both entities;
- Right parties or individuals present; and
- Funding available.

Engagement Example

On March 14, 2019, a levee protecting Winslow was compromised, and floodwaters from the Elkhorn River quickly inundated the town with more than 5 feet of water. The Federal Emergency Management Agency identified Winslow as the most-impacted and lowest-capacity community in the state. Looking to rebuild, village leaders approached the University of Nebraska–Lincoln’s Community and Regional Planning Program, Nebraska Extension and JEO Consulting Group to assist the recovery process and explore the bold option of relocating their entire village to higher ground. In early September 2019, students in the program’s Planning Studio and Hazard Mitigation Planning courses started a reconnaissance study of existing Winslow conditions — photographing structures, noting damage and making relevant observations. Nebraska Extension helped match student and faculty skills with local needs in Winslow. With help from UNL, Winslow completed the forms and paperwork for residents to for federal assistance. Ultimately, the citizens of Winslow decided to use the federal assistance money to relocate the entire village of Winslow to higher ground.

Engagement Example

Nebraska Extension first connected with the community of Valentine in about 2016 through Extension’s Prosperity Communities project. As a part of the program, Extension Educators worked with community leaders in Valentine to complete a long-range planning initiative to increase Economic Opportunity, address Demographic Renewal and increase Quality of Life PlaceMaking.

Following this initial interaction, the community then connected with UNL’s College of Architecture students engaged with citizens and created Placemaking Plans as a class project as a part of Dr. Kim Wilson’s class. This one class project helped paved the way for further development. Including addressing housing, creating community trails, boosting main street vitality, and exploring childcare options.

Discussion Questions

- What is something wonderful happening in your community?
- What are the high-priority issues in your community?
- Is there a change that you would like to see in your community?
- What would it take to make that change happen?
- Who at the University could you connect with to make that change happen?

Future Direction of Local Extension (SWOT Analysis)

A SWOT analysis is a strategic planning tool that evaluates an organization's internal strengths and weaknesses, along with external opportunities and threats. It involves identifying and analyzing these four key elements to make informed decisions and develop effective strategies.

Strengths:

- What are the core strengths of our County Extension programs in terms of services and community impact?
- What positive feedback have we received from the community, stakeholders, or program participants?
- In what ways does our County Extension office collaborate with community organizations?

Weaknesses:

- How well do the County Extension programs adapt to changing community needs and expectations?
- Are there any areas where communication or coordination with external partners could be improved?
- Are there aspects of our Extension programs that receive consistent criticism or negative feedback?

Opportunities:

- What emerging trends or community needs present opportunities for enhancing Extension programs?
- Are there untapped demographics or groups within the community that could benefit from Extension services?
- What external funding sources or grant opportunities could support the growth of our Extension programs?

Threats:

- What external factors pose threats to Extension programs?
- How do competing interests or organizations in the community pose challenges to the growth of Extension programs?

Overall Strategy:

- How can the County Extension Board leverage its strengths to maximize opportunities for community impact?
- What strategies can be implemented to address or mitigate weaknesses and threats to program sustainability?
- How can the board enhance communication and engagement with the community to raise awareness of Extension programs?

Discussion Question

- Based on the discussion, what are 2-4 next steps which can be taken?



NEBRASKA EXTENSION

Extension Board & Extension Board Members

The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

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Telling Your Extension Story

There is power in being able to tell a great story. Stories allow the listener to gain a new perspective or reinforce their current beliefs. When communicated effectively a story can help share history, highlight current successes, and usher in future change. *As an Extension Board member, you may be asked to share your "Extension Story" with others within your community or with elected officials. Are you prepared?*

This "Extension Story" is told by North Carolina's first "home demonstration" agent, Jane Simpson McKimmon (1945, pp. 25-26), in her 1945 memoir, *When We're Green We Grow: The Story of Home Demonstration Work in North Carolina*.

In 1912 there was no assistant provided to help me, and I was out almost constantly, traveling to each of the fourteen counties. One day as I came down a long red clay road with the August heat shimmering in the dust before me, the driver flicked the flies from his horse and I wondered what I had done in this life that I should be traveling on that dreary road, with the thermometer hovering around ninety degrees, to teach somebody how to can tomatoes. But as the old horse and I rounded a bend in the road, the answer came in the smoke curling from two big canners which were puffing away on the courthouse green and in the fifty or more girls peeling fruit, filling cans, and getting ready for my coming. What did trials behind and obstacles ahead matter to these eager young people? Difficulties were just things to be climbed over or thrust out of the way by the tremendous urge that was driving them. It wasn't just canning; it was an opportunity to do something and to be something, and I have never regretted that the means provided for its accomplishment was a plain, everyday garden with which country girls were familiar. It was also a knowledge of how to turn the products of that garden into an income from which came spiritual as well as material blessings.

Discussion Questions

- What words stood out to you from the story?
- What were the key points or messages in the story?
- What parts of the story reminded you of your own experiences?
- What was really clear with the story?
- What is a story you could tell?
- What is one person or group you could tell your "Extension Story" too?

Being an Effective Extension Advocate

As an Extension Board member, will be asked to serve as an advocate locally and statewide. Advocacy is about building relationships and educating about Extension with elected officials, community leaders and other key leaders or stakeholders.

To be successful in this role below are some things to consider...

Be Prepared:

- Know the needs of Extension clientele and how they benefit from programs.
- Identify success stories where Extension has been instrumental helping people.
- Learn the scope of county Extension programs.
- Know the elected officials and key stakeholders at the county and state level.
- Learn how Extension is funded and what its funding needs are.
- Learn government processes and structure.

Build Relationships:

- Identify personal relationships with elected officials.
- Do a profile of each elected official, including personal interests.
- Write congratulatory notes to newly elected officials.
- Host the official at special Extension programs.
- Call or visit the elected official to thank him/her for his/her continued support of Extension.
- Send information to the official from Extension web sites and tailor it to his/her interests.

Leadership Roles:

- Help the Extension Office identify and refine program success stories.
- Speak on behalf of Extension at local government meetings.
- Participate in Legislative Day hosted by Nebraska Association for County Extension Boards (NACEB).

Discussion Questions

- In what ways do you feel comfortable advocating for Extension?
- What is one thing you could do before the next meeting which aligns with advocating for Extension?
- How can the Extension Office better support you to ensure you are well-prepared to advocate for Extension?

General Leadership

Fiduciary Responsibilities

A fiduciary responsibility is an obligation that prevents one party from acting in their own interest rather than in the interest of the organization. Every board member has basic fiduciary responsibilities.

- **Duty of care** means that board directors must give the same care and concern to their board responsibilities as any prudent and ordinary person would manage their personal matters.
- **Duty of loyalty** means that board directors must place the interests of the organization ahead of their own interests at all times. Board members are required to publicly disclose any conflicts of interest and not use board service as a means for personal or commercial gain.
- **Duty of obedience** means that board directors must make sure that the Extension Office is abiding by all applicable laws and regulations and doesn't engage in illegal or unauthorized activities.
- **Duty of confidentiality** means board members must keep certain types of information confidential.
- **Duty of prudence** refers to being aware of risks and exercising caution in decision-making.
- **Duty to disclose** requires board members to be forthright in their speech and behavior.

Which one of the fiduciary responsibilities are highlighted examples below?

Scenario A

A board member is aware of a potential conflict of interest related to a family member. They promptly disclose the conflict, abstain from voting on the matter, and work to ensure that the decision-making process remains unbiased.

Scenario B

The board is discussing a sensitive matter. Board members ensure that all discussions remain confidential within the boardroom. They do not disclose sensitive information externally and act in the organization's best interest.

Scenario C

The board is reviewing the salary for a county employee. They engage in a thorough review of comparable salaries in the area and county budget. This ensures that the salary is competitive and sustainable.

Scenario D

The board is tasked with evaluating the effectiveness of a program. Each board member actively participates in the evaluation process, examines program metrics, seeks external input, and asks critical questions to ensure that the organization's programs are meeting their intended goals.

Scenario E

The office receives a grant with specific usage restrictions. The board ensures that the grant funds are used only for the specified purposes. They board receive financial reports regarding grant to ensure accountability and adherence.

Scenario F

The organization is preparing its annual budget. The board members actively participate in the budgeting process and working to ensure that financial resources are allocated to support the organization's mission and goals.

Recruiting New Board Members

When it is time to start planning on replacing one or more board members it is important to be strategic in selecting potential candidates.

Step 1. Complete an Internal Review

Be the kind of board that someone would want to be a part of. *What are the things your board does well and what are the things which could be improved?*

Step 2. Review Documents

Go over the Interlocal Agreements and Bylaws to identify any board membership requirements.

Step 3. Board Member Inventory

Explore your current board make up. Look at things such as demographics, profession, community connections, areas of expertise, qualities, etc. *Identify gaps and prioritize them.*

Step 4. Identifying Potential Members

Utilize the board member inventory to guide your discussion on your list of potential members.

Step 5. Make the Ask

Discuss who will approach potential board members. Prepared a packet with a board member job description, board member application, impact report, etc.

Nebraska Open Meeting Act

Extension Boards are required to follow the Nebraska Open Meeting Act (<https://ago.nebraska.gov/open-meetings>).

To ensure meetings are open to the public, the Nebraska Open Meeting Act requires boards to:

1. Conduct affairs and transact business in meetings which are open to the public.
2. Provide notice of the date, time, and place of any regular or special meetings.
3. Make the agenda for any meeting available to anyone requesting the agenda.
4. Recess into Executive Session only for those reasons stated in the statute, which are:
 - a. Personnel matters of non-elected personnel.
 - b. Consultation with an attorney which would be deemed privileged in attorney-client relationships.
 - c. Matters relating to employer-employee negotiations.
 - d. Matters relating to actions adversely or favorably affecting a person as a student, patient, or resident of a public institution.
 - e. Confidential data relating to financial affairs or trade secrets of corporations, partnerships, trusts, and individual proprietorships.

The motion for recessing into executive session must contain the following information:

1. The justification and purpose for executive session.
2. The time and place at which the open meeting will resume.
3. Any individual(s) invited to participate in the executive session.
4. Discussion shall be limited to subject stated in motion.
5. No binding action shall be taken during executive session.

Sample Motion for Executive Session

“I move that we go into executive session to discuss a matter involving non-elected personnel, in order to protect the privacy of the persons involved, and that we reconvene in open session, in this room at (time), i.e. 7:30 p.m. Persons included shall be X, Y, and Z.”

Reminders about running an effective meeting:

- Utilize parliamentary procedure to conduct business meetings. For more information review the “Understanding and Using Parliamentary Procedure” NebGuide (<https://go.unl.edu/parlipro>).
- The right of the public to view the workings of the board should not be confused with a right to speak at meetings. Visitors do not have the right to express their views or participate in board meetings. The board may grant this right.

Discussion Questions

- In what ways can we enhance transparency in our meetings?
- In what ways can we encourage public participation in our meetings?

Board Member Positions

Board members play a crucial role in guiding strategic decisions, fostering accountability, and shaping the impact of Extension locally. By saying yes to Extension Board, you have agreed to show up and be a voice for your community.

Below is a story (albeit a bite silly) describing an Extension Board and the important roles everyone plays.

Once upon a time in a Nebraska town, the annual County Extension Board meeting was about to take place. The meeting room buzzed with excitement as the board **President**, a lively acrobat in their spare time, flipped through the agenda with astonishing agility. The **Vice-President**, a stand-up comedian, couldn't resist cracking jokes during the financial report, lightening the mood despite the sobering numbers. The **Treasurer**, a former magician, somehow managed to make budget discussions more enchanting than a disappearing rabbit act. The **Secretary**, a novelist by night, skillfully documented the meeting's proceedings with dramatic flair, transforming mundane minutes into gripping tales of bureaucratic intrigue.

During the meeting a **board member**, who is also a karaoke champion, suggested engaging the community with a musical flash mob to promote upcoming Extension events. Another **board member**, an avid gamer, proposed gamifying strategic planning sessions, turning SWOT analyses into epic quests. The **Lead Educator**, known for their impeccable matchmaking skills in the town, playfully hinted at the possibility of pairing up volunteers for dynamic duos in community projects. Another **staff member**, who is a part-time DJ, suggested using techno beats to liven up virtual workshops.

As the meeting wrapped up, the group decided to conclude with a dance-off to determine the official theme song for the County Extension Board. And so, in the eccentric world of this Nebraska town, the County Extension Board's annual meeting became a legendary event, blending professionalism with a touch of whimsy, leaving everyone eagerly anticipating the next chapter in their comically strategic journey.

Discussion Questions

- What stood out for you in the story about each of the board positions?
- How does this align with responsibilities of each position (see back)?
- What is something our board could improve upon?

Role of the Board

- Direct: Assist in charting the course which aligns with Nebraska Extension's mission.
- Oversee: Provide oversight over programs, performance, legal compliance, and finances.
- Protect: Ensures assets are not wasted, misused, or diverted.

Duties of Individual Board Member

- Attend all board and committee meetings and functions, such as special events.
- Be informed about the organization's mission, services, policies, and programs.
- Review agenda and supporting materials prior to board and committee meetings.
- Inform others about the organization. Advocate for the organization.
- Assist the board in carrying out its fiduciary responsibilities.

Duties of Officers

- President
 - Oversee board meetings.
 - Appoint all committee chairs and, with the Lead Educator, recommend who will serve on committees.
 - Assist Lead Educator in preparing board meeting agendas.
 - Act as an alternate spokesperson for the organization.
- Vice President
 - Attend all board meetings.
 - Carry out special assignments as requested by the President.
 - Understand the responsibilities of the President and be able to perform these duties in the chair's absence.
 - Participate as a vital part of the board leadership.
- Secretary
 - Attend all board meetings.
 - Ensure the safety and accuracy of all board records.
 - Take board meeting minutes or review minutes if that task is assigned to a staff member.
 - Assume responsibilities of the President in the absence of the board President and Vice President.
 - Ensure the notice of meetings of the board and/or of a committee are posted in advance of the meeting.
- Treasurer
 - Attend all board meetings.
 - Understand financial accounting for Extension.
 - Work with the Lead Educator to ensure that appropriate financial reports are made available to the board on a timely basis.
- All Officers & At-Large Members
 - Participate in hiring searches for Extension Staff.
 - Work with Lead Educator to recruit new board members.