

Draft of the Recommended Goals and Strategies for Improving the Financial Condition and Programming of the Minnesota FBM Program



October 15, 2010

**Todd Harmening, Facilitator
Minnesota State Colleges and University
Office of the Chancellor**

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MAAE FBM Instructor Representatives

Bill Januszewski,
Bob Rick
Tom Anderson
Greg Kalinoski
Zach Rada
Pauline Van Nurden
Kent Janssen

Ira Beckman
Keith Olander
Bob Roesler
Randy Zimmerman
Brad Burklund
Mark Wehe

Regional Deans of Management Education

Jim Molenaar
Eric Deters
Al Bruderie

Del Lecy
Ron Dvergsten

Office of the Chancellor Representatives

Richard M. Joerger

Todd Harmening

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Recommended Goals and Strategies for Improving the Financial Condition and Programming of the Minnesota FBM Program

Executive Summary

Stakeholder input is needed to inform program leaders to ensure the FBM program becomes more responsive and efficient in delivering current and new forms of business management education. Twenty-five representatives of various stakeholder groups along with FBM instructors and Regional Deans of Management Education provided initial input through activities of the Farm Business Management Education Program Task Force from December 2009 through April 2010. The Task Force members arrived at a list of prioritized recommendations (Appendix A). The initial recommendation which is attracting considerable attention by FBM faculty members, personnel in the Office of the Chancellor, and program stakeholders is recommendation which states, "... *Implement alternative program and course delivery methods...*"

Concern of the immediate and intermediate implications of the Task Force recommendations resulted in the creation of a small group of representative FBM instructors and the Regional Deans of Management Education of the Minnesota Association of Agricultural Educators. Conversations engaged in by the Task Force and workgroups, as well as the FBM instructors have highlighted the need for change in program finances and programming if the program is to be sustainable and strong in the future. Staying on the same course of financial operation and delivery is no longer an option.

The purpose of the group was to arrive at a consensus of preliminary goals and strategies to address FBM program finances and programming and delivery options. Realize this document is a report of a work in process. The committee believes it is time for sharing the current ideas with their FBM faculty for their consideration and feedback. The goals and strategies were developed after considerable sharing of program financial and program delivery information, followed by reflection and discussion.

In addition, the recommended goals and corresponding strategies created for review, comment, and editing by FBM faculty colleagues in the upcoming months are as follows:

Recommended Goal I:

- Increase the percentage of direct costs which are covered by tuition and other financial resources secured through the FBM program.

Strategies:

- Determine the target percentage(s) and corresponding implications for the program.
- Review current content of Article 12 of the Master Contract for FBM instructors.
- Secure external revenue sources, (e.g., foundation proceeds; grants; tuition surcharges and fees).

Recommended Goal II:

- Establish FBM programming options which provide (for) the business management education and training needs of producers.

Strategies:

- After completion of the initial award, extend offerings based upon producer needs.
- Explore the creation of a “blended” approach to academic and/or new offerings similar to CT/CE elements.

Recommended Goal III:

- To more efficiently deliver instruction relating to financial statements, reports, and business analyses.

Strategies:

- Institute efforts in instruction and program management practices to improve the efficiency and effectiveness of FBM instructors when teaching producers how to complete accurate business records and analyses.
- Engage CFFM personnel to enhance existing or create new software to address needed accounting options and transfer of data into analysis program(s).
- Explore use of digital delivery options (e.g., Web Ex; Adobe Connect, Dim Dim, hand helds).

Recommended Goal IV:

- Develop and secure new funding sources to sustain the statewide FBM program.

Strategies:

- Explore the establishment of a system level Management Education Foundation for individuals and companies to make tax deductible donations and receive a tax benefit.
- Identify external partners as sources of revenue to leverage economic development aspects of the program.
- Develop a special account for accumulating money from external contributors (e.g., individuals, organizations, and companies).

Recommended Goal V:

- Expand the public awareness of the FBM Program.

Strategies:

- FBM personnel participate in functions and activities that showcase the FBM program.
- Create a revised brand for FBM.
- Aggressively market the program.

The MAAE representatives also agreed upon the implementation of the following guidelines for FBM program management and delivery.

- FBM program consist of a 75+ member team vs. 75+ independent contractors.
- FBM team provide support for each other, particularly new instructors.
- Every FBM instructor will complete the KPI data to support data quality and common means of analysis.
- FBM instructors and RDMEs show new and existing faculty the importance and how to be at or above base contract.
- RDME ensure that FBM instructors document instructional student contact time offered and verified – A clear definition of student contact time is distributed to instructors and students.
- Student course and program assessment put into place, instructors receive professional development in how to implement, and on-going implementation monitored and documented.
- Establish clear expectations for and procedures for students to graduate from the program.
- Syllabi used and delivered up front.
- Instruction delivered according to the syllabi.
- Implications for financial aid.
- Enforce rule of no instruction prior to registration.
- Identify the student. Assure they are receiving instruction.
- Conduct benchmarking of the performance of the FBM instructors to ensure professional accountability.
- Registration options to include on-line choices.
- Exercise greater flexibility of offerings to meet needs of under-represented and under-served students.
- Optimize and possibly standardize tuition collection practices among all colleges.
- Student should not repeat their enrollment in the same courses.
- Policing our own by enforcing professional ethics as practicing and retired instructors and LCMEs.
- Provide needed training for instructors and deans.
- Professional development plans of faculty and RDMEs to be carefully developed and implemented.

Timeline

Date(s)	Activity
Oct 15	Conduct WebEx with FBM Committee to review recommendations and communication
Oct 20	Distribute recommended goals and strategies to all FBM instructors for review
Oct 27	*Review recommended goals and strategies with faculty of the Northwest and North East Regions
Nov 3	*Review recommended goals and strategies with West Central Region
Nov 16	*Review recommended goals and strategies with South East, South Central, and MnWest Regions
TBD	MAAE Committee Meeting to incorporate ideas
Jan 4	Review recommendations with the FBM Presidents prior Leadership Council Meetings
Jan 14-15	Planning/Roll Out Session at Ag Tech Conference
TBD	Discussion with FBM CAOs on suggested metrics and program directions

Note: *Faculty input provided to RDMEs, Committee representatives, and system director to draft information prior rollout in January.

Recommended Goals and Strategies for Improving the Financial Condition and Programming of the Minnesota FBM Program

Background

The Minnesota Farm Business Management Education program is a form of adult education that has historically featured individualized and tailored education. The program is designed to provide education to assist producers in meeting their business goals. Producers indicated in 2000 that their enrollment in the program contributed nearly \$5000 annually to their net farm income. Producers continue to re-enroll in the program when and where quality programs exist. While viewed to be a quality program by producers, agricultural lenders, and other stakeholders for decades, a need to revisit the structure, delivery modes, and programming exists due to several influences.

The current economic situation has provided increasingly difficult fiscal challenges to colleges interested in maintaining positions of retiring instructors, or adding new positions. The urgency of preparing for the future is being influenced by funding concerns within the system, resources needed for new and other opportunities within FBM, agriculture, food, and natural resources, and the impending departure and corresponding knowledge and experience of an outstanding group of faculty and regional deans of management education. The expertise of the retiring cadre of educators is especially vital for forging a bright future for a program that has maintained a strong heritage, perennial stakeholder support, and records of success.

Known to be innovative in meeting current and future education needs, the FBM program must increase student access and opportunities to participate in high-quality programming that increase the economic competitiveness of each producer, their community, region and the state. Carefully examining the FBM program, along with viewing new approaches, delivery methods, content, and student populations, changing and emerging trends point to new opportunities unrealized as recent as 10 years ago.

Like all programs in the Minnesota State Colleges and University system, stakeholder input is needed to inform program leaders to ensure that the program becomes even more responsive and efficient in delivering current and new forms of business management education to more Minnesota citizens. Finding new ways to do more with less than in the past can ensure a strong future for the program and the producers educated through the program. Sources of new ideas for positioning the program for a strong future need to come from external and internal stakeholders. Twenty-five representatives of various stakeholder groups along with FBM instructors and Regional Deans of Management Education provided initial input through activities of the Farm Business Management Education Program Task Force.

Activities of the Farm Business Management Education Task Force

A Minnesota Farm Business Management Education Program Task Force and corresponding work groups met intermittently from December 19, 2009 and April 9, 2010 with the goal of creating recommendations for strengthening the FBM program. Specifically, the stated purpose of the Task Force was “... *working in conjunction with corresponding work groups shall review opportunities and issues, and create recommendations related to the curricula and instruction and program delivery, database of producer business records, and resource and partner*

development efforts of the FBM program. ...” Supporting materials and details of the Task Force activities are available on <http://fbmtaskforce.project.mnscu.edu>

The Task Force members and workgroups met three or more times to arrive at a list of recommendations which were prioritized with input from Task Force members, Regional Deans of Management Education and Office of the Chancellor staff including the System Director for Agriculture and Business Program Coordination. The prioritized recommendations located in Appendix A were accepted by the Presidents of colleges offering the FBM program, Senior Vice-Chancellor Linda Baer, Associate Vice-Chancellor Michael Murphy, Regional Deans of Management Education and the System Director.

The initial and two related recommendations which follow have received considerable focus by the Office of the Chancellor, Regional Deans of Management Education, and they System Director. Support for the recommendations has resulted in placing the funding of the recommendations as a top philanthropic focus of the Office of the Chancellor. In addition, the OOC has also set aside some resources to assist in moving the recommendations forward. Implementing high quality alternative program and course delivery methods in the near future will quickly contribute to two important foci of the program: (1) improved FBM program finances, and (2) expanded FBM programming options.

Stakeholder input is needed to inform program leaders to ensure the FBM program becomes more responsive and efficient in delivering current and new forms of business management education. Twenty-five representatives of various stakeholder groups along with FBM instructors and Regional Deans of Management Education provided initial input through activities of the Farm Business Management Education Program Task Force from December 2009 through April 2010. The Task Force members arrived at a list of prioritized recommendations (Appendix A). The initial recommendation which is attracting considerable attention by FBM faculty members, personnel in the Office of the Chancellor, and program stakeholders is recommendation which states, “... *Implement alternative program and course delivery methods...*”

Concern of the immediate and intermediate implications of the Task Force recommendations resulted in the creation of a small committee of representative FBM instructors and the Regional Deans of Management Education of the Minnesota Association of Agricultural Educators. Conversations engaged in by the Task Force and workgroups, as well as the FBM instructors have highlighted the need for change in program finances and programming if the program is to be sustainable and strong in the future. Staying on the same course of financial operation and delivery is no longer an option.

The purpose of the committee was to arrive at a consensus of preliminary goals and strategies to address FBM program finances and programming and delivery options. Realize this document is a report of a work in process. The committee believes it is time for sharing the current ideas with their FBM faculty for their consideration and feedback. The goals and strategies were developed after considerable sharing of program financial and program delivery information, followed by reflection and substantial discussion.

The recommended goals and corresponding strategies created by the committee for review, comment, and editing by FBM faculty colleagues in the upcoming months are as follows:

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Strategies:

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Recommended Goal II:

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Strategies:

- After completion of the initial award, extend offerings based upon producer needs.
- Explore the creation of a “blended” approach to academic and/or new offerings similar to CT/CE elements.

Recommended Goal III:

- To more efficiently deliver instruction relating to financial statements, reports, and business analyses.

Strategies:

- Institute efforts in instruction and program management practices to improve the efficiency and effectiveness of FBM instructors when teaching producers how to complete accurate business records and analyses.
- Engage CFFM personnel to enhance existing or create new software to address needed accounting options and transfer of data into analysis program(s).
- Explore use of digital delivery options (e.g., Web Ex; Adobe Connect, Dim Dim, D2L, hand helds).

Recommended Goal IV:

- Develop and secure new funding sources to sustain the statewide FBM program.

Strategies:

- Explore the establishment of a system level Management Education Foundation for individuals and companies to make tax deductible donations and receive a tax benefit.
- Identify external partners as sources of revenue to leverage economic development aspects of the program.

Recommended Goal V:

- Expand the public awareness of the FBM Program.

Strategies:

- FBM personnel participate in functions and activities that showcase the FBM program.
- Create a revised brand for FBM.
- Aggressively market the program.

Next Steps

The MAAE committee was convened to develop initial goals and strategies that have apparent merit for: (1) improving FBM program finance and (2) offering sound pre-service and continuing education program options to students.

Realizing the challenges facing college administrators who are addressing financial and programming challenges, the MAAE committee discussed the importance of a timeline of activities that ensure the program actions are positioned well for those responsible for making necessary changes. A proposed schedule of activities follows:

Timeline

Date(s)	Activity
Oct 15	Conduct WebEx with FBM Committee to review recommendations and communication
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Jan 14-15	Planning/Roll Out Session at Ag Tech Conference
TBD	Discussion with FBM CAOs on suggested metrics and program directions

Note: *Faculty input provided to RDMEs, Committee representatives, and system director to draft information prior rollout in January.

Appendices

Appendix A - FBM Task Force Recommendations

Appendix B - FBM Program Management and Delivery Guidelines

Appendix C - Recommended Goals and Strategies

Appendix D - September 1-2, 2010 Meeting Agenda and Notes

Appendix E - September 28-29, 2010 Meeting Agenda

Appendix F - Review of FBM Committee Recommendations, Sept 28-29, 2010

Appendix A

FBM Task Force Recommendations

- I. Implement alternative program and course delivery methods.
 - Develop and execute stakeholder and learner analyses.
 - Develop an electronic data transfer process for one or more accounting programs to selected FINPACK programs.
- II. Conduct research of the FBM database for information that can be used to: (1) enhance curricula and instructional materials, and (2) identify other factors that contribute to producer success.
- III. Explore new approaches to partnering and programming that maximize the inputs (financial, educational, marketing, etc.) provided by partners from business, industry, and education.
 - Investigate the feasibility of generating revenue from individuals, organizations, and/or businesses with interest in gaining access to information from the FBM database.
 - Expand grant writing efforts with partners from within and outside of the Minnesota State Colleges and Universities system for the purpose of securing resources for educational programming, research, and development.
- IV. Work with key partners to leverage the economic development aspects of the program to secure additional resources.
- V. Establish a comprehensive marketing plan to support revenue generation and program development efforts.
 - Ensure that all program marketing efforts include information about the features and ways to gain access to information generated from the FBM Database.
 - Market the program to unserved and underserved populations.

Appendix B

FBM Program Management and Delivery Guidelines

Program Guidelines	Key Points and Considerations
FBM program consist of a 75 member team vs. 75 independent contractors	○ Faculty and RDMEs work as a statewide team.
FBM team provide support for each other, particularly new instructors	
Every FBM instructor will complete the KPI data to support data quality and common means of analysis	
FBM instructors and RDMEs show new and existing faculty the importance and how to be at or above base contract.	
RDME ensure that FBM instructors document instructional student contact time offered and verified – A clear definition of student contact time is distributed to instructors and students.	<ul style="list-style-type: none"> ○ Account for student contact time offered and who partakes - 4 hours / credit is required. ○ Promote cross faculty opportunities for educational contact hours
Student course and program assessment put into place, instructors receive professional development in how to implement, and on-going implementation monitored and documented	<ul style="list-style-type: none"> ○ Use DACUM Check List to assess concepts being taught ○ Assess learning and progression using course and program assessments ○ Initiate an assessment system the establishes status of student upon entering the program (this ensures placement in proper courses) ○ Develop a statewide system/format system for course and program assessment
Establish clear expectations for and procedures for students to graduate from the program	<ul style="list-style-type: none"> ○ Each FBM instructor, RDME, and college will annually identify students who are eligible to graduate. Students will be provided with hardcopy or internet access of instruction to complete forms. ○ Develop a plan for graduates to remain in the program
Syllabi used and delivered up front	<ul style="list-style-type: none"> ○ Create Electronic system to be emailed or printed for each enrollee ○ Discuss with each student to review syllabi goals and objectives ○ Create Program Outcomes to follow course syllabi using the DACUM check list - for first 6 years and certificate programs ○ Create a course Grading System
Instruction delivered according to the syllabi	○ Deliver the syllabi and use the DACUM check list
Implications for financial aid	<ul style="list-style-type: none"> ○ With a 90 credit based program this is not an issue ○ Inform students of timeline to apply for financial aid
Enforce rule of no Instruction prior to registration	<ul style="list-style-type: none"> ○ Instruction, other than recruitment, will not take place prior to registration ○ Each student needs to have some level of enrollment to qualify

	for instruction
Identify the student. Assure they are receiving instruction	<ul style="list-style-type: none"> ○ The person receiving the education should be the enrollee ○ You may enroll more than one person per farm ○ Team building / team learning is educationally sound
Conduct benchmarking of the performance of the FBM instructors to ensure professional accountability	<ul style="list-style-type: none"> ○ Develop a benchmarking system with credits, cost/credit etc. ○ Recommended to have college-wide and state-wide benchmark system
Registration options to include on-line choices	<ul style="list-style-type: none"> ○ College specific and will make their own decisions
Exercise greater flexibility of offerings to meet needs of under-represented and under-served students	<ul style="list-style-type: none"> ○ Currently available - need to encourage those who fit the niche markets ○ At what level of credits requires the completion of analysis?
Optimize and possibly standardize tuition collection practices among all colleges	<ul style="list-style-type: none"> ○ This is an individual college choice - but students should not receive instruction prior to registration / payment as the college policy states ○ Flexibility for paper registration ○ Enhance instruction on DARS with instructors ○ Exercise the FACTS payment system, credit cards or personal line of credit
Student should not repeat their enrollment in the same courses	<ul style="list-style-type: none"> ○ Use Current Events or Directed Study courses ○ Producer may best be served by other offerings outside of college courses (Continuing Education).
Policing our own by enforcing professional ethics	<ul style="list-style-type: none"> ○ We strongly discourage going "private" following retirement ○ A strong mentoring program will eliminate the majority of the 'going private' issues ○ Deans need to enforce professional ethics issues ○ Source additional funding for Transition program ○ Develop cost study to show financial benefits of student retention ○ Faculty Ethics - Administrator reviewal on a regular basis
Provide needed training for instructors and deans	<ul style="list-style-type: none"> ○ Source Funding for PEP ○ Develop a training program for recruitment of new students ○ Develop check list for the mentoring / transition program (Mentor & Mentee)
Professional development plans of faculty and RDMEs to be carefully developed and implemented.	<ul style="list-style-type: none"> ○ Pay closer attention to faculty professional development plans ○ Develop recruitment tricks of the trade

Appendix C

Recommended Goals and Strategies

Recommended Goal: Increase the percentage of direct costs which are covered by tuition and other financial resources secured through the FBM program.

Strategies	Key Points and Considerations
1. Determine the target and corresponding implications for the program.	<ul style="list-style-type: none"> ○ Need to make the changes over a period of time (maybe up to 4 years or more). For example: <ul style="list-style-type: none"> • 2.25 credits per day would be a maximum for the base (1.0 FTE) • 2.375 - 2.40 credits per day for Level 1 (1.0 FTE – 1.2 FTE) • 2.75 should be the maximum for extended days (1.2 FTE – 1.4 FTE). Note: Extended days: 2.375 at level 1 and 2.50 at level 2 would generate 62% of revenue to cover direct costs ○ Mix of existing academic program with an hour-based option once the base program is completed by a student ○ Implications for delivery to 4 credit student vs. 10 credit student... ○ Vary the expectation in the first three years for new instructors? (other funding sources to add support vs. reduced expectation?)
2. Review current content of Article 12 of the Master Contract for FBM instructors	<ul style="list-style-type: none"> ○ Steps to consider include, but not limited to: <ul style="list-style-type: none"> • Ratio modifications to ensure higher revenue • Review and consider illustrations from Ron D. (Fiscal model illustration, background statement) <ul style="list-style-type: none"> ▪ What was and what now is ▪ How the funding exists today ▪ Options with specific implications ○ Focus attention to the experiences and impact upon early career and 'experienced FBM instructors
3. Secure external revenue sources.	<ul style="list-style-type: none"> ○ Explore ways to increase revenue through foundation proceeds, grants, tuition surcharges and/or fees.

Recommended Goal: Establish FBM programming options which provide (for) the business management education and training needs of producers.

Strategy	Key Points and Considerations
After completion of the initial award, extend offerings based upon producer needs.	<ul style="list-style-type: none"> ○ Preservice education needs are addressed by the student completing diploma and Advanced Certificate, or completing 3 certificates (need to complete a pre-assessment upon enrollment)
Explore the creation of a “blended” approach to academic and/or new offerings similar to CT/CE elements.	<p><i>Note:</i> The blended approach consists of academic course model programming and options of Continuing Education and Customized Training for the student. These options are accomplished through traditional and unique assignments for the instructor.)</p> <ul style="list-style-type: none"> ○ Continuing Education needs of the blended program met through CE/CT programming <ul style="list-style-type: none"> ● The CE/CT cost recovery approach available for students who have completed up to 90 credits ● Need to develop market analysis/marketing/new prospects before moving long-timers out of the program ○ Unique assignment components may include, but not limited to: <ul style="list-style-type: none"> ● Course instruction ● Economic development activities ● Research ● Outside income contracts ● Grant contracts ● Continuing Education efforts ● Customized Training ● Teaching credit courses in local AFNR programs ● Instructors may use financial expertise for local communities and non profits ● Farm production management specialists

Recommended Goal: To more efficiently deliver instruction relating to financial statements, reports, and business analyses.

Strategy	Key Points and Considerations
Institute efforts in instruction and program management practices to improve the efficiency and effectiveness of FBM instructors when teaching producers how to complete accurate business records and analyses.	<ul style="list-style-type: none"> ○ Investigate and initiate pilot efforts to use carefully trained seasonal administrative technical assistant to assist instructors with annual closeout activities. ○ Provide in-service training of ideas that instructor can implement during the years to improve efficiency at closeout time. The ideas were generated by FBM instructors and CFFM team on April 19, 2010 upon direction of the FBM Task Force Recommendations.
Engage CFFM personnel to enhance existing or create new software to address needed accounting options and transfer of data into analysis program(s).	
Explore use of digital delivery options (e.g., Web Ex; Adobe Connect, Dim Dim, hand helds).	

Recommended Goal: Develop and secure new funding sources to sustain the statewide FBM program.

Strategy	Key Points and Considerations
1. Explore the establishment of a Management Education Foundation to which individuals and companies could make donations and receive a tax benefit.	<ul style="list-style-type: none"> ○ Develop a special account for accumulating money from external contributors (e.g., individuals, organizations, and companies). ○ FFA Star program – implications for targeting the same money for FBM? ○ Position to support efforts for FBM? ○ Impact of fundraising upon local college foundations? ○ Use of money? (i.e., support of overhead costs, workshops, support grant writer, bridge funds for instructor transition, dollars for operation, transition funding, special projects, research and development, etc) ○ Effect on perception of FBM instructor as a neutral party? ○ Concern over advertising expectations from donors

2. Identify external partners as sources of revenue to leverage economic development aspects of the program.

Purposefully approach the following:

- Legislative
 - Business and Industry
 - Grants
 - Angel funds
-

Recommended Goal: Expand the public awareness of the FBM Program.

Strategy	Key Points and Considerations
FBM personnel participate in functions and activities that showcase the FBM program.	○ Greater presence at shows or meetings (Experience at FarmFest is of marginal value)
Create a new brand for FBM.	○ Commodity organization partnerships? (i.e. research possibilities with database, educational program such as with the Wheat Growers and Northland))
Aggressively market the program.	○ Create a FBM day at the Capitol

Appendix D

MEETING NOTES FROM THE *MAAE FBM Program Design Meeting*



Source: Kotter, *Leading Change*

Ridgewater College, Hutchinson, MN

September 1- 2, 2010

FBM Program Design Meeting

Attendees:

MAAE FBM Instructor Representatives: Bill Januszewski, Ira Beckman, Bob Rick, Keith Olander, Tom Anderson, Bob Roesler, Greg Kalinoski, Randy Zimmerman, Zach Rada, Pauline Van Nurden, Brad Burklund, Mark Wehe, Kent Janssen

Regional Deans of Management Education: Eric Deters, Al Bruderie, Del Lecy, Ron Dvergsten, Jim Molenaar
Office of the Chancellor (OOC): Dick Joerger, Todd Harmening, Marsha Danielson (Representing Richard Tvedten, and the CT CE Business and Industry Outreach Council)

Objectives:

As a result of preparing for, attending, and or reflecting upon the meeting, participants will (have):

- 1) a common understanding of the need to design the FBM program so it is more financially efficient in delivering programming that is more educationally sound;
- 2) develop an awareness of the intent and implications of the FBM Task Force Recommendations;
- 3) develop a working relationship and commitment to contributing to programming which is fiscally sound and financially efficient;
- 4) increased their knowledge and awareness of key considerations when altering existing programming;
- 5) critique a sampling of expanded program options, and;
- 6) initiate development of expanded program options.

Agenda:

Time	Topic of Activity	Presenter/Facilitator
Wednesday, September 1, 2010		
1:00	The Contexts and Framework for Our Work Together	Dick Joerger, System Director Ron Dvergsten, Chair of the LCMEs Tom Anderson, MAAE Lead Representative Todd Harmening, Project Facilitator
1:30	Two Major Topics Which Must Be Addressed: ✓ Financial Realities of a Sound Program ✓ Program and Course Design, Delivery, and Learner Assessment Expectations that Meet College Requirements	Ron Dvergsten and Del Lecy Jim Molenaar, Al Bruderie, Eric Deters
3:00	What the FBM Instructors Said About the FBM Task Force Recommendation at the MAAE Conference	Todd Harmening Tom Anderson
3:30	Approaches to Enhancing Our Current and Adding New Program Options for the Future ✓ Options to Get us Going! ✓ Initial Reactions and Discussion	Todd Harmening RDMEs FBM Instructors
5:00	Dinner Break on Your Own	
7:00	Instructors' Discussion	Tom Anderson, Brad Burklund
8:30	Instructor and LCMEs Discussion	
Thursday, September 2, 2010		
8:00	Reflections from Day 1	Ron Dvergsten and Tom Anderson
9:30	Features of an Ideal Program	Eric Deters
11:00	Program Details and Options	FBM Instructors
12:00	Lunch -- Pizza	
1:00	Work Group Assignments and Memberships	FBM Instructors
1:45	Create Work Groups to Address Details	Dick Joerger, Ron Dvergsten Tom Anderson
3:00	Adjourn	

DISCUSSION QUESTIONS WITHIN KOTTER CHANGE FRAMEWORK

1. Urgency –

- What are the ***most prevalent forces for change in support of our common understanding*** among this group and among other FBM instructors? What additional work needs to be done to build that urgency?

2. Guiding team –

- What do ***you need to feel supported in advancing changes*** to FBM delivery? From the system, your individual institutions, this team, etc.

3. Vision –

- ***Among the areas for consideration, which provide a strong basis for a shared vision?***
Initial and/or further development of their understandings about the finances and metrics of a quality program signaled the need for a serious approach to positioning the program using new strategies to ensure strong financial stability and high quality defensible programming. The importance of tailored and individualized instruction is viewed to be central to delivering the education desired by the producers. Equally important among the instructors was the importance of addressing the educational wants and needs of the producers, instead of adhering to a generic curricula which left not time for addressing producer needs.
- ***What elements of the alternative models are particularly intriguing and should be a part of our vision for FBM program design and delivery?*** It seems the instructors and deans could see the advantage to the learner, instructors, and system in having additional options for instruction, outreach, and impact upon the AFNR industries, economic, and community development. Options 2 and three provided such options.
- ***What other elements of a potential shared vision come to mind?***
What if we try to define ourselves outside the academic model?
What are some options within FBM delivery that get us out of the MnSCU restrictions?
Need to accommodate farmers who are pursuing continuing education after they have completed credits for an award
Is our system adequate to meet the changing needs of producers?

4. Communication –

- ***When the time is right, what is/are the best way(s) to share elements of the shared vision with others within the FBM program?*** When presented the options, it seemed prudent at this time to provide common communications to other instructors which included the following statements: *We are addressing financial concerns of the program; We are addressing program concerns; another meeting set up for September 28-29 to continue efforts; a full proposal will shared in November / December, and; additional sharing at Ag Teach including new input.*
-
- ***With system and campus administration?*** Until there is greater clarity and consensus among the design team, it seemed unwarranted to schedule a vetting with the Presidents.

Likewise, though, since we are meeting on Sept 27-28, and update may be prudent at FBM Presidents' meeting on October 2010.

5. Enable action –

- What *support will our FBM instructors need to advance the elements* within the shared vision? The instructors are in need of additional financial data as well as implications of various scenarios. Likewise, they are in need of clarity of the academic and CT CE options presented and discussed at the Sept 1-2 meeting. The clarifications will be brought about in the small committee activities.
- Improve recruitment and mentoring for new faculty to support them in reaching sustainable FTE/FYE ratio that they can realistically achieve being new to the field
- Pool of candidates for faculty positions is not very deep
- Need to support faculty operating at the higher end of the band
- Need to enhance the pool and identify good candidates and then support them in getting acclimating to their new role

6. Short-term wins –

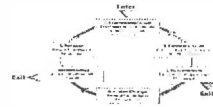
- **What are some things we can move today that might put FBM instructors at ease with this larger change initiative?**
 - They seemed convinced of the financial difficulties which will soon be upon the colleges and universities. Too, they realized that the LCMEs cannot get sound target and financial values of their respective college' regarding what financial metrics the FBM must meet to be safe from future cuts. At the same time, they iterated the key metrics of a quality academic program which all faculty must follow.
 - First of all regarding programming options, a straw vote indicating their initial choice for new program options was taken. (Each FBM instructor and Dean in attendance had two votes of the four models created by the RDMEs). It indicated they are most interested in a change that would allow them greater flexibility as is reflected in options 2 and 3 (see handout for the day).
 - Secondly, realizing that most regions now cover and average of about 51%, the discussion about financial efficiency and soundness resulted in instructor favor of moving a toward tuition (or other income sources) equaling 70% of direct costs within the FY 2012 and/or FY 2013 academic year.

7. Don't let up –

- How can we *sustain the urgency and attention in this change effort* particularly as instructors are trying to sustain their current efforts?

8. Make it stick –

- What *must we demonstrate in this change initiative for it to be fully embraced by FBM instructors?* What outcomes from early wins and from early adopters will help shift the direction of the program as a whole toward the new vision?



Draft Day 1 – Sept 1, 2010 Todd Harmening

Are we straying from the academic model any more than in the past? With dollars as the scarce resource it is a different type of scrutiny.

Reactions to the faculty ratios and associated financial figures

- 5.5% of faculty (or 4 or 5) are not meeting contract for FTE
- If the 14% of instructors at less than 1.0FTE are at .75 then it is hurting us in the model
- +/- 5% in faculty workload we let go as deans and allow that variance
- We get charged for use of classroom and office space that we do not use
- Why are health care costs going up by 10% on top of the approximately 10-15% of institutional finances
- Observed that the program might need to operate at 100% of our direct instructional costs in 5 years, perhaps sooner
- What if we can get to a 70% of direct expenses model that would show we have made significant changes to the program for presidents to see the viability of our program?

Discussion on program assessment and quality

- Need to move students along in the program toward graduation/completion; lots of students with 200+ credits but no award
- Assessment of students and programs
- Students repeating courses
- Delivery of a syllabus
- Have students where there is delivery of instruction prior to registration
- Course delivery vs student expectations
- Tuition collection
- Who is the student – guy running farm or wife running the books

Feedback on Option II

- Might be some game-playing with the 90 credits
- Should the operation be the enrollee rather than individual but need to have a student enrolled
- Could go to a customized training hour based approach
- What does the compensation model look like when I am generating CT contracts rather than credits? What does the credit equivalency model look like?
- What are the list of deliverables within such a model and what does the fee and compensation structure look like?
- Think about it more from the revenue side rather than just credits
- Might appear to be flexibility but then there may be too much that we need to get back to some common elements

- Intent is to give instructors flexibility

Feedback on Option IV

- Why wouldn't we just go in to business for ourselves
- What are the CT restrictions on faculty income and charges

Could we run some scenarios under each option as far as the financial model for credits and cost plus and for faculty load and compensation?

Draft Day 2 - Sept 2, 2010 Del Lecy

Reflections from Day 1

- What if we raise the credit limit? – This could put current instructors behind the 8-ball with the 14% group and the 1.0 instructors
- Are we looking at more part time as a result? Is that part of the model?
- By cleaning up the part time we would be more financially sound.
- QUESTION – Are we ready to add 20-40 credits to the base, can we accept that?
- We need quantifiable information (comprehensive data)
- We need a plan if the upward move, not just go do it – the instructors need to be supportive of the transition (Independent Development Plan)
- Our culture has been wrong – not as much recognition for top instructors (i.e. Ira, how many letters from the President or Dean complimenting you on selling 595 credits?)
- We need to look at underperforming instructors? (Challenges include the need to close the program and multiple instructor locations, and the need to document issues to handle on person) – How do get measured?
- What is the plan? (Turn over Deans every 4 years based on Riverland's record)
- We need a real plan that includes measurements for instructors
- What are the ramifications of just saying "The contract begins at 1.0 nothing less".
- What about the adjunct faculty option?
 - could be considered for a high school instructor in an area where there is a limited number farms in the region
 - This would not work if handled like other adjunct faculty, who come and go quite often
- Help us identify what will make a difference!
- Deans need to be trained on employee relations.
- Positive comments about yesterday's presentation about what the financial picture is – this was new information
- DICKS NOTES ON THE BOARD -
 - Base credit requirement considerations
 - Implications for change for existing and new instructors (40 credits?)
 - Information needed: "Comprehensive Data including expended changes due to retirement
 - Strategies for change in # of students -- what are the options for change?
 - Redirection?: Defined roles, activities, measures...
 - Identify the "Big" levers that most impact finances and program improvement
- PLAN FOR SHARING INFORMATION

- What and how much do we say about the meeting?
- We need to have a goal, whatever it is, something tangible.
- Should we be truthful, BUT VAGUE, with more info after the next meeting.
- DICK'S NOTES:
 - Communications
 - Addressing financial concerns
 - Addressing program concerns
 - Target date for this group to finish recommendations – NOV 15
 - Ag Tech would be the time to lay out the information to FBM instructors

Opening question – How would you build it from scratch for a Sustainable program for the future?

1. Tailored individualized education program; no vestiges of academic requirements
2. Some level of state support for selected periods of time in the program
3. What does it take for me to run my program? If I need any extra \$xx dollars, I will get it.
4. No boundaries on “interaction with producers” (finance, education, counseling, economic development, etc)
5. No income cap for instructors
6. Create our own college
7. Given credit for student services (financial aid, counseling, registration, admissions, collections (?), communications, secretarial)
8. Needs to be affordable to producers (% tuition increase compared to other business inputs , i.e. seed, parts, etc)
9. Expand market nationwide to include a broader array of producers, agribusiness, absentee landlords, Ag Lenders – enables specialization (What is our marketing program)
10. Stay with MnSCU? - There is a benefit to being a part of an entity where we pay for less than 50% of costs
11. Professional Development Plan by phase in your career (early career, mid-term, senior instructors)
12. Accountability measured for producer, instructors, LCME's
13. We need to be able to collect fees at times when the student sees value, and also the ability to pay throughout the year (i.e. autopay)
14. What about the Fiscal side –
 1. Currently, instructors monitor & manage their own program (i.e. waiting list of students)
 2. Future, manage their own program as a business
 3. Breakeven?
15. Program engaged in the political arena? (initiative within current situation)
16. Program access to “Initiative Funds”
17. Greater flexibility in fees
18. One on one contact must be a component of the program – other options should also be available
19. Courses, one on one discussion with current instructors, workshop at MAAE conference, or promotional efforts for prospecting instructors (Ag Econ?)
20. Credentialing?
21. Working Capital

General Comments

22. On-going report of economic impact of producers enrolled vs. non-enrollees (Report to legislature?)
23. Show calculated ROI's?
24. Iowa FFA is mandated to show the impact of their programs in their communities, and have been for 8-10 years
25. Legislative efforts require a systematic effort requiring a concerted effort, especially if the recommendations are in opposition to local Presidents or OOC intent.

26. Mentorship
 1. Assignment –joint new and experienced instructors
 2. Training
 3. Activities with Instructors
27. Question about access and training for WIDS curriculum
 1. Should all instructors have access to the WIDS software – It was suggested that not all need the development software
 2. Training is focused on the regional level
 3. IEP core? – Could it be based on the DACUM matrix?

Program / Course / Delivery

- Traditional (credit based) – Are we too flexible? Is it year or credit based? (Multiple employees per operation for large operations)
 - First 6 years limited to 1 course per term
 - Are we too flexible in the current model?
 - Customized course for each student
 - Follow-up with the next 3 years in the advanced program
 - In year 9 or 10, move to another model which allows you to adjust fees paid based on other factors (i.e. % of gross for large operations)
 - 4 year degree can test out? – recommended a “no”, you just can’t skip year one – sometimes these students are tougher.
 - QUESTION – Should the job include teaching them how to use FINPACK?
- After year 9-10, a single course that repeats in continuing education for all students
 - Same course number with an IEP, sold in a variable level of 1-10 credits
 - What about the academic rigor
- Concerns expressed over assessment when you may not cover the full course in a given year, even though the material will be covered over the years of the base program.
 - With students in crisis there may offer more opportunity for education along with the “service” that comes with the crisis.
- What if the option was offered for the regular program or a billable hour’s scenario to the new student? Instructors would opt to have the student in the regular program. This may be an option for the ones that refuse to sign up for the full program.
- This program serves to provide a legacy for the future
- Discussion around the comparison of what is done in FBM as it compares to CT

- What is the real difference?
- DICKS NOTES
 - You like the broad concept of credits
 - WIDS is great for the program, but not necessarily in the current course outline format
 - DACUM and the Competency matrix apply
- UNIQUE OPTIONS
 - IEP courses – 1 to 2 per year
 - Current Issues courses with understanding within the college that is competency based and on a per credit basis.
- Priority:
 - Phase 1 – Financial issue
 - Phase 2 – Programmatic
- We need to remember that some colleges do not have the ability to go beyond 9 years as there are no other certificates in the college for FBM

Financial Review

- Overview of varying ratios

1st draft of program delivery options

- Option I - Yes 6 ; Option II – 14; Option III – 16; Option IV – 0

Create Work Teams

- Program
 1. Student contact time offered and verified - Definition of student contact time
 2. Assessment
 3. Graduation
 4. Syllabi used and delivered to students upfront
 5. Instruction delivered according to the syllabi
 6. Implications for financial aid
 7. Definition & implications to CE/CT options
 8. Instruction prior to registration
 9. Who is the student and is that person receiving the education (large operations)
 10. Tuition collection
 11. Repeat courses
 12. Benchmarking ourselves as instructors - Professional Accountability
 13. Policing our own, professional ethics
 14. Registration options (on-line possibilities)
 15. “Training” for instructors and deans
 16. Professional Development
 17. Flexibility of offerings / working with under-represented students

- Finances
 1. Determine the target and corresponding implications for the program
 2. Identify sources of external partners as revenue sources (legislative, Business and Industry, Grants, Angel fund, etc)
 3. Public Image
 4. Create awareness among the group and instructors as a whole (i.e. webinars of information)
 5. Fiscal scenarios – Excel / PowerPoint / Via WebEx
 6. Education from RDMes
 7. Show peers importance and how to be at or above base
 8. How to strategically “package” instruction and continuing education (Opportunities for “Community Leadership Specialists” to support upcoming changes)
 9. Create program finance models/programs which reflect impact upon producers and instructors, system
 10. Impact of using seasonal employees to assist with administrative secretarial functions
 - 11.
- Marketing Plan ???

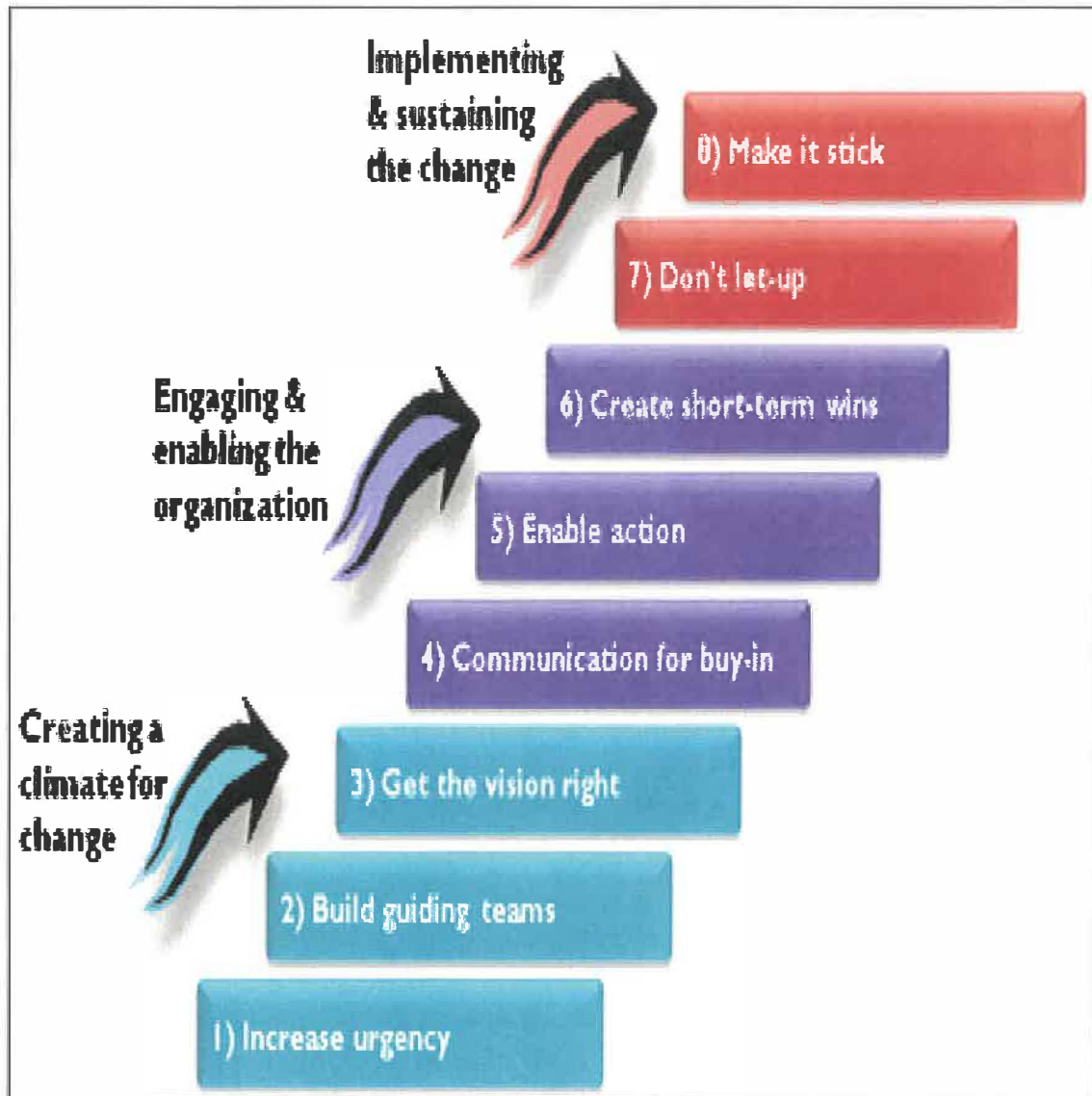
Where do we go from here? / Next Steps

- Work Groups
 - Finance
 - Ira, Del, Ron*, Mark, Greg*, Brad, Bob Ro., Keith, Pauline (*-Co-Chair)
 - Program
 - Randy, Bill, Tom*, Kent, Bob R., Zach, Eric, Al*, Jim
 - Need access to resources and information – Deans and CT administrators as needed
- Next meeting
 - September 28-29, St. Cloud
- To do –
 - Del will send the spreadsheet, PowerPoint, and today’s notes to all members
- Communications to other instructors:
 - We are addressing financial concerns of the program
 - We are addressing program concerns.
 - Another meeting set up for September 28-29 to continue efforts
 - Proposal will shared in November / December
 - Additional sharing at Ag Teach including new input

FBM Solution

Find solutions which are good for the producers, instructors, college and MnSCU system.

MAAE FBM Program Design Meeting II



Source: Kotter, *Leading Change*

Custom Training and Education Center
15th Street North.
(Parking Available Across Street in Health Partners Parking Lot.)
St. Cloud Technical College
September 28-29, 2010

FBM Program Design Meeting II

September 28-29, 2010

Attendees:

MAAE FBM Instructor Representatives

Bill Januszewski, Ira Beckman, Bob Rick, Keith Olander, Tom Anderson, Bob Roesler, Greg Kalinoski, Randy Zimmerman, Zach Rada, Pauline Van Nurden, Brad Burklund, Mark Wehe, Kent Janssen

Regional Deans of Management Education

Eric Deters, Al Bruderie, Del Lecy, Ron Dvergsten, Jim Molenaar

Office of the Chancellor (OOC)

Dick Joerger, Todd Harmening

Objectives:

As a result of preparing for, attending, and or reflecting upon the meeting, participants will (have):

- 7) Further develop a common understanding of the need to design the FBM program so it is more financially efficient in delivering programming that is more educationally sound;
- 8) Further develop an awareness of the intent, importance, and implications of the FBM Task Force Recommendations;
- 9) Expand their working relationships and commitment to contributing to sound programming for producers which is fiscally sound and financially efficient;
- 10) Increase their knowledge and awareness of key implications when altering existing programming;
- 11) Further critique a sampling of expanded program options;
- 12) Expand development of FBM program options, and;
- 13) Develop a document which includes statements, examples, and/or strategies of how changes in programming and program finances can help ensure a stronger program for the future.

Agenda:

Time	Topic of Activity	Presenter/Facilitator
Tuesday, September 28, 2010		
10:00	<i>Committee Meetings- The Charge is to:</i> (1) Prioritize tasks assigned to each committee; Level I- Agree to commit to "implement" &/or "enforce" Level II - Issues that must be brought to the entire committee-- Recommendations to come from the two sub-committees Level III - Most complex issues (may include committee conclusions and/or how to frame with the the FBM instructors. (2) Create initial committee positions on Level II and III tasks.	Committee Chairs and Members
1:00	<i>Review of Committee Reports and Discussion</i> Level I Tasks Addressed	Todd Harmening, Committee Chairs Committee Members
3:00	<i>Level II Tasks Addressed</i>	Todd Harmening, Committee Chairs Committee Members
5:15	<i>Dinner Break on Your Own</i>	

7:00	<i>Continued Level II Discussion – Initial Points of Consensus</i>	Committee Chairs and Members
Wednesday, September 29, 2010		
8:00	<i>Refinements and Consensus Building – Program Committee (Level II and Level III)</i>	Todd, Al and Tom
10:00	Break	
10:15	<i>Refinements and Consensus Building – Finance Committee (Level II and Level III)</i>	Todd, Ron, and Greg
12:00	Lunch – Chinese Restaurant	
1:15	<i>Document Development Approaches to Communicating with Instructors</i>	Committee
3:00	Adjourn	

Notes

DISCUSSION QUESTIONS WITHIN KOTTER CHANGE FRAMEWORK

9. Urgency –

- What are the *most prevalent forces for change in support of our common understanding* among this group and among other FBM instructors? What additional work needs to be done to build that urgency?

10. Guiding team –

- What do *you need to feel supported in advancing changes* to FBM delivery? From the system, your individual institutions, this team, etc.

11. Vision –

- Among the *areas for consideration, which provide a strong basis* for a shared vision?
- What *elements of the alternative models are particularly intriguing and should be a part of our vision for FBM program design and delivery?*
- What *other elements of a potential shared vision come to mind?*

12. Communication –

- When the time is right, what is/are the *best way(s) to share elements of the shared vision with others* within the FBM program? With system and campus administration?

13. Enable action –

- What *support will our FBM instructors need to advance the elements* within the shared vision?

14. Short-term wins –

- What are some things we can move today that might put FBM instructors at ease with this larger change initiative?

15. Don't let up –

- How can we *sustain the urgency and attention in this change effort* particularly as instructors are trying to sustain their current efforts?

16. Make it stick –

- What *must we demonstrate in this change initiative for it to be fully embraced by FBM instructors*? What outcomes from early wins and from early adopters will help shift the direction of the program as a whole toward the new vision?

Appendix F

Review of FBM Committee Recommendations, Sept 28-29, 2010

Review of FBM Committee Recommendations, Sept 28-29, 2010

Recommendation for Vision	Primary Concerns	Enable action	Short-term wins	Other notes
Level I Finance	Conceptually, the recommendations are palatable but the challenge may be in the details of implementation; need to articulate who will be responsible for moving forward tactically	Raise the understanding of what that KPI data is used for beyond just gathering data; Better standardization of the data.	Conduct market analysis early to identify opportunities for underserved or unreachable producers	
Level I Program	<p>Can the FBM program choose the approach for grading and not be affected by individual college approaches/autonomy</p> <p>Should we have non-compete clauses for departing instructors to Agri-business or other employers?</p> <p>Difficult to enforce some of the principles where producer may not be able to accommodate these principles</p> <p>Concern about how we frame continuing ed as far as cost to the student and how that will affect pay</p> <p>Concern over advertising expectations from donors</p>	<p>Better communication between student services and instructors on when actual enrollment occurs</p> <p>Need to support faculty in operating by these principles as areas of understanding with college administration and producers; How do we actually hold to these principles?</p>	Document these principles and distribute to instructors for feedback; what are the obstacles to these happening?	
Level II Finance Establish Mgmt Education Foundation	<p>FFA Star program – competition for the same monies</p> <p>Need to show mission, goals, and outcomes of the program to show potential funders</p>	Need staff to support foundation efforts – could be housed in system office	Use funds as bridge for mentor-mentee relationship so funders and instructors see value	

Recommendation for Vision	Primary Concerns	Enable action	Short-term wins	Other notes
Public relations and image (taskforce)	<p>Would this compete with local college fundraising and relationships?</p> <p>Clarify what the funds would be used for-funding back to colleges, overhead costs, bringing in expertise, etc.</p> <p>Consider as exploratory because there are obstacles that need consideration</p> <p>Some public relations activities have not been that productive-FarmFest</p>	<p>Partner with corn- and soybean-growers and livestock groups to endorse our program</p> <p>Opportunities to market as tied to interest in the database</p> <p>FBM day at the Capitol</p>		
<p>Level II Program</p> <p>What to do with students that are beyond 90 credits; do we need to move producers to an alternative model?</p> <p>Exploration of the figures to see how CEU approach</p>	<p>Slightly over 50% of our students are over 90 credits.</p> <p>Should it be more of a CEU structure</p> <p>CEU approach would have to be used with veteran producers who understand the options that would be available</p> <p>CT model 110 or 120 which needs to be an approved program; how would a hybrid be dealt with in this allocation framework; would only be possible under some accommodation in the allocation model</p> <p>What does the compensation model look like?</p>	<p>Need a marketing plan to provide support for instructors in moving in some producers to replace those that would be lost</p> <p>Need to consider options for added value to producer beyond repeating past services- i.e., instead of repeated business analysis move to strategic audit services</p> <p>Go to not a completely CT model to more of a hybrid in compensation and course cost structure</p>		<p>Repeating of courses is becoming more taboo</p> <p>Can run this up to about 200 elective credits</p> <p>Should the state be paying for continuing education</p> <p>Need a better marketing plan for getting new producers before moving long timers</p> <p>Cafeteria plan for producers to pick and choose their needs-as part of continuing ed?</p>

Recommendation for Vision	Primary Concerns	Enable action	Short-term wins	Other notes
	<p>Can we embrace some other program models that is of mutual benefit to producers-instructors-colleges/system-state? Do the continuing ed options provide a route for the future? Can we operate as a state program?</p> <p>Can we develop a product that is really about economic development beyond just cash flowing the program and maintaining producers?</p>			
<p>Level III Finance</p> <p>Determine the targets and implications for program</p>	<p>Should have phasing in of credits per day might be palatable for instructors</p> <p>Might be daunting for new instructors in their first 3 years;</p> <p>Can we do a statewide curriculum for some of the business analysis courses?</p>	<p>Perhaps have ramp-up grace period for new instructors as they build a producer base; need to have 250-300 credits to justify having the position.</p> <p>Will require changes to Article 12; can this get into the current negotiations? What does it mean for changing credit load?</p> <p>What assurances can be given as far as support for a hybrid approach between Fund 110 and 120; can we accommodate the curriculum requirement with some of the ongoing producer needs</p> <p>Show what is in it for instructors, producers, and the institution.</p> <p>Need to pilot and support a set of</p>	<p>Should some funding from other sources help make up for any 4th year gap? Commit to provide mentor or other support for new instructors.</p> <p>Evaluate the impact of piloting among a few instructors going to a 50% model</p>	<p>Make sure everyone has a chance to see the model and clear description of what assumptions are behind the figures</p> <p>What are producers willing to pay for some of the services that might be in a CEU model</p> <p>Play out multiple scenarios of what could occur to challenge the model if we go to half credits</p> <p>Needs to have a base of business analysis and coupled with a menu of options for instructor to draw upon in assessing the needs of the producer</p>

Recommendation for Vision	Primary Concerns	Enable action	Short-term wins	Other notes
		<p>instructors in going to a CEU model</p> <p>System/college accounting system needs to accommodate a hybrid approach; where does this get accounted in the cost center</p>		<p>What additional product will producers receive if we are to convince them of the value of a menu of options that cost more than in the past?</p> <p>Should expectations be different for entering instructors vs established instructors in moving toward a CEU model? Need to be mindful of this as we potentially open Article 12</p>
<p>Strategically package instruction with CE (opportunities for “community leadership specialists” to support upcoming changes)</p> <p>Seasonal employment</p>		<p>Need to produce additional revenue to support seasonal assistance</p>		
		<p>Need to take advantage of technologies to ease workload and expedite responsiveness to producers – improvements in FINPACK are needed to make it easier to import data for producers</p>		<p>Seasonal assistance only where need is demonstrated or useful</p>

Recommendation for Vision	Primary Concerns	Enable action	Short-term wins	Other notes
Level III Program	The taskforce and the presidents are asking us to think about what will be different? Where can we start to build on our collective strength as a actual statewide program?			
Definition for CE/CT Options Unique assignment – course instruction	<p>Difficult to sustain some specialists focus either due to grant or other funding running out</p> <p>Need a structure for how to do referrals and serve producers through a specialists model</p> <p>How to balance specialists portfolio with some of the finance services that are currently central to the FBM program</p> <p>What does this means for the support instructors receive from the deans to manage load, activities, contract and budget?</p> <p>Need to be careful of not going down the extension path which has not gone well</p> <p>Requires individuals who thrive on going out to get the business rather than a preset schedule of producer commitments; where is the incentive for this in the current model? Would this be part of any opening of Article 12?</p>	<p>How can the market analysis support some of these alternative delivery methods</p> <p>Encourage specialization in certain areas (i.e., hog production, transition planning,),</p> <p>Identification of resources from foundations or agri-business to support specialists</p> <p>How does the faculty contract support activities where instructors are getting additional commitments (example of state short term arrangements to manage a project or consult in specialist area)</p> <p>Need to frame as a more local effort and might not be an urgent need in the midst other more pressing issues</p>		Is there a need that needs to be filled in considering more specialist approach? Could this approach take us nationally?

