The History, Development and Future of the: \* Area Agriculture Instructor, \* Area Agriculture Coordinator, \* Regional Agriculture Program Manager and the \* Regional Dean of Management Education.

by James H. Molenaar August, 1995 The History, Development and Future of the Area Agriculture Instructor, Area Agriculture Coordinator, Regional Agriculture Program Manager and Regional Dean of Management Education.

A Research Paper Submitted to the Graduate School of the University of Minnesota

> by James H. Molenaar

In partial fulfillment of the requirements for the Degree of Masters of Education in Agriculture

August, 1995

#### TABLE OF CONTENTS

	age
. Introduction	.1
I. Farm Management Education	4
II. The Area Agriculture Instructor	.11
V. Development of the Position	16
V. Duties, Responsibilities and Job Description	37
VI. Future of the Position	60
VII. Summary, Recommendations, Conclusions	68
VIII. Bibliography	75
X. Epilogue	77

#### TABLES & CHARTS

Page

#### ACKNOWLEDGMENTS

I dedicate this paper to my father who passed away shortly after I began my career as a teacher of agriculture. He taught me through his actions, a desire for learning, agriculture and cooperation.

I also recognize Mr. Glen Christiansen, my high school agriculture instructor and FFA advisor. Glen demonstrated an enthusiasm for teaching and a genuine interest in me, that is undoubtedly a key factor in my choosing a career in agriculture education.

My sincere appreciation is expressed to the people who have assisted me in the development of this paper.

Thanks to Dr. Edgar Persons for encouraging me to pursue the history of the Area Agriculture Coordinator and for serving as my advisor.

Special appreciation goes to John Murray, State Manager of Management Programs; and my fellow Regional Deans of Management, Al Brudelie, Del Lecy, Dennis Jackson, Tom Risdal and Vic Richardson for encouragement and assistance in this project.

My thanks is expressed to John Thell who preceded me as Area Agriculture Coordinator at Willmar. He provided much of the insight and information that provided the depth that is only possible from one who has "been there".

It is appropriate to express an appreciation to Kay Haglund and the clerical/secretarial staff who have served this position at Willmar and the other regional management centers. From the beginning they have proved loyal, dedicated, innovative and professional. Without their past and present contributions the scope of agriculture education would be far different than what exists today.

Finally a very special thanks to my wife Laura, daughter Emily and son Matthew who provide my joy and inspiration. I hope that this work will inspire you to greater achievements in your educational pursuits.

James H. Molenaar August, 1995

#### **Chapter I**

#### **INTRODUCTION**

Minnesota agriculture is a leading industry both in terms of economic development and employment. The <u>Average of Averages</u> for the Minnesota Farm Management Education program (1994) credits the average farmer with an economic contribution to the local economy of over one-quarter of a million dollars annually. The Minnesota Agriculture Statistics (1994), credit Minnesota Farmers with over seven billion dollars of receipts from agriculture products annually. According to Elton R. Redalen, Commissioner, Minnesota Department of Agriculture (1994), "agriculture and its related industries account for about one-quarter of the total industry output of this state and about one-quarter of the employment." Agriculture provides us with a safe, healthy and economic source of food. The average family spends less than twelve percent of disposable income on food. (Minnesota Agriculture Statistics, 1994)

No individual, group or organization can lay claim to the success of Minnesota's farming industry. We have been blessed with great resources and the means to develop them. The Farm Management Education Program has played a critical role in educating the farmers of Minnesota to maximize those resources. The Agriculture Advisory Committee for Farm Management Education developed a policy review (1977), which stated "of all of the States in the union, Minnesota has been most careful to insure that an adequate education system existed for agriculture at the high school, post high school and adult levels." This commitment to adult education through the Farm Management Education Program has continued to the present. The legislature, state colleges and universities, farm management education instructors and most importantly Minnesota farmers, have developed and participated in an educational program that is both vital and unique.

#### **Background of the Position**

The position of Area Agriculture Coordinator was established by amendment to the State Plan for Vocational Education in 1960. A great deal of vision and planning had been required to bring about this unique leadership position in agriculture education. The Agriculture Coordinator was charged with conducting activities in agriculture education for the area that could not be accomplished by individual schools or instructors. He was asked to conduct the farm record analysis process, provide inservice to teachers, develop teaching materials, direct the Regional Future Farmer of America activities and organize and teach classes on an area wide basis.

The people who have served agriculture education in this position have been organized under four different titles. Initially they were called Area Agriculture Instructors. When the State Board of Education officially approved the position, the term Area Agriculture Coordinator was attached to the position. In 1991 the Area Agriculture Coordinator was renamed to become Regional Agriculture Program Manager. Most recently, the title Regional Dean of Management has described the position under the Minnesota State College and Universities Organization.

#### **Statement of Purpose**

Even though the job title has changed, the area organizational structure has continued to provide for the development of Minnesota's Agriculture Education programs. The purpose of this paper is to explain the historical development, recognize the changes that have occurred in development, and present a future look at this regional agriculture leadership position.

Charles M. Painter, one of the first Area Agriculture Coordinators wrote <u>The Cooperative</u> <u>Farm Management Program Through Two Decades of Development</u> (1970). This paper was initially written in 1963, revised in 1967 and reviewed by Painter in the early 1970's. To open his article he stated, "Many times programs fail to develop as rapidly as its authors would hope. The Minnesota Farm Management Education Program not only developed slowly, but developed in a manner quite different from the original plan. The times called for patience from those who refused to be patient. Finally, it was impatience that prevailed."

The regional leaders of Minnesota's Farm Management Education Program have proved impatient. The Area Agriculture Instructors recognized a need and worked to develop the analysis centers and areas. With the support of the State Department of Education, they sought and achieved official approval of the Area Agriculture Coordinator Position. They would continue to encourage and expand the number of Farm Management Education Programs. When faced with changing agricultural trends, program reductions and educational system changes, they rose to the occasion. Their impatience through leadership, encouragement and training would play a critical role in the development of the farm management education program.

#### Chapter II

#### THE FARM MANAGEMENT EDUCATION PROGRAM

In order to understand the position of the Agriculture Coordinator one must understand the development of Minnesota's Agriculture Education and the Farm Management Education Program. Farm Management Education is a program that has developed over a period of years with many contributing agencies and people. The foundation for this education program came from the farm record analysis service, existing agriculture education efforts and individual leaders who contributed in design and inspiration to this unique program.

#### Farm Record Analysis

According to Painter, (1970) Minnesota had been in the "forefront" of farm record analysis for research purposes as early as 1902. This work was done through the University of Minnesota Agriculture Economics Department. In the 1920's a change in philosophy occurred in the process allowing the farmer to receive a summary of their individual results. They were then encouraged to use the information to make management decisions for their own farm. In 1924, the first farm management service group was organized under the Cooperative Extension Service. The information provided by these groups was still primarily oriented towards research. Painter (1970) suggested that the agriculture teachers recognized the educational potential for this information. This research base would form a key component for the development of the Farm Management Education Program.

#### **Agriculture Education Programming**

The second development came from existing and developing agriculture education programs. In 1909 the Putman Act provided \$2500. to each of ten schools in Minnesota to begin

education programs in agriculture. The Smith Hughes Act of 1917 appropriated federal funding of \$3,000,000. annually for the development of agriculture education programs. The act stated "the purpose of the act is to provide education for present and prospective farmers." Under this funding and organization many people were trained in agriculture education programs through the school. Several schools began to develop organized classes for adult farmer instruction under the direction of the Smith Hughes Act. (Phipps, 1956)

In 1944 the National Future Farmers of America organization was incorporated. This organization would provide educational opportunities for agriculture youth. (Phipps, 1956) The FFA provided a foundation for leadership and skill development in agriculture. Students become accustomed to, and even enjoyed activities surrounding the agriculture education department at the school. This experience led many to continue their participation in the Farm Management Education Program when they pursued a career in farming.

#### War Adjustment Act and Veterans Agriculture Training

Accompanying the education expansion, was a vital and growing farming industry. Farmers began to demonstrate a genuine interest in improved agriculture practices through education. The War Adjustment Act of 1940 would provide a system to meet the training needs of agriculture. Classes titled "Veterans Agriculture" were offered as a part of the G.I. Bill. In his writing Painter cites "while our present program is the product of many contributing factors, none has had quite as much impact as the institutional on-the-farm training that followed World War II." The Vets Ag Program provided, from that time to the mid 1970's training to farmers which greatly assisted them in entering and finding career success in farming. The veterans agriculture training program was developed with a premise of being "learner centered" rather than "teacher centered." This meant that the instructor provided guidance for the student to learn from his own experiences rather than the teacher being the sole source of information. The use of farm recordkeeping and analysis information was critical in this teaching model. (Painter , 1970) The Veterans Agriculture program can be credited with providing a framework for the farm management education program, training and development of future farm management instructors and for helping to provide a farming opportunity for future Minnesota Farmers.

#### **Area Vocational Schools**

Another milestone in the farm management program was the development of Area Vocational Schools. The area schools were established to provide occupational training for Minnesotans. In 1945 the funding for the vocational schools was established by law and provided additional aid to local school districts to provide agriculture training. This was done under the guidelines of the State Board for Vocational Education in accordance with the State Plan for vocational education. Beginning in 1952 the funding was used to develop Farm Management Education Programs in the area schools. (Painter, 1970) Numerous secondary vocational agriculture programs were also developed under this legislation.

#### **Individuals Key to Program Development**

Intertwined throughout these early education efforts are numerous individuals who should be credited with assisting in the development of the Farm Management Education Program. There are a few who stand out by contributing both in philosophy and deeds.

#### Dr. A.M. Field

Dr. A.M. Field an early instructor of Agriculture Education at the University of Minnesota, was influential in the shaping of the Farm Management Program. Field emphasized that students learned best through their own activities. He encouraged instructors to stimulate group activity and have students develop the desire to learn for themselves. This philosophy was ingrained in the instructors who came under his tutelage and shaped the development of the Veterans Ag Program and later the development of Farm Management Program philosophy. (Painter 1970)

#### Milo J. Peterson

Dr. Milo J. Peterson, Department Head of Agricultural Education, University of Minnesota, developed Plan 143 which was designed to be a cooperative educational program for farmers based on the farm business and the needs of the farm family. This plan was developed in the summer of 1952 and titled the "Minnesota Cooperative Project in Adult Education in Agriculture." The concept of the program would be, according to Painter, (1970) "each farmer would keep a set of records which would be made available for research and comparison." Peterson received a grant from the Hill foundation to secure funding to develop this program. (MN State Curriculum Guide, 1991)

Under the plan the cooperating agencies would provide education to established farmers based on the following model. The teacher of agriculture was responsible for individual instruction on the farm and assistance in keeping the farm record and completing the analysis. The Agriculture Economics department provided the account book analysis, research and instruction to the teachers of agriculture. The Agriculture Extension Service was to provide the agriculture instructor with the materials needed for instruction. The State Department of Education was to assume responsibility for working with the local school administrators for offering the program and funding for the instruction.

#### T.R. Nodland

Representing the Agriculture Economics Department in Plan 143 was Dr. T.R. Nodland. Dr. Nodland was credited with organizing and conducting the analysis process. He provided direction for workshops, the development of instructional materials and general leadership related to the record closing and analysis organization. The first record book analysis under his direction was conducted in 1953 for six counties in the West-Central Area. In 1954 and the following years the record closing and analysis process was centered around the leadership of the Ag Economics Department under the direction of T.R. Nodlund (Analysis Reports 1951- 1964). Dr. Nodland was officially asked to become a permanent member of the Ag Coordinator Group which had been meeting regularly for planning purposes. (Coordinator Minutes) Ralph Smith

Ralph Smith assumed the responsibility for the analysis of record books from West Central Minnesota in 1953 and would continue in that responsibility until 1964 when the analysis center was moved to Willmar to be combined with the Area Coordinator position. Smith was a former World War II naval officer who was continuing his graduate studies in agriculture education for a masters degree. He was appointed to the West Central Experiment Station at Morris where he eventually became the director. Smith initiated the idea that record book analysis could be done on a local basis. His direction would lay the groundwork for the development of the regional analysis centers under the Area Technical Schools. His detailed instructions and methods became the model for conducting farm record book analysis at each of the regional analysis centers. Smith continued to provide leadership and direction as the cooperative farm management program developed. He continued to host the annual planning meeting of the agriculture coordinators at his Lake Rachel cabin until 1984 and provided much council and support for this program. In many ways his contributions would closely match those of the early Area Agriculture Instructors even though he was an employee of a different organization. (Painter, 1970)

#### G.R. Cochrane

The State Supervisor of Agriculture Education, G.R. Cochrane, played a critical role in the development of Plan 143. As early as November 1956, he was involved in selecting the boundaries for the farm business analysis areas and locations for the analysis centers. He was to be instrumental in the writing and approval of the language in the State Statutes to officially recognize the position of the Area Agriculture Coordinator. Later he provided the insight for developing the job descriptions and working methods which allowed the ag coordinator position to fully develop. (Coordinator Minutes)

#### Lauren Granger

Plan 143 also called for a "Project Coordinator" who was to spend time in the communities and at the University of Minnesota and would be called upon to organize the project. Financial support of this position was suggested in this plan. Lauren Granger accepted the position in April of 1953. Granger, a former Veteran's Agriculture instructor, had been granted a graduate assistantship at the University of Minnesota in Agriculture Education. Granger took on an ambitious project of communicating with agriculture instructors, county

agents, University of Minnesota staff, the Vocational Division of the State Department of Education and various agriculture related business organizations to promote and develop the Farm Management Education Program. (Painter, 1970) It is clearly shown that the efforts of Lauren Granger provided the base of the development and expansion of this educational program. (Painter, 1970)) recognized this when he wrote, "Probably no one deserves more credit for the final success of the program than Lauren Granger."

#### S.K. Wick

Individuals who shaped Minnesota's Area Vocational Schools would prove to be another important cog in the Farm Management program. S.K. Wick, assistant Director of Vocational Education, understood the need for agriculture education for the State's farmers. He was concerned that the development of the vocational schools (later to become technical schools) "gave little consideration to the needs of Minnesota's leading occupation, agriculture, or to agricultural related occupations." Frank Kalin, Mankato Area Vocational School Director; Erling Johnson, Mankato Superintendent of Schools; and Floyd Lueben, Austin Area Vocational School Director; along with Wick, held a meeting in 1954 to determine a direction for the Farm Management Program. Out of that meeting came a recommendation to hold future steering meetings in other locations around the State. (Painter, 1970)

#### Chapter III

#### THE AREA AGRICULTURE INSTRUCTOR

The first of these planning meetings was held in the Spring of 1955. S.K. Wick, G.R. Cochran, Milo J. Peterson, Lauren Granger, Frank Kalin, and Floyd Lueben were among those in attendance. The accomplishments of this meeting include establishing area analysis centers at Austin, Mankato and Thief River Falls. Agriculture instructors Charles Painter, Del Hodgkins and Stan Nelson were appointed to act as the area agriculture instructors to conduct the analysis at each site respectively. The year 1956 included the addition of analysis centers at Duluth, Winona and St. Cloud under the leadership of Leo Keskinen, Harry Pierce and Ed O'Connell. Ralph Smith continued to provide direction for the analysis process at the West Central Experiment Station at Morris. With these changes, seven regional analysis centers had been developed in Minnesota. (Painter , 1970)

#### **Initial Position Structure**

Painter (1970), indicates that the early analysis centers and instructors were members of the area schools under the direction of the local school district. They were accountable to the high school principal and superintendent for supervision. Their job responsibilities included at least part time instruction to farm management, veterans agriculture or in some cases high school agriculture students.

Early in 1959 it became apparent that the analysis centers would need more than part time direction if the cooperative farm management program was to fully develop. Some of the Area Instructors commented that local agriculture teachers questioned their authority and considered their presence an intrusion. (Coordinator Minutes) Another concern was the work

load faced by the Area Instructor. According to Painter (1970), "the adult instructor could not carry 40 to 50 families in his own program and still provide services to the schools in his area."

Correspondence from Leo Keskinen to Charlie Painter (October, 1959) relayed his thoughts for changing the Area Instructor position to full time. Keskinen wrote " I'm very interested in the proposal that we get on a 100% basis. This is the only way that I can ever get released from teaching classes during the day and to get out doing the job on Farm Management that I should be doing." He also referenced key concerns by expressing that the position should remain under the control of the area school and director, authority should be given to work with school district superintendents and principals, mileage expenses and salary should all be reimbursed at 100%, and the preference to have the job title reference farm management in some manner. He did recognize however that the job would have a better chance of approval if the title would represent agriculture in general.

#### **Proposal for Full-time position**

Area Instructors Gordon Ferguson and Charles Painter developed guidelines which outlined the criteria for their present positions as area instructors and how those positions might develop into a full time position. These notes are included with the historical minutes of the Area Instructors and were undoubtedly part of the discussion that led to the expansion of the position. A summarized copy of these thoughts are recorded under the title of "Suggestions and Ideas for a Full Time Area Farm Management Consultant Job." (Coordinator Minutes)

In November of 1959 Edward J. O'Connell, Area Instructor at St. Cloud, submitted a proposal for formal consideration on behalf of the Area Agriculture Instructors to G. R. Cochran, State Supervisor of Agriculture Education. O'Connell organized that proposal into a six page document including an introduction, possible job functions, a job definition and the qualifications to hold the position of full-time Agriculture Instructor for an Area Vocational School.

#### **Area Coordinator Position is Approved**

There is no recorded response from G. R. Cochran to this proposal. However, the next recorded minutes of the organization record that the official position of Area School Vocational Agriculture Program Coordinator had been approved by the State Board for Vocational Education on May 10 of 1960. A copy of the amendment to the State Plan for Vocational Education, Agriculture Section recorded the complete amendment to the state plan with the following language...

"1.6 Area School Vocational Agriculture Program Coordinators

1.61 Duties: Area vocational technical schools may employ vocational agriculture program coordinators. His primary duty shall be to work with schools in the geographical area designated by the State Supervisor. He shall develop and coordinate such vocational agriculture education activities in the area that cannot be accomplished by individual schools. He shall conduct studies, develop and make available teaching materials and aids, conduct in-service training for vocational agriculture teachers and organize or teach classes in specialized fields on an area-wide basis. he shall make such reports as required by the state supervisor.

1.62 Professional Preparation

He shall meet the requirements of a teacher of vocational agriculture as specified in the State Plan for Vocational Education.. 1.63 Experience

He shall have three years of successful experience as a teacher of vocational agriculture." The Amendment to the State Plan also described the funding mechanism for the Area Agriculture Coordinator in the following manner. The plan indicated that 100 percent of the coordinators expenses would be reimbursed to the area school for time spent in Coordinating Agriculture Education Activities.

The State Plan Amendment outlined the job qualifications for the Agriculture Coordinator. To qualify as an Area Coordinator the person would need to meet the educational requirements for agriculture instructors of the present time and have experience in the occupations of farming, teaching and administration. In addition the coordinator needed to exhibit exceptional traits of personality and leadership as required by the position.

#### **Addition of FFA Responsibility**

Shortly after the approval of the position an additional job responsibility was discussed. The Future Farmers of America Board of Student Officers and the Board of Directors of the Minnesota Association of FFA, asked the Ag Coordinators to serve as the Regional FFA Representative in each area. Duties of this position included the certification of FFA contest teams and general support and leadership of Future Farmer of America activities in the area. (G. R. Cochrane, June 1960)

In September a meeting of the Area Agriculture Coordinators was held to discuss the FFA Coordinator responsibility. The Coordinators agreed to perform the duties if the position could be shared with the former regional FFA representative for the first year. With approval of this language the proposal to assume the FFA Coordinator duties was accepted by the Area Agriculture Coordinators. (Coordinator Minutes)

With these actions the position of Area Agriculture Coordinator was created. Many changes in structure and duties occured in the coming years to meet the needs of agriculture education in Minnesota.

#### **Chapter IV**

#### **DEVELOPMENT OF THE POSITION**

The position of Area Agriculture Coordinator had been initiated based on the expressed needs and desires of individuals and groups in the agriculture education field. One of the primary needs of the farm management education program was for coordination of the farm record analysis process.

#### **Coordination of the Farm Record Analysis Process**

The foreword for the Morris Area Annual Report (1960) explained that the record summary conducted by the Area Coordinator was for two purposes. "(1) To give assistance to the instructors in the mechanics of keeping farm records and (2) to aid in the analysis of the farm business through the use of records as a basis for vocational guidance."

The first responsibility of the Coordinator in the analysis process was to give direction to the local Farm Management teachers. The Coordinator provided training and inservice to the Farm Management instructors to prepare for working with the farm participants.

For the farmer, being included in the record closing and area summary project was on a voluntary basis. The agriculture teachers and area schools also were allowed to choose their level of participation. Each farmer would pay an annual fee to share in the cost of the summary process. The balance of the expenses were paid by the University of Minnesota.

Records kept included inventories, receipts and expenses for the farm. In addition production records such as yields, feed consumed, as well as family living were recorded. Many different ownership arrangements were represented including operator only to full partnerships.

Throughout the process, one analysis procedure was needed to provide for accurate information. The Area Coordinator did just that, coordinate the process.

Once the record keeping procedure had been completed by the farmer, the record books were collected for the summary process. In most cases the books were delivered to the analysis center where support staff completed the tabulation of numbers from the record to the close-out data forms. The bulk of this work was completed by support staff who were hired and trained by the Area Coordinator. In the early years of the analysis process the data forms were summarized by T.R. Nodland and his staff. Later, with Ralph Smith's instructions, the Area Coordinator began to compute the area reports at the analysis center. (Analysis Reports 1951-1964 & Coordinator Minutes)

The analysis process continued to grow and develop as both the farmer and the education system recognized the benefits and educational value of the records summary process. The ability to compare ones own business to "benchmarks" provided a valuable source of business information. The Area Coordinator was responsible to develop instructional materials and provide educational programs to explain the meaning of the report to the local teachers and farm groups within the area (MN Curriculum Guide, 1991 & Area Analysis Reports).

#### Growth and Change in the Analysis System

In 1964 the farm analysis process underwent the first of several changes designed to improve the system. Edgar Persons was secured as a staff member at the University of Minnesota Agriculture Education Department with the responsibility of providing programming and development of the Farm Management Education Program. This appointment was a catalyst

for the development of the Farm Management Education Program and the Analysis Process. (MN Curriculum Guide, 1991)

Persons pioneered the use of electronic analysis processing in 1965. A historic meeting of Farm Management instructors, University of Minnesota staff and the Agriculture Records Cooperative (provided the analysis service) met for a one-week work session at the Paul Bunyan Motel in St. Paul. The 45 people in attendance were in effect "locked up" for one week to develop documentation to be used in the electronic processing of farm analysis information. The group during it's lockup developed a unified approach to crop and livestock enterprise analysis which remains the model for today's analysis program. Area Agriculture Coordinators were pressed into service as group leaders to communicate the activities of each group. This successful development meeting has been affectionately known as "Paul Bunyan I." (Coordinator Minutes)

The development of this feature would provide a new format and allow for the inclusion of additional information in 1967. (MN Curriculum Guide, 1991 & Area Coordinator Minutes) By this time, the number of farms participating in the records analysis system had grown to over 1000. The computerization of the process would assist in timeliness and accuracy by replacing the cumbersome manual calculations of the area averages reports. The move to the electronic processing was not without challenges and required a good amount of testing, training and effort on the part of the Area Coordinators. (Coordinator Minutes)

#### **Coordination of the Analysis Curriculum**

In 1970 a complete curriculum was developed with sequential instruction in farm management (Palan, 1970). The instructional model included individual, small group and

classroom instruction. The content of the curriculum directly related to using the farm records analysis process and the farms own records for learning. The Area Coordinators provided training and assisted the local teachers in implementing the curriculum. (MN Curriculum Guide, 1991 & Coordinator Minutes).

In 1976 the Farm Management Analysis Program required new documentation through a switch from the Agriculture Records Cooperative to Specialized Data Systems. Countless hours of Area Agriculture Coordinator time was committed to documentation and testing of the analysis programming. New allocation methods along with expanded livestock and crop enterprises were a part of this effort. (Coordinator minutes)

In 1986, 40 farm management instructors and coordinators would reenact the working conference of "Paul Bunyan I." Meeting at the Sunwwod Inn, the attendees expanded the financial information and modified formats to more closely match those used by the credit industry. A revamp of the system provided that all overhead costs would be allocated to a specific enterprise. This documentation would increase both the scope and accuracy of the analysis system. The Area Agriculture Coordinators again provided considerable leadership, testing and training as a result of "Paul Bunyan II." (PB II, 1988)

Action taken by the 1985 Minnesota State Legislature recognized the value of the farm business management program and the economic difficulties facing farmers. Each Farm Business Management program was provided with computer hardware and FINPAK software, a computerized planning and analysis software package. The software provided a useful tool in the financial planning activity in the farm management education program. (MN Curriculum Guide, 1991)

#### **Coordination of the Personal Computer and Analysis**

Instructor experience with the personal computer led to further changes in analysis process. New analysis software allowed instructors and farmers to complete the record closing at the farm rather than the analysis center. The information could be processed in a more timely fashion and allow for greater management control of the process by the farmer. The Area Coordinator was provided training of instructors to obtain accurate results. This would be critical as more individuals became involved in the analysis process. (Coordinator Minutes)

The most recent challenges in the record closing process involve providing for an accurate data base. Initially the program offered the farm account book and a manual closing of the farm record for summary in the Area Analysis Center by as few as three people. The number of record book and computer record systems presently used are numerous. Manual calculation has been replaced by computer processing provided on the farm or local farm management office. Changing agriculture practices have demanded reports that provide more detailed and specific management information. The advent of the FINPAK system has provided a second choice in analysis systems. (Coordinator Minutes)

#### **Coordination of Veterans Ag and Analysis**

These activities and events led to the development of the present farm business analysis system. However, one should not overlook the contribution of a key program in the development of the analysis system. As described earlier the War Adjustment Act of 1940 (following World War II) provided the beginning of this program. Veterans were provided with monthly payments while they participated in monthly agriculture training classes. One of the key program

requirements was for each veteran to complete a record book and farm business analysis. The end of the Korean War provided new programs and additional numbers of students.

The implementation of the 1966 Vietnam Era Veterans Readjustment Act PL 92-540 rendered Minnesota Vets Ag training program participants eligible for benefits under the G.I. Bill.

In 1972 the State Department of Education with the financial and leadership support of Minnesota Farmers Union, secured the firm of Whiting and Associates to study the need for Veterans Agriculture Training in Minnesota. Whiting determined that only 1104 of the 12,055 eligible enrollees were participating in the training program. The bill stated a need for at least 2,000 veterans who were on waiting lists to enter programs around the state.

As a result of the Whiting research, the Minnesota Legislature approved a bill to expand the veterans ag program to provide opportunities for Minnesota Vets. This developed an expanded need for additional Veterans Ag Training Programs and Instructors. By the mid 1970's with the waning of the Vietnam war, as many as 1660 veterans participated in the program.

The Veterans Agriculture Training program must be credited with a key role in the expansion of the farm management education program. First the additional record closing numbers provided for the development of the farm management analysis system. A majority of the Vets Ag programs and instructors would eventually transition to become farm management education program sould get a foothold in farming and advance their career in agriculture as a result of the

training. These individuals would form a strong base for our rural communities both economically and through their leadership. (Whiting and Associates, 1973)

#### **Coordination a Key to Analysis System Development**

The Area Coordinator has been a key in the development of the Vets Ag Program, area analysis reports and the related farm management curriculum. Uniformity in training and implementation of the program provided for the growth and acceptance of the system by Minnesota's Farmers and Agri-business leaders.

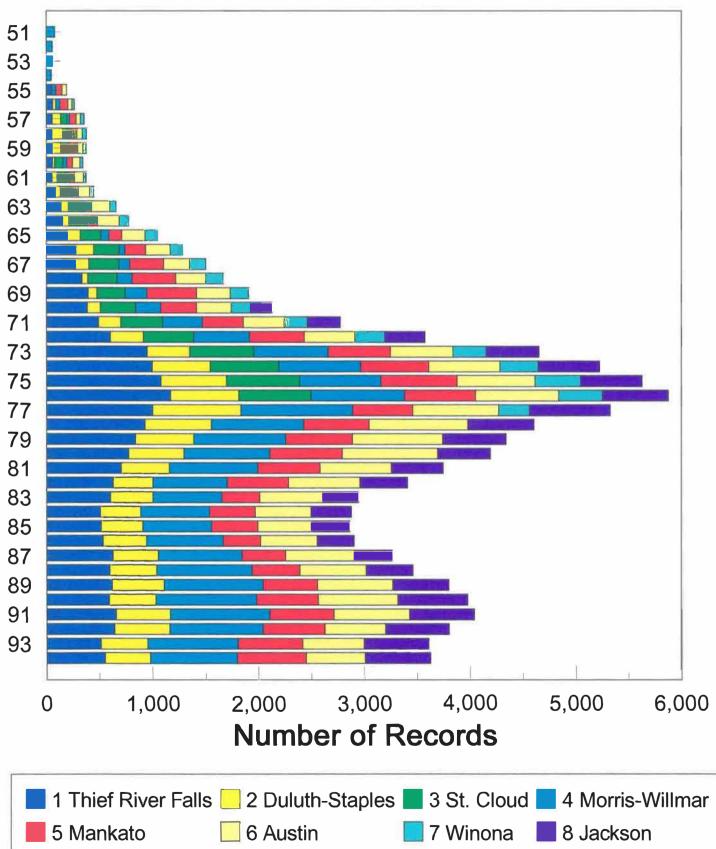
Since historical enrollment records are not available, the record closing data gives the most clear picture that we have available of the scope of the farm managment program. However not all enrollees copleted a farm record closing. The program rules require that 80% of the elibible enrollees complete a farm analysis. An eligible enrollee is a person who has participated on a full time basis for more than one year. A first year enrollee would not be eligible since a year of accurace records are needed before an analysis can be completed. With this information in mind one might conclude that actual enrollment might have been as much as 20% higher than the record closing numbers in the table.

The following graph and chart demonstrate the scope of the record closing process. Each column numerically records the number of records analyzed by analysis center in the time period from 1951 to 1994.

From an initial record closing of 79 farms in 1951, the number of farm analysis completion's has grown phenomenally. The number of records analyzed reached a peak in the 1970's though the participation in the Veterans Agriculture Program and the steady growth of the Farm Management Education Program. These numbers reduced with the decreased need for Veterans training. The action of the 1985 Minnesota Legislature provided for the use of the personal computer in farm record analysis. This tool along with the economic difficulties facing farmers provided for a resurgence in analysis numbers in the 1980's. In 1994, 3623 individual reports were closed through the area coordinators.

One initial analysis center in 1951 developed into eight. System changes would later require that the number of analysis centers be reduced to six. Through these centers over 100,000 records have been collected, monitored and summarized. (Area Reports 1951 to 1994)

## Records Closed by Area, 1952-1994 Year



# Number of Records Closed by Area 1951-94

_	Thief River Falls	<b>Duluth-Staples</b>	St. Cloud	Morris-Willma	r Mankato	Austin	Winona	Jackson
51				79				
52				56				
53				60				
54				46				
55	50			39	59	44		
56	60	28		39	76	39	23	
57	54	82	57	25	64	39	36	
58	52	101	50	32	58	46	43	
59	55	79	70	16	77	50	31	
60	57	21	77	38	54	70	27	1
61	54	47	80	35	52	81	28	
62	85	45	70	43	64	102	41	1
63	137	70	102	54	66	170	60	
64	151	60	137	40	99	202	90	
65	196	123	195	73	122	223	118	1
66	279	165	240	54	197	230		
67	276	123	282	105	319	247	151	
68	333	55	276	142	414	284	166	
69	392	81	265	206	472	317	175	
70	385	123	331	237	339	329	182	202
71	490	210	393	378	386	387	219	311
72	600	312	476	525	518	482	280	382
73	947	402	603	704	589	590	315	500
73 74	995	548	646	704	644	674	362	580
_			7		720	738	429	
75	1,078	619	688	770				582
76	1,167	644	681	885	671	787		625
77	1,000	830		1,058	567	813		765
78	927	625		872	619	934		624
79	835	550		869	632	850		601
80	770	525		810	685	900		500
81	700	455		835	588	675		490
82	625	375		700	580	675		450
83	600	400		650	357	600		337
84	505	380		650	429	530		380
85	512	391	-	650	438	509		360
86	529	410		725	351	535		350
87	622	429		788	414	650		356
88	592	442		900	453	625		443
89	615	491		931	517	711		530
90	586	441		950	585	750		662
91	652	510		938	608	715		614
92	636	522		880	587	573		600
93	510	439		853	611	580	ĺ	610
94	546	429		820	651	557		620
Total	19,655	12,582	5,719	20,334		18,313	-	12,474

#### Area Analysis Centers and Boundaries

The need for area analysis centers and personnel to accomplish that task led to the development of the Area Agriculture Instructor position. As the system for closing farm record books and computing area analysis reports developed, the area boundaries were changed to meet the needs of the system.

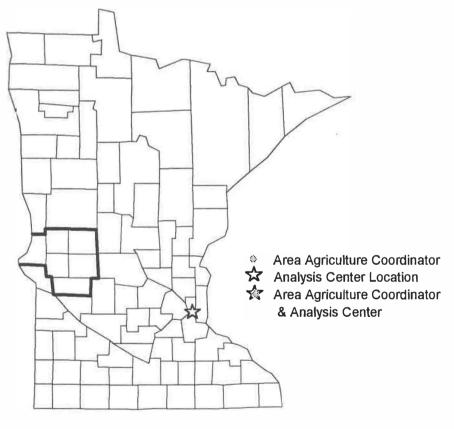
One center was initially established at Morris. Additional sites were added to reach a total of eight analysis centers. The analysis centers were developed or discontinued based upon the present requirements for the area analysis and the goals of the State Department of Education.

Additional locations for agriculture coordinators were initiated at Willmar and Staples in 1961 to provide for needs in agriculture mechanics and Young Farmer Programming. Jackson was added as a third specialized coordinator location (no analysis center) in 1964. These positions would later develop into analysis centers with the closing of the Duluth, St. Cloud and Winona locations.

In order to gain perspective on the changes in boundaries, area coordinator and analysis center locations a series of maps has been included. A short narrative description has been included at the top of each map. The information for these charts was taken from the area analysis reports dated 1951 to 1994 and information included in the area coordinator minutes.

Farm analysis computations prior to the 1950's, had been done for research purposes by the Department of Agriculture Economics and the Veterans Agriculture Program. Beginning in 1951 and 52 the first analysis reports were computed under the Cooperative Farm Management Education Program. The report was compiled from six counties in the West-Central Area and was organized by T.R. Nodlund of the Department of Agriculture Economics, St. Paul.

### ORGANIZATIONAL MAP OF AREA AGRICULTURE COORDINATORS AND FARM ANALYSIS 1951-52



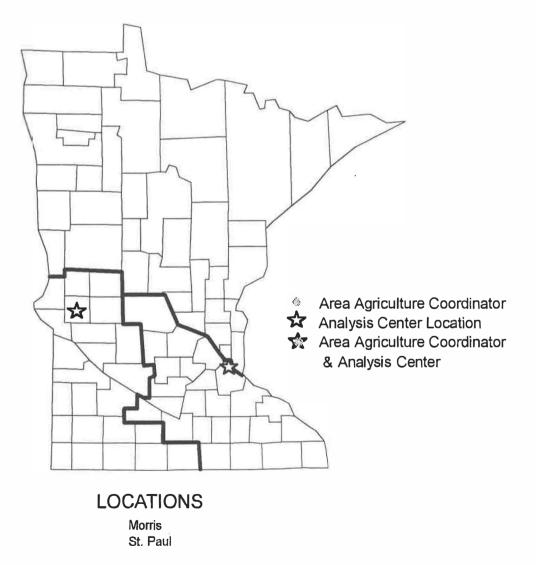
#### LOCATIONS

St. Paul (Veterans Department)

\*Farm Analysis prior to 1951 was done as a part of the Veterans Agriculture Program. In 1951 the Adult Farm Management Education Program Record Closing and Analysis Program began. (Record closings and analysis computations prior to 1953 were done by the Veterans Department, University of Minnesota Agriculture Economics Department and the State Department Agriculture Education Staff.

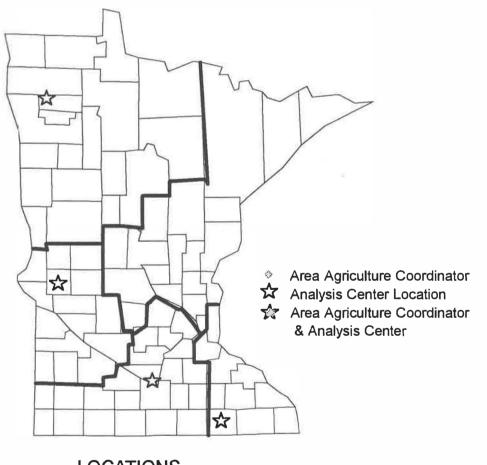
In 1953 and 54 the service areas had changed to include an analysis center at Morris under Ralph Smith. Smith would direct the analysis for the western counties. The South-East area continued to have the record closings and area reports completed in St. Paul by Dr. T.R. Nodland.

### ORGANIZATIONAL MAP OF AREA AGRICULTURE COORDINATORS AND FARM ANALYSIS 1953 -54



Three new Analysis centers were added in 1955 at Austin, Mankato and Thief River Falls. This positions were established based on a meeting of agriculture and education officials concerned with the development of the farm management education program in the Area Technical Schools.

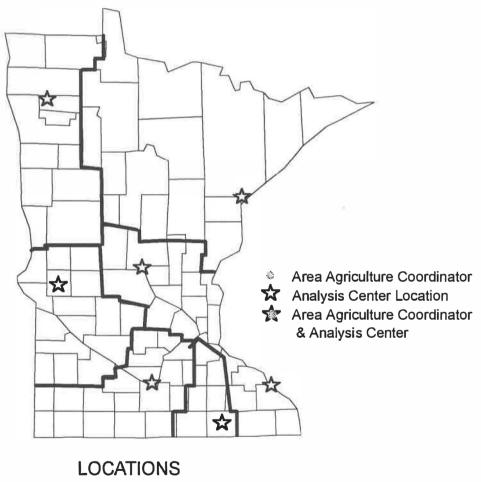




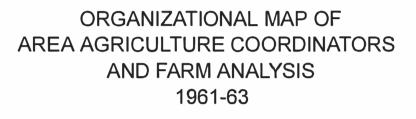
LOCATIONS

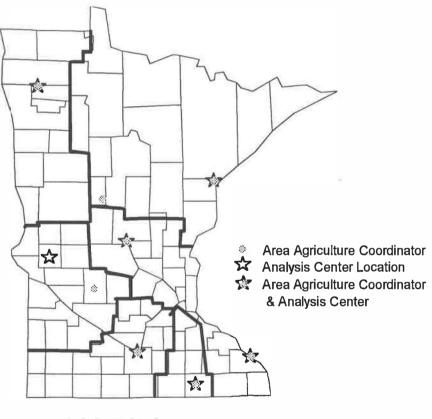
Austin Mankato Morris Thief River Falls In 1956 additional analysis centers were opened in Duluth, St. Cloud and Winona area Technical Schools. The addition of these centers required considerable reorganization of the area boundaries.

### ORGANIZATIONAL MAP OF AREA AGRICULTURE COORDINATORS AND FARM ANALYSIS 1956-60



Austin Duluth Mankato Morris St. Cloud Thief River Falls Winona The map for 1961 to 1963 demonstrates that the area instructors have officially become Area Agriculture Coordinators. The West-Central Experiment station remained an analysis center. Staples and Willmar added Area Coordinators who had responsibilities for agriculture mechanic and Young Farmer Programming.

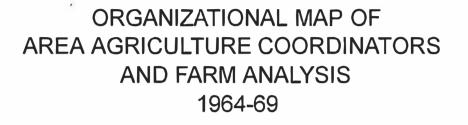


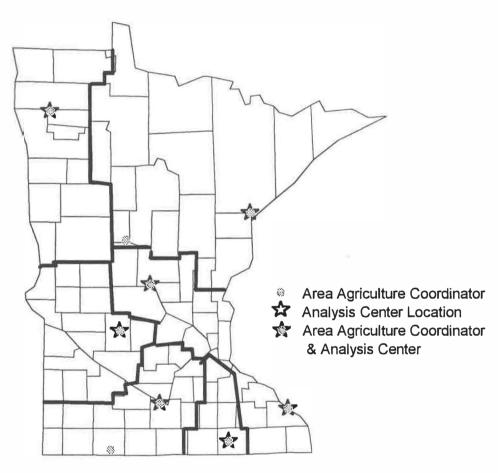


#### LOCATIONS

Austin Winona Morris Thief River Falls Duluth Mankato St. Cloud Willmar Staples The analysis center in Morris was transferred to Willmar in 1964. An Area Coordinator

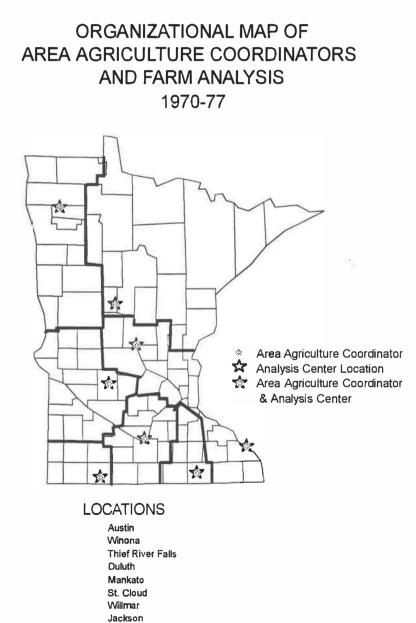
site was established for Jackson at this time.





#### LOCATIONS

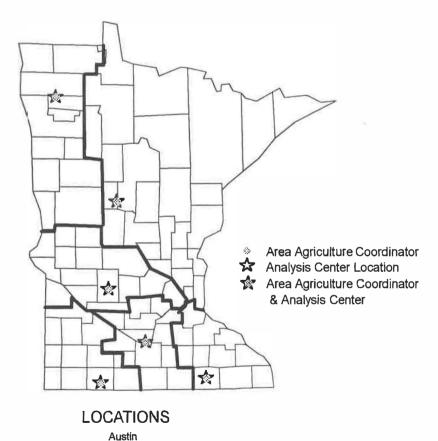
Austin Winona Willmar Thief River Falls Duluth Mankato St. Cloud Staples Jackson Changes in State leadership and funding patterns for the Area Coordinator led to the closing of the coordinator-analysis center at Duluth in 1970. This position was transferred to Staples which became the analysis center. A dismissal of staff was not required since the Duluth Coordinator (Rodger Palmer) had recently assumed a position as a graduate student at the University of Minnesota leaving the position open.



Staples

The St. Cloud and Winona analysis centers-coordinators were discontinued in 1977. As a part of this reorganization the St. Cloud area was divided between the Willmar and Staples Area. The Austin and Winona Areas were combined. Jackson and Mankato boundaries were also redrawn to include larger areas. The St. Cloud (Ed'OConnell) and Austin (Charles Painter) Area Agriculture Coordinators retired. Winona Coordinator (Don Walker) transferred to the Austin center. The boundaries have remained relatively stable to the present time.

### ORGANIZATIONAL MAP OF AREA AGRICULTURE COORDINATORS AND FARM ANALYSIS 1977-95



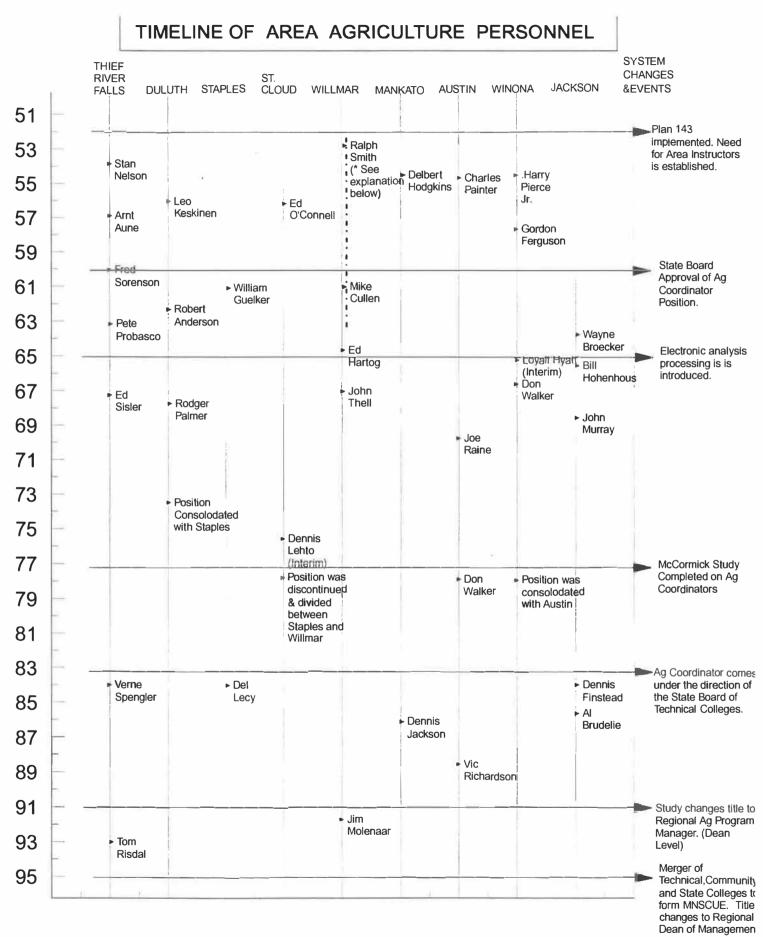
Thief River Falls Mankato Willmar Jackson Staples

#### **Agriculture Coordinator and Personnel**

The previous maps of the analysis centers and ag coordinator areas demonstrate the significant changes that have occurred in program structure since inception. No less significant however are the people who have served in the positions of the area agriculture instructor, coordinator, manager and dean. No less than thirty three people have served in ten regional locations since 1951. While many issues and concerns were faced by the area agriculture coordinators, a few system changes and events have clearly made their mark on the position. Those changes include:

- 1. The implementation of the Plan 143 in 1952.
- 2. State board approval of the Area Agriculture Coordinator position.
- 3. Initiation of electronic analysis processing in 1965.
- 4. The McCormick study of 1977 revised the job duties and responsibilities.
- 5. Formation of the State Board of Technical Colleges, replacing the State Board of Education as the system administrative unit.
- 6. Change in title of the position from Coordinator to Regional Ag Program Manager.
- System administrative change with the formation of the Minnesota State Technical Colleges and Universities Systems and adoption of the new title Regional Dean of Management Programs.

Rather than explain the various personnel moves and names of those who have served, a timeline for each site has been developed. Each vertical line represents a location, with the names of the people who have served, intersecting that line. Six horizontal lines with an arrow point ending on the right side of the page identify key system changes and events.



\* Ralph Smith operated the Analysis Center at Morris as a part of the University of Miinnesota from 1952 to 1964 when the Analysis Center was relocated at Willmar. Since Ralph was an employee of the West Central Experiment Station rather than the Area School he is not considered an Area Coordinator.

#### Chapter V

#### **DUTIES, RESPONSIBILITIES AND JOB DESCRIPTION**

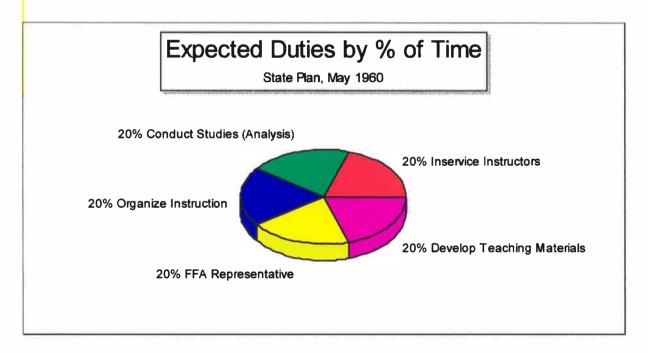
The initial correspondence and policy statements helped establish the position of agriculture coordinator as a part of agriculture education programs in Minnesota. After the initial organization period the ag coordinators began to perform the tasks that were given to them as a part of the job description. The position developed slowly as the coordinators balanced the needs of the program with the desires and requirements of the system that they worked under.

The early area instructors (soon to be coordinators) realized that they needed a leadership structure to allow the position to fully develop. On May 23 and 24 of 1959, an initial planning meeting was held with the first official business to elect Painter and Ferguson as chairman and secretary respectively. The minutes of the coordinator meetings has provided one of the best sources of historical information regarding this position. (Coordinator Minutes)

Discussion at this initial meeting included who should be included as members of the group. It was agreed to include Dr. Truman Nodland from Agriculture Economics, Dr. Milo Peterson from Agriculture Education Department, G. R. Cochrane Supervisor from the State Department and William Knaack the assistant Supervisor of Agriculture Education from the State Department of Education. F.G. Kalin was nominated as a possible representative of the area technical school organization. While the names and titles of the people involved in these meetings have changed, the representation at these meetings has come from primarily the same organizations. The work accomplished as a result of these organizational meetings, has been the driving force behind the formation of the position.

#### **Initial Job Description**

The development of the job description, duties and functions for the position has remained a primary task at the meetings of the agriculture coordinators. The initial job description and duties were outlined as a part of the amendment to the State Plan in May, 1960. However the initial duties were general in nature and gave no specifics for the amount of time that should be spent in each area. The State Plan indicates that roughly equal amounts of time should be spent in each of the five duty areas. Those areas were outlined under the headings of to conduct studies, inservice instructors, develop teaching materials, serve as FFA representative and to organize instruction.

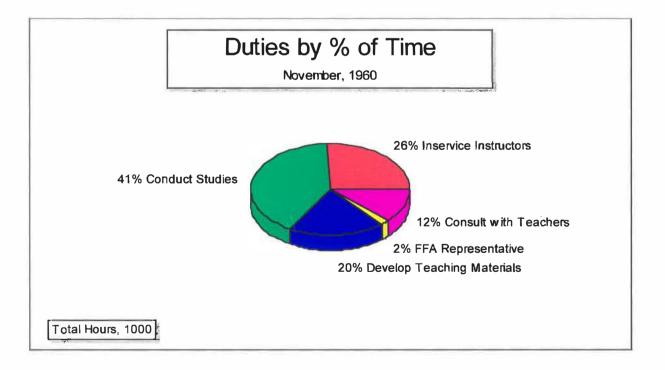


#### **Specifics Outlined**

By October, 1960 more specific duties and a method for reporting those activities to the State Department were discussed by G.R. Cochrane. The meeting agenda outlined how to

complete the reporting forms outlining job performance, reimbursement policy for expenses, the establishment of training workshops for adult farm management instructors and the area coordinators responsibilities in FFA Contests. The Area Coordinator was expected to complete 1000 hours of time in agriculture coordinating activities, in order to receive 100 percent reimbursement from the state. Discussion also centered on the need for the program to "educate" rather than provide service in adult farm management education to meet the basic requirements of the Smith-Hughes Act. (Coordinator Minutes)

Cochrane distributed the first of the monthly activity reports forms IV-C-71 to be completed by the Coordinator and returned to the State Office. In November, 1960 the first of these reports were duly recorded and amounts of time by percentage were recorded. The comparison of duties by time indicated that 41 percent of the time was devoted to studies (analysis work), 26 percent of the time was being spent on inservice activities, 20 percent on the



development of teaching materials with a limited amount of time with the FFA and consultation with instructors.

The minutes also point out that the Area Agriculture Coordinator Position involved no supervision of instructors. This responsibility remained in the hands of the local superintendent and principal. The area coordinators were instructed by G.R. Cochrane to comment on job performance only when the instructor had performed in a manner that might serve as a good example to other area instructors. (Coordinator Minutes)

The Staples, Willmar and Jackson Area Coordinators were charged with different expectations. They were expected to assist instructors with the record book closings and to assist in the analysis for certain schools. However, their main responsibilities were not related to the analysis process.

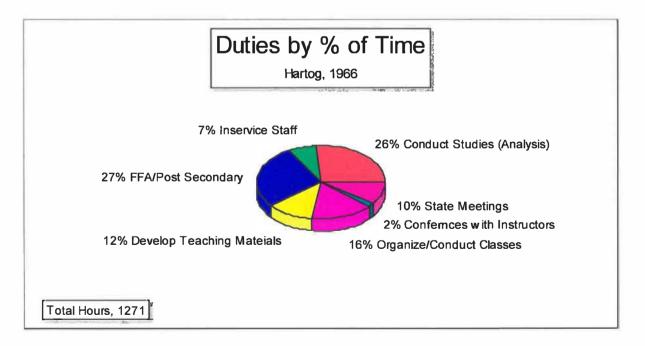
Mike Cullen at Willmar was charged with the responsibility of developing the "Young Farmer Program". This program was designed to help young farmers who may have not yet established their own operation and were not eligible to participate in the cooperative farm management program. Bill Guelker of Staples was designated to provide Agriculture Mechanics Instruction and was charged with developing instruction and teaching materials related to that area. Jackson was added as coordinator site in 1964 and was charged with completing general agriculture occupation responsibilities. In each of these cases the coordinator was expected to provide these functions for the entire state, not just his geographical area. (Coordinator Minutes)

Aside from the analysis, it was understood that the other duties of the position were similar to the other area coordinators. Through changes in the analysis centers and consolidation of positions, the sites at Willmar, Staples and Jackson became analysis centers in 1964, 1974 and 1970, respectively.

#### FORM IV-C-71

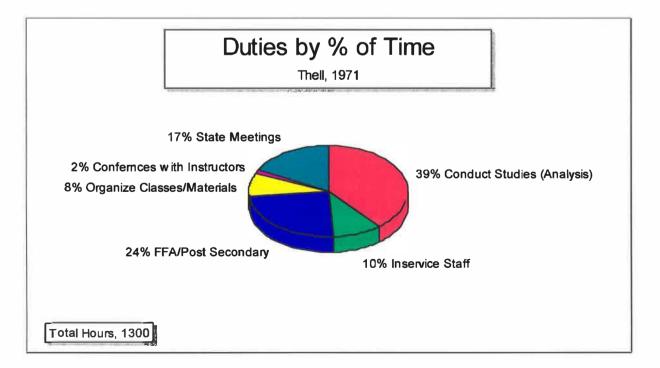
The IV-C-71 monthly report forms are complete and part of the historical files of coordinator activity at Willmar. This information will be presented to provide insight to the amount of time and allocation of time for this position. Willmar has been used as the representative site since the historical records are considered very complete and accurate. One should also note that differences in reporting method could impact the comparison of time allocated to job duties. For example: One coordinator might report the inservicing of teachers as analysis work while another would consider the time as inservice.

In 1966 Edward J. Hartog (coordinator at Willmar) recorded his job performance on the form IV-C-7. Hartog spent 1271 hours on agriculture coordinator activities in that year. A comparison to 1960 reports indicate that Hartog spent a greater percentage of time in the



development of the Post-Secondary Agriculture Education Programs and work with the FFA Student Organization. He was spending less time developing teaching materials, inservice and analysis activities. He also contributed 10 percent of his time to a new category which included participation in State and area meetings. (IV-C-7, 1966)

By 1971 Hartog had been replaced by John Thell, who contributed in excess of 1300 hours to the position. Thell reported a higher percentage of time in the area of conducting studies 30 percent, compared to 26 percent by Hartog. The coordinator minutes explain the difference in time between Hartog and Thell. Hartog had been charged with the development of the post-secondary agriculture programs at the Willmar Technical College. He was also being provided with direction and assistance in the analysis process by Ralph Smith and Dr. Nodland. By 1971, the Post-Secondary Agriculture Program was well underway and Thell had assumed full responsibility for the analysis reports. The adoption of electronic analysis processing actually increased the amount of time in the analysis area as the coordinators tested and



implemented the system. Thell spent a smaller percent of time in organizing classes, and developing teaching materials. (IV-C-71, 1971)

#### **Challenges to the Position**

In the period from 1951 to the early 1970's, the ag coordinator position operated in an expansion and development phase. However, proposed changes from the State Department of Education and Veterans Administration would impact the agriculture education program offering and the Area Coordinator position. Funding reductions, reorganization of job duties, reduction in the number of coordinators would be among the challenges faced.

In 1973 Robert Madsen, Director of Operations of the Division of Vocational Technical Education met with the Area Agriculture Coordinators to report that the funding mechanism had changed based on legislative action. His comments to the Area Coordinators were as follows "The Legislature insists on accountability. We are trying to provide credibility with the legislators. Management of the area schools is different now than when the area coordinators were set up. A whole new delivery system is in place. The part the Area Ag Coordinators play in the system must be addressed."

As a part of his recommended action, Madsen suggested that State funding for the Area Agriculture Coordinator salary and travel be reduced to fifty percent. The remainder of the expenses would need to be funded out of the post-secondary budget through the local Area Technical College. A second proposal from the State Department of Education suggested that the Ag Coordinators assume duties as special needs counselors to cover twenty five percent of their expenses. Their duties in this area would involve instruction to post-high students in

remedial reading, support services for regular programs and recruiting of special need students into the post-secondary programs. (Coordinator minutes)

This proposal if implemented would have been devastating to the Farm Management Education Program and the Area Agriculture Coordinator Position. The affected Directors of the Area Vocational Technical Schools and Area Coordinators met with Bob Madsen to discuss the implications of this funding mechanism. On October 24, 1973 this group met to give testimony regarding their support for the position. The directors and coordinators were very clear in their case. The Area Agriculture Coordinator Position was critical to the success of all agriculture education programs. The position needed to remain flexible and be funded on an area basis so that the Area Ag Coordinator could continue to provide services to all schools. After each individual had stated their case (including Madsen) the meeting was adjourned. (Coordinator Minutes)

The meeting had the impact of preserving the program, if not every position. The initial results and action by Madsen would be the discontinuation of the Area Coordinator position and analysis center at Duluth.

Two separate challenges arose related to the operation of the Veterans Agriculture Training Program and the funding of the Farm Management Education Program. While these issues were not a direct challenge to the coordinator position, they impacted the scope of the program by affecting the number of programs and students involved.

#### Whiting Associates and the Minnesota Farmers Union

The Ag Coordinators were instrumental in working with support groups to preserve these education programs. F.B. Daniel of the Minnesota Farmers Union was contacted for assistance

with these concerns. The Farmers Union contracted with Whiting and Associates to study the scope of the Veteran Farm Cooperative Training Program Project. The results of this study suggested that additional state funding and programs were needed to provide training to Minnesota Farmers. (Whiting and Associates, 1973) As a direct result of the efforts of the Farmers Union, a Bill for an Act , (Senate File 1699, April 23, 1973) was passed providing significant funding for veteran farmer cooperative training programs, under the Veterans Readjustment benefits act of 1966. This effort would provide for a major expansion of the veterans ag training program that occurred in the 1970's.

A second study by Whiting and associates was conducted under the direction of the Minnesota Farmers Union determining the need for "education for farmers." This review paper was completed on July 18, 1975. The findings of Whiting suggested that considerable respect was exhibited by Minnesota Farmers to the adult and veteran farm management program. The report suggested that "policy and economic commitments be made by State and National Leadership, both legislative and administrative, to fulfill the needs." Whiting also implied the importance of the Area Agriculture Coordinator in the agriculture education system. He suggested that the current funding proposal for the coordinator position had a negative impact on agriculture education programs. (Whiting and Associates, 1975)

#### **Adult Agriculture Advisory Council**

The Minnesota Adult Agriculture Advisory Committee also conducted two independent studies regarding the Farm Management Education Program in 1975. Both studies suggested that the proposed funding and enrollment mechanism to the farm management education program was improperly structured and did not provide the needed support for the program. The results of these studies were relayed to the State Department of Vocational Education. While the studies did not directly discuss the coordinator position, the funding mechanism of the farm management program and resulting enrollments created another program concern for the Area Agriculture Coordinators. (Adult Agriculture Advisory Committee, 1975)

One can only speculate what might have occurred to the Veterans Ag Training Programs, Adult Farm Management Education and the Coordinator Position without the support of the Minnesota Farmers Union, and the Adult Agriculture Advisory Committee and the reports they produced. The minutes of the Area Agriculture Coordinators suggest that the support and information was critical in defending the programs in future meetings with the State Department of Vocational Technical Education.

#### **Restructuring of Position and Areas**

Robert Madsen met with the Area Ag Coordinators on May 29, 1976 to explain further proposed changes in the coordinator position. He reported to the group that he expected a reduction in the number of Coordinator Areas to as few as five. He commented that no existing coordinators would be forced to move or retire. Changes would be made as present coordinators retired or left the existing positions. However, he did state that the present funding of the position would remain at half-time until changes could be made in the adult funding structure.

This stated policy led to the implementation of the <u>Minnesota Agriculture Coordinators</u> <u>Study</u>, completed by Educational Management Services, Inc. under the direction of Fred C. McCormick, Ph.D. in 1977. This study was requested by the State Board for Vocational Education. While several studies had been completed previously concerning farm management education, this would be the first to deal specifically with the coordinator position. Under the

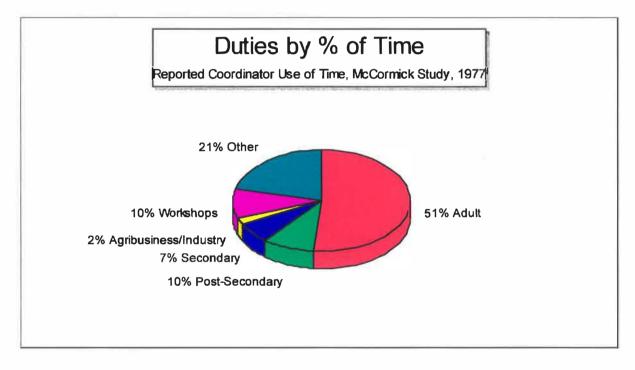
direction of McCormick, the need, job description, location, administrative structure and funding patterns for the area coordinator were examined and recommendations were made for future structure.

The contacts established for this study included present and past Area Ag Coordinators, Vocational Technical Division staff, University of Minnesota Staff, Agriculture Industry Personnel, as well as organizations and individuals representing agriculture instructors and students of the program.

The findings of the McCormick study are significant to the Area Agriculture Coordinator Position. First, the study recognized the importance of Area Program Coordination. McCormick wrote, "the program of area coordination in Minnesota Vocational-Agriculture remains as a model which is emulated beyond the State itself. The program can provide a means to further vocational agriculture development, particularly in adult programming, as well as in areas of articulation between and among the levels of vocational-agriculture."

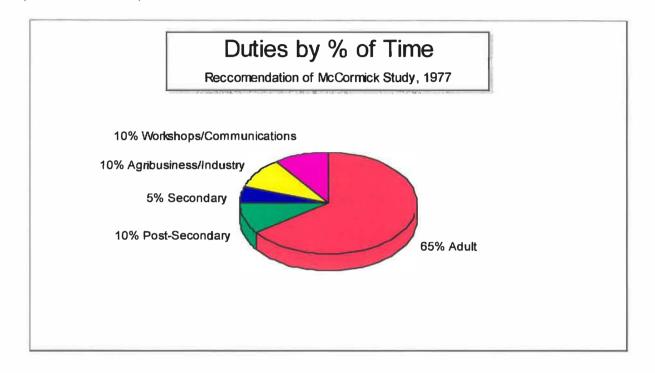
The major findings of the study included a recommendation that a revised job description be included in the 1977 State Plan for Agriculture Education, that the position be accountable to both local and state supervisors, that a new monthly work report form be developed and adopted, that funding continue to be provided at 100 percent and that adjustments be made to the geographic areas based on suggested criteria.

Based on the survey results, McCormick presented the current use of time by the Area Agriculture Coordinators. The reporting method varied from previous IV-C-71 form since time was classified by type of educational program (adult, secondary, post secondary and other), rather than by type of duty (studies, inservice, instruction, post-secondary, FFA and developing teaching materials.) McCormick showed that the agriculture coordinators were spending 51 percent of their time on adult activities, 10 percent on post-seocndary, 7 percent on secondary, 10 percent workshops, 2 percent in agribusiness activities. A grouping titled "other" included work in agribusiness industry relations, university relations, other educational relations, needs determination, research, and new program development accounting for 21 percent of duties performed.



McCormick recommended a model with a much different allocation of time.

McCormick summarized the priorities of the survey group and developed a new allocation based on their recommendations. His findings suggested that 65 percent of time be spent on adult, 10 percent on post-secondary, 5 percent on secondary, 10 percent agribusiness and industry and 10 percent workshop and communications. The implication of this information would require the area agriculture coordinator to spend less time in general activities and allocate more time to work with adult programming. He also noted that these were guidelines for the Area Coordinator to follow and that they should be interpreted flexibly, based on local need and situations. (McCormick 1977)



McCormick also recommended that the Area Agriculture Coordinators position be State funded at 100 percent of costs for salary, travel and secretarial services. This funding would come from the State of Minnesota and be provided at 75 percent for adult work and 25 percent for post-secondary. The findings and reporting methods of the McCormick study were adopted by the Area Agriculture Coordinators as reported in the minutes.

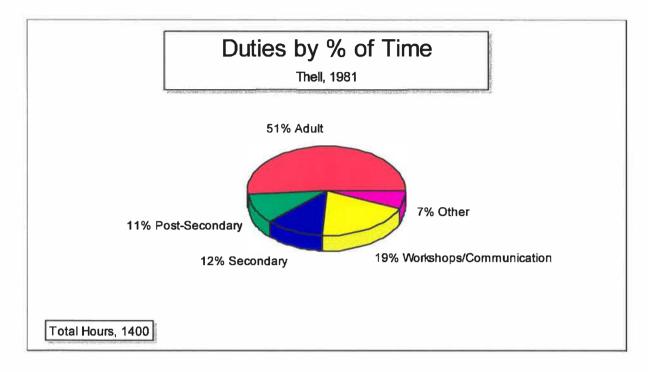
#### **Reduction to Six Area Positions**

A second emphasis of the McCormick study related to the number of Area Agriculture Coordinators. The findings of the study suggested that total instructors (adult, veterans, post-high, and high school), number of high schools with agriculture programs, number of high schools without agriculture but with potential to expand, number of AVTI's and Vocational Centers and the total land area in square miles, be considered in determining the size and number of areas for program coordination. The study also suggested that the present Ag Coordinators and State Supervisor of Agriculture Education be involved in the decision making process.

Several proposals for reorganization were suggested by the McCormick Study. Alternatives were presented with as few as four areas to as many as seven coordinator areas. (McCormick Study, 1977) As a result of the study and action by Robert Madsen, Director of Operations, Department of Vocational Technical Education, the areas would be reorganized in 1977. The position at Winona was closed and consolidated with Austin. Don Walker the Area Agriculture Coordinator at Winona transferred to Austin to replace Joe Raine, retiring coordinator at that site. The St. Cloud Area was divided between the Willmar and Staples Analysis Centers. The St. Cloud Coordinator Dennis Lehto was serving in an interim capacity and resumed his duties as an agriculture instructor. These changes, combined with the combining of the Duluth and Staples analysis centers in 1974 formed six regional analysis centers and Area Agriculture Coordinator Positions. Since this reorganization the coordinator areas have remained stable and reflect the area map shown on page 35 of this study. (Ag Coordinator Minutes)

#### **Thell 1981**

In 1981 Thell reported a percentage of time devoted to job duties consistent with the study recommendations. His reported total hours have increased with a contribution in excess of 1400. Local needs determined that he would spend less time than suggested in adult and a greater portion of time in workshops and communication. This might also be explained by



reviewing the specific reporting of the time allocated to workshops and communication. A great deal of this time reported as communication, was spent on activities that were closely related to adult work. A difference in reporting method would bring the adult percentage much higher.

#### **Position Need Explained**

In 1982 Mary Thornton Phillips, Assistant Commissioner, Division of Vocational Technical Education wrote to John J. Feda, Commissioner, State Board for Vocational Education. Phillips outlined in her letter, the rationale for continuing the position of Area Agriculture Coordinator. She suggested that the farm management education program played an important role in the economic stability of Minnesota when she wrote "management education is critical to the survival of the family farm owners and operators."

Phillips also described the Area Agriculture Coordinators as "a key link in the delivery of quality vocational agriculture education in the state of Minnesota." She went on to describe the

coordinators as liaisons between the State Department of Education, local school districts and the Division of Agriculture Education at the University of Minnesota.

#### State Board of Vocational Technical Education Created

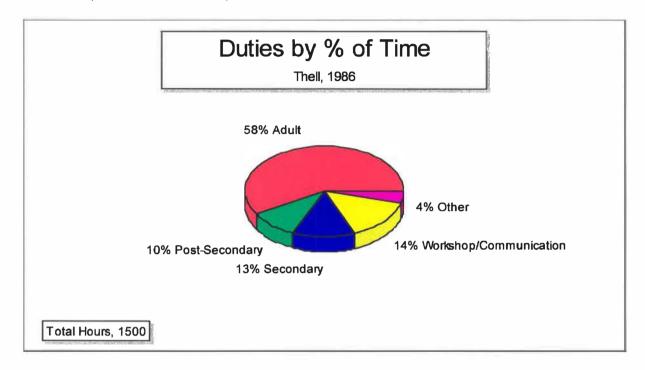
In 1983 a significant change occured in the State Education System. On July 1 all post-secondary educational programs, including the Farm Management Education program, came under the direction of the State Board of Vocational Technical Education replacing the State Board of Education. This event marked another significant change in the coordinator position. (Coordinator Minutes)

The change in structure provided a more consistent funding base for the position. The funding patterns for the Area Agriculture Coordinator had been uncertain throughout the 1970's. Under the new Department of Vocational Technical Education, unanimous support was given for the funding of six area coordinator positions and the Farm Management Education Program. (Coordinator Minutes, 1984)

The new management structure of the Area Vocational Technical School system began to involve the area coordinators in a supervisory role with instructors. This supervision extended to those Farm Management Instructors who were direct employees of the school, but did not involve those teachers who were employees of local school districts. The management of the financial reports, statistical reports and budgets for all of the farm management programs now came under the direction of the Area Agriculture Coordinator. (Coordinator Minutes) **Thell 1986** 

Thell continued to complete his monthly reporting forms in the format previously used showing over 1500 hours of time in coordinator activities in 1986. A slightly higher percentage

of time was committed to adult work for this period. Less time was allocated to workshop and communication activities and similar amounts of time were spent in FFA and Post-Secondary Activities. (Form IV-C-71, 1986)



#### **Position and Title Change**

In 1991 three changes occured that reshaped the job duties of the Area Agriculture Coordinator. The Coordinator Minutes (March, 1991) explained that the title of coordinator would be changed to "Regional Agriculture Program Manager", to be more consistent with the title and organization study recently completed by the State Board of Technical Colleges. That information also recognized that the position should be classified as a Dean level position in the Technical College System. (Coordinator Minutes)

The second system change expanded the duties of the Regional Ag Program Manager to include all of the management programs in the Technical College System. The Small Business Management, Computerizing Small Business, Lamb and Wool Management and Specialty Crop

Management Programs were added to the job responsibilities of the Regional Ag Program Managers . The Regional Ag Program Managers assumed duties with these programs that were similar to the tasks performed for the Farm Business Management Education Programs. (RAPM Minutes)

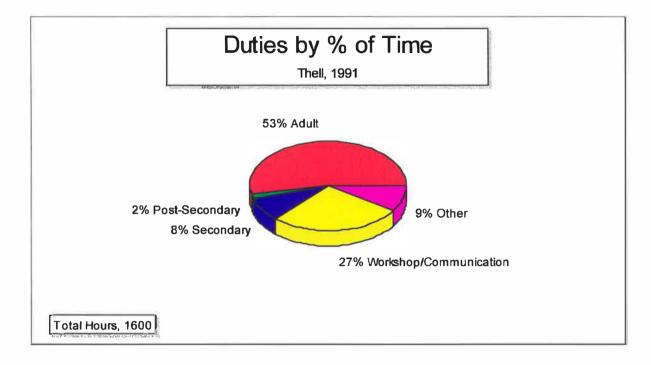
#### Adoption of Credit Based Curriculum

The third change involved the design and implementation of credit based courses for the farm management program rather that the hour based program that was used prior to 1991. The State Curriculum Guide (1991), indicated that specific courses were designed for delivery to farm families based on an intensive research and development period. The Regional Ag Program Managers were involved in the development of these courses in a supportive role but have become more involved in the implementation of the curriculum in the Farm Management Education program.

The minutes of the regional ag program manager indicated that several key issues arose from the implementation of the credit based curriculum. Forms and procedures needed to be developed to address registration needs, as well as a procedure to keep student transcripts.

#### **Thell 1991**

Thell reported time spent in the coordinator position of nearly 1600 hours in 1991. He reported an increase in the amount of time committed to workshops and communication to 25 percent. He continued to provide 55 percent of his time in adult activities but needed to reduce the percentage of time he committed to secondary and post-secondary activities.



#### **Curriculum Inservice**

In the Fall of 1992 the State Manager of Management Education, John Murray; and the University of Minnesota Agriculture Education Department Head, Dr. Persons; organized a four day curriculum writing inservice. The purpose of this inservice was to write specific lesson plans for the six levels of Farm Management Curriculum. This inservice involved the six area managers as group leaders, and thirty four instructors as curriculum writers. The results of the work are a published series of lesson plans for the complete Farm Business Management Education Curriculum. (State FBM Curriculum, 1993)

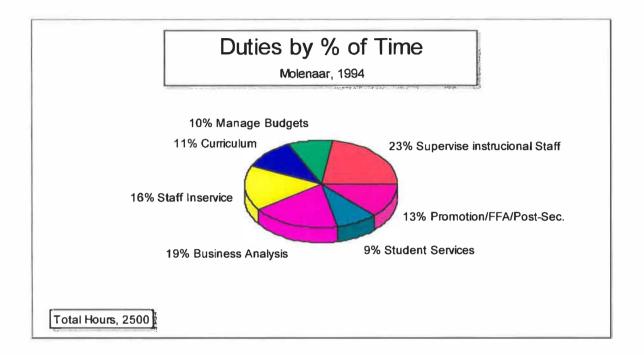
Another system change required the use of the student financial aid system for farm management students. Prior to 1992, the students were able to complete a simple form and receive a part-time grant based upon their need and eligibility. When the grant system was discontinued, the program became part of the present student financial aid system. The existing student program under the Federal Pell rules was significantly more complicated. The financial aid system was designed for traditional students operating under the traditional instructional mode. A good deal of time was devoted to the process of educating federal and state officials on the management education mission and goals. This transition required numerous hours of training of instructors in completing the proper forms and proceedure for financial aid. (RDME minutes,)

#### **Merger of Colleges**

The final change in the job responsibilities of the Regional Ag Program Manager involved legislation. In the 1991 legislative session, action was taken to merge the Minnesota Technical Colleges, Community Colleges and State Universities. The 1994 legislative session Law of Minnesota Article 5 would finalized that action by mandating all farm management education instructors become direct employees of the Minnesota State Colleges and Universities System (MnSCU).

Based on this legislative action, all management instructors became employees of the MnSCU system. The merger required a great deal of effort and management to successfully arrange the transfer of farm management instructors into the new system. On July 1, 1995 of the system, the Regional Ag Program Manager became the direct supervisor of all management instructors.

As a part of the merger, the Regional Ag Program Managers completed a detailed job description and survey to aid in the classification of the position in the new system. The Regional Agriculture Program Managers voluntarily took the first step in this process by completing a three day job task analysis of the position. This process was completed with the assistance of Doug Parr and Bill Warmack of the Minnesota Technical College System. As a impatient and provide leadership and direction to move forward to a new level of performance in agriculture education.



#### **Chapter VI**

#### FUTURE OF THE REGIONAL DEAN OF MANAGEMENT

The position that has changed greatly over the previous forty-three years of existence will undoubtedly undergo additional changes in the future. The same "impatience" that Painter described in 1970 appears to be prevalent among the Regional Dean's of Management Education today. By understanding the history of this position and the management education programs, we will gain a new perspective for the future.

Who might better judge the future of the Regional Dean of Management (RDME) than those who are most closely involved with the position? The five Regional Dean's (not including the author of this paper) were interviewed in a narrative survey to determine their thoughts for the future. Those participants are Al Brudelie, Jackson; Del Lecy, Brainerd/Staples; Dennis Jackson, Mankato; Vic Richardson, Austin; and Tom Risdal, Thief River Falls. Dr. Edgar Persons, Coordinator, University of Minnesota Agriculture Education Faculty Group and John Murray, State Manager of Management Programs were included. Both individuals have contributed greatly to the Farm Management Education Program and have a great understanding of the position.

The following questions and summary of responses have been considered:

1. What changes do you see in the position in relation to day-to-day responsibilities and how job performance will be measures?

All seven participants responded that they see the supervisory nature of the position increasing. Richardson described his thoughts by stating, "The position is taking on more responsibilities as an administrator, leaving less time for coordination. This is a result of the

credit based system we are part of and the complications created in becoming part of MnSCU."

Brudelie, Persons and Risdal agreed by commenting that the position will evolve even further in responsibility as the personnel manger and overseer of the budget and financial management of the management programs. State Manager of Management Programs, John Murray expressed thoughts that supervision of staff will continue to be critical, but budget management responsibilities may decrease. In place of that responsibility the Regional Dean would be required to do additional work in evaluating programs and assist in developing the MnSCU policies under the new system. Jackson also expressed that additional forms and paperwork related to the management programs will be forthcoming. Lecy concurred with this consideration and expressed concern that "we will be asked to do more with less", considering the shortage of resources in our system.

The majority of the survey group believe that the Regional Dean of Management Education will continue to be supervised by local college leadership teams. In many cases this will be the President or Vice-President of the local college. Lecy suggests that as our college system becomes larger and administrative support is reduced, our supervisors may be less accessible for day-to-day concerns. The ability to communicate with supervisors both in the college and state system will become even more critical and an important part of the job performance review.

Persons summarized this section when he stated, "This responsibility will entail greater attention to program direction with greater involvement in establishing program vision, mission and strategic plans."

# 2. What will the role of the Dean of Management Programs be in the FBM/SBM analysis and area average reports?

The business analysis has been the foundation for the building of the management education programs. All seven participants strongly agreed that the analysis would remain central to the management programs. Each of the participants expressed the importance and value of the analysis systems but varied in their approach to the future. Brudelie, Lecy, and Murray projected that specialized analysis reports including those based on specific factors, such as a specific type of management, would become a future practice. Brudelie even suggested that these reports could be completed on a statewide or even multi-state basis.

Richardson commented that completing the reports in a more timely fashion should become a program emphasis. This might be accomplished through Jackson's projection that the analysis would become more locally based even to the point of instructors computing their own local averages. Jackson commented that this model would involve the RDME more in training and involvement in maintaining a statistically accurate data base.

Dr. Edgar Persons is considered the senior expert on electronic analysis processing since he pioneered the process early in his teaching career. His thoughts should be considered carefully by the current cadre of analysis participants. Persons suggests that recent changes in the analysis system have caused the loss of valuable data that had been part of previous systems. As changes occur, Persons writes that "a major task will be in keeping the areas of the state all steering the same course so that there is a uniform approach to the analysis process. This will require good leaderships skills on the part of the Deans." Lecy summarized the question most

appropriately when he surmised that the analysis data would continue to be "critical to maintaining program viability."

### 3. Do you perceive a continued role in the operation of post-secondary and secondary agriculture programs as well as student organizations in the future?

This question posed to the Regional Deans might well be a two edged sword. The position has a history of providing leadership to the post-secondary and secondary programs. However, the funding mechanisms, limited time resources and organization of the system are not conducive to spending large amounts of time in these areas.

Lecy, Persons and Richardson agree that the Regional Deans will continue to play at least a limited leadership role in these programs until a new model or system can be developed to provide for them. The continued role in secondary education activities might include the writing of contest problems in the farm management area and assisting with selected contests as needed.

Risdal and Brudelie anticipate spending little or no time with these activities since their college organization does not currently provide programs at these levels. A compromise position might be found in the suggestions of Jackson and Murray. They would suggest that the future RDME will spend a greater portion of time supporting the activities of the post-secondary agriculture programs since they are part of the current MnSCU system. Jackson also noted that many future students of the farm management education program are former post-secondary agriculture students and that it might be wise to continue our association with that group.

The decision to allocate time to the secondary agriculture programs is a difficult one. The split of the State Board of Education and the Technical Colleges and the restructuring of the Minnesota State Colleges and Universities will continue this dilemma.

# 4. What type of inservice education and curriculum development responsibilities will be part of the position of dean of management programs?

Inservice of instructional staff was one of the initial duties assigned to the area agriculture coordinators. Jackson stated an important point in this matter. "The management programs are significantly different than traditional post secondary programs. They have a much closer relationship with the "real world" than even the typical technical education programs. Every technical program needs to keep up with current technology, but because management students are actually engaged in business, not just preparing for it, management curriculum and management instructional staff must be at the cutting edge. Management students are not just learning to think and solve problems, they are applying what they are learning immediately." Brudelie, Murray and Richardson concur that the existing curriculum needs to be used more completely by the instructors. They also comment that the switch to semester based courses in the near future will require some time and vision on behalf of the RDME.

Lecy appropriately commented that future inservice and curriculum activities must be based on the needs of the instructors and students. He suggested that new teaching methodologies such as multi-media and distance learning through satellite technology would become part of the program offerings.

Persons continues to see a need for instruction related to the interpretation of the business analysis for both farm and small business management instructors. In addition to the analysis inservice, Persons offers a challenging statement that "of greater importance is the need to help teachers adopt and adapt the farm and small business curriculum so that programs have some substance and so that students will get what they pay for. Compliance with the system will

become even more important in the MnSCU system than it was in the single TC system since there will be a level of administration that has less understanding of the nature of the program and will expect to see some uniformity."

### 5. What are some of the challenges facing the position of Dean of Management in the future?

With any position comes challenges and opportunities. Without exception, the area instructors, coordinators, managers and deans of the position have been faced with crisis situations. In many instances the challenges faced by this position have been the catalyst to move to a new level of performance which has in fact enhanced the program.

The current restructuring of our Technical College System into the MnSCU system brings concern to each of the individuals surveyed. Jackson, Lecy and Richardson see the need for management programs to be allowed to continue to meet the needs of the management student, which may require being treated differently in some respects. Persons anticipates difficulty in learning to "walk the line" between the needs of the instructors and the demands of the college system. Murray comments that additional efficiency may be needed to meet the budget needs of the system. Risdal expressed concern at the decreasing number of farm and small business operations may lead to a decrease in management enrollment. Lecy suggests that maintaining a positive attitude, motivating staff, finding new staff and finding enough time away from the position with family as his critical challenges.

With the present concerns and challenges which are undoubtedly part of the future, the Regional Deans must continue to provide leadership and direction to the management programs.

As Jackson aptly viewed, the biggest challenge may be in the need to continue the funding and position of the RDME.

#### 6. In your opinion, what would be the best way to fund this position in the future?

The RDME position is currently funded based on a line item budget figure which is targeted directly to the position. That budget amount is based on historical spending from the previous fiscal year. Each of the participants in the survey agree that the present funding mechanism is serving the position well. The need to have the position be identified clearly in funding to the campuses is seen as of utmost importance. However, several comments were raised that might improve the funding process or could be used if the MnSCU administration determines a need to revise the formula.

Richardson suggests a base funded amount for administrative duties and a second variable amount that would vary, based on the number of students and instructors in the RDME's area. Jackson would also establish a funding amount based on student and instructor numbers but would also consider the geographical area.

Since many of the RDME's serve multiple colleges that are not part of the same administrative structure, the survey participants agree that any mechanism used must address this issue. Jackson suggests transferring the positions to the State Office for funding but maintaining the position on the local campuses. Another proposal would be to transfer all of the management programs to the college of the RDME. Both suggestions have many merits but are also laden with potential pitfalls. The consensus of the group suggests that the present funding mechanism is satisfactory and should be continued if at all possible.

### 7. What are some general recommendations you might have for improvement of the position of Dean of Management Programs?

The RDME should continue to use vision and seek innovation for program improvement according to Persons. But while accomplishing those objectives the RDME's must communicate and avoid the separation of areas by going off in separate directions. Persons points out from previous experience "if you each go your own way without consideration of the other deans, eventually your programs will die. There has to be ONE farm management and small business program in the state, not six." Lecy concurs by stating "We should make an effort to maintain as much consistency in the individual job descriptions as possible and continue the support group (the 7 of us) which has been effective over the years." Jackson suggests conducting another job task analysis among ourselves and continuing to revise our job description as our role changes in the college.

Lecy, Risdal and Richardson each expressed the need for a better understanding of our job placement and for the system to seek to understand our program and it's unique role in the college system. In order to accomplish those goals they suggest that we continue to become part of the college management team. Murray suggests that better facts and information from administrative levels would be helpful rather that just "interpretations and feelings."

The continuation of the funding including support staff would be critical according to Jackson. With a tongue in cheek comment Brudelie may have summarized the thoughts of all of us, "more pay, less hours and a full time aid!"

#### **Chapter VII**

#### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Agriculture education in Minnesota can trace it's roots to the early 1900's with the passage of the Putnam and Smith Hughes Acts. Under these programs agriculture training was provided to Minnesotans at the secondary and adult level. The FFA organization provided a means for secondary students to develop additional leadership and skills in agriculture. The War Adjustment Act provided for the development of training titled Veterans Agriculture. Area Vocational Schools were developed and provided occupational training for post-high and adult learners.

In 1951, the State Department of Education implemented a plan to develop Farm Management Education in Minnesota. The initial program would be centered around the farm analysis process under the direction of the State Department of Education, the University of Minnesota Agriculture Economics Department and University of Minnesota Agriculture Education Department. The student (adult farmer) would learn under a model that considered the farm record analysis the textbook and the farm the classroom. The instructor provided the guidance and direction for the farmer to learn based on his own experiences.

By 1954, the program would grow to the point where additional management was needed. Three Area Vocational Schools were asked to provide part-time instructors to work with the area farm management education program. Later with the growth of the program, six additional Area Instructors would be added. The Area Instructors were charged to provide inservice training to farm management instructors and conduct the annual record closing and analysis reports.

The farm analysis was and continues to be a major emphasis of the position. Initially, the record analysis process was done by hand. In 1965 electronic processing was implemented to provided additional information and speed the record closing procedure. Several transitions occurred in the 1970's and 80's requiring documentation writing, testing and training of instructors in the new procedures. With the widespread use of the personal computer, new opportunities have arisen which require leadership from the area position.

As the Farm Management program and responsibilities of the position grew, the need for additional coordination of agriculture programs became evident. In 1960 an amendment to the State Plan for Vocational Education, provided for the official position of Area Agriculture Coordinator. These Area Instructors would be assigned to work with adult farm management and analysis, farm mechanics, agriculture occupations, the regional FFA and secondary vocational agriculture programs. The position was funded to the Area Vocational School at 100 percent of expenses for coordinating activities in agriculture.

Since no other position has existed or currently exists that is similar in nature to this position of Area Agriculture Leadership, the position developed as the vision and need of agriculture education programs became apparent. The job description was the primary tool available to direct and shape the position.

#### **Job Description**

The first Area Agriculture Coordinators were charged to conduct agriculture education activities that could not be performed by individual schools. Guidelines given to the initial coordinators suggested that they conduct studies, inservice instructors, develop teaching materials, serve as a regional FFA representative and coordinate instruction.

As the position developed more specific methods of allocating time were adopted. Monthly reporting forms along with guidelines for the use of time were developed by the State Supervisor with input from the coordinators. The report forms used by the coordinators were an evaluation tool to compare the actual work performed to the measures expected of the position.

The monthly report forms also demonstrate the significant changes that have occurred in the position. One of the most noticeable relates to the workload of the position. The amount of time spent in conducting the activities of this position has grown consistently from 1000 hours in 1960, to over 2500 hours in 1994.

The area analysis was a major reason for the creation of the position and consumed a 41 percent of the Area Coordinator duties in 1960 accounting for 410 hours of work. The actual hours spent in 1995 conducting the record closing and analysis at the Willmar analysis center is 475 hours or 23%. The increasing demands of other job duties has decreased the percentage of time but not he hours of time devoted to this process.

Staff inservice and curriculum development continues to be a need provided by the Dean of Management. In November of 1960 the coordinators reported spending 26 percent of time in this area. The current job description provides a 10 percent allocation.

The Regional Dean of Management continues to provide a percentage of time to activities related to post-secondary and secondary agriculture education programs. The percentage of time committed to these duties has remained fairly constant ranging from 10 to 15 percent of the workload.

The implementation of credit based curriculum, the merger of the State Colleges and reduced resources in the college system have led to an increasing administrative role for the Regional Dean of Management Education. An additional 55 percent of workload of the Regional Dean of Management is in added responsibilities since 1991. Supervision of staff, management of budgets and coordination of student services activities accounts for 1375 hours of new time on an annual basis. This is greater than the total time allocation for all of the coordinating activities in 1960.

# **Future of the Position**

The evolution of the position will continue to be dynamic both in time commitment and nature of duties performed. The present Regional Dean's are confident that the management programs will continue to exist under the newly formed Minnesota State Colleges and Universities System. However the role of the dean and the management programs will likely change.

One of the key changes that has occurred and will continue to develop relates to the supervision of instructors. While the management programs will benefit by having supervisory leadership provided by a person who understands the needs of the program, there is a downfall to this structure as well. One of the initial program strengths was based on the fact that the area coordinator was not responsible for supervision. The agriculture instructors at the secondary, post-secondary and adult levels could confide their concerns and problems without concern for supervisory authority. The coordinator was free to offer advice and suggestions based on the good of the program, however the local school and instructor was free to adapt those suggestions which were deemed appropriate on the local level.

The analysis of farm records and completion of area summary reports will continue to be a major emphasis of the dean. As new technologies are developed, the system for conducting farm recordkeeping and analysis will continue to evolve. Farmers are demanding reports with summaries specific to management practices in addition to the area average. The deans will provide reports on a regional, state and multi-state area based on size of farm and specific farming practice. The addition of a database summary for the Small Business Management Program is an added, but welcome responsibility for the deans.

The deans will need to continue providing leadership, at least on a limited basis to the secondary and post-secondary agriculture education programs. Agriculture education in Minnesota has benefited from total approach, which ranges from secondary to adult. We will need to continue to provide leadership to continue this lifelong learning model.

Inservice of instructors and the development of new curriculum materials will continue to be a challenge. Agriculture is a dynamic and rapidly changing industry. The instruction that we offer must continue to meet the needs of the student. Participation in the program is voluntary, and the student is required to pay tuition. In order to exist as a an education program, students must find the program beneficial and challenging. If we continue to provide for this need, the program will expand and thrive in the future.

#### **Coordination is the Key**

The Area Agriculture Instructor/Coordinator/Manager/Dean position is unique both in Minnesota and National Education circles. The management education program has grown from an enrollment of less than 60, to over 5000 students in 1994. The educational program is respected by farmers, the agriculture industry as well as other education disciplines. No other state has a system of agriculture leadership that matches the system that has developed in Minnesota. However the unique nature of the position can also be a potential pitfall. Other states have tried to develop similar management education systems, but without the system of coordination that has existed in Minnesota. A visit to the states of Washington and Oregon reveal how a program can fail without coordination. While the instructors in those states were capable, the programs were different enough to present real cooperation problems. There was no linkage or common base exhibited. There is no one to bring the instructors and programs back to their primary objective. (Thell, 1972)

How then can a program that is unique, as the management education programs are, continue to grow and provide education under the umbrella of the regional dean of management?

We need to maintain communications, cooperation and leadership for the three "layers" of vocational agriculture education, high school, post secondary and adult. At the same time we must allow for the programs to maintain "oneness" of purpose, and at the same time continue with a unique innovative separateness from the traditional education model. This will require a system of coordination which can be accomplished by the Regional Dean's of the management programs.

### **Status of the Position and Program**

At the 1994 Minnesota Vocational Agriculture Instructors Conference, State Manager of Management Programs, John Murray gave an overview of the existing management education programs in Minnesota. He reported that 96 Farm Business Management Programs were in existence with 121 staff. According to Murray, "They were credited with "assisting farm families in achieving their business goals through improved management, organization and efficiency of their business." Over 6000 farm operators are presently enrolled in the program. In addition 31 programs with 35 staff provide management education in Small Business Management, Lamb and Wool and Specialty Crop Management.

The listed programs have provided training opportunities for 8,500 farmers and agribusiness's through 34 Technical College Campuses in 1994. The management programs are a longtime demonstration of a new concept titled "lifelong learning". The programs have been provided with leadership, organization, and direction through this unique position of agriculture leadership.

# Serving Minnesota's Agriculture Education Needs

The six Regional Deans, the area boundaries, and programs are in place to serve the agriculture education programs of Minnesota. The deans continue to address the needs of agriculture education with cool headed, aggressive, well planned and documented efforts. They are not satisfied with the status quo when it comes to serving the needs of Minnesota's agriculture learners. They will continue to press forward for the good of Minnesota's primary industry, agriculture.

As Mary Thornton Phillips, Assistant Commissioner of Vocational Technical Education stated (1982), "they serve as catalysts for vocational agriculture education programs throughout the state. Through their efforts, Minnesota farmers and agri-business people are assured of the highest quality programs available."

The "impatience" of the Area Instructors, Coordinators, Managers and Dean's has and will continue to prevail. The citizens of Minnesota are the beneficiary.

# VIII. Bibliography

- 1. Area Analysis Summary Reports (1951 to 1994). <u>University of Minnesota agriculture</u> education archive files.
- 2. Brudelie, A. (1995). <u>A future look at the dean of management programs.</u>
- 3. Cochrane, G. (1960). Amendment to the state plan for agriculture education.
- 4. Cochrane, Goerge (1960). Correspondence to newly appointed area ag coordinators.
- 5. FBM Agriculture Advisory Committee (1977). <u>Policy review of funding for the farm</u> managment education program.
- 6. Form IV-C-7 (1966-1994). Record of job performance of the Willmar analysis center.
- 7. Hunst, Michael (1994). Minnesota agriculture statistics.
- 8. Jackson, D. (1995). <u>A future look at the dean of management programs.</u>
- 9. Keskinen, Leo (1959). Correspondence to Charles Painter.
- Klingbeil, Joerger, R. & Persons, E. (1990). <u>State curriculum guide for farm business</u> management.
- 11. Lecy, D. (1995). <u>A future look at the dean of management programs.</u>
- McCormick, F. (1977, January). <u>Minnesota agriculture coordinators study</u>, final report. Educational Management Services, Inc.
- 13. Minutes (1951 to 1995). <u>Archive files of the area instructors, area coordinators, regional</u> ag program managers and regional dean's of management education.
- 14. MN Law, Article 5 (1994). Bill concerning the merger of the higher education system.
- 15. Molenaar, James (1994). Minnesota average of averages report.
- 16. Murray, J. (1995). A future look at the dean of management programs.

17. Murray, John (1994). Status of management education programs in Minnesota.

18. Painter, C. (1970). <u>The cooperative farm management program through two decades of</u> development. (Original work written in 1963 and revised in 1967)

19. Palan, Ralph (1970). A Course of Study for Farm & Ranch Management Education.

20. Parr, D. & Warmack, B. (1994, May 10). Job task identification chart.

21. PBII (1988). Documentation for the farm business analysis,

22. Persons, E. (1995). A future look at the dean of management programs.

- 23. Phillips, Mary Thornton (1982). <u>Statement of support for the area agriculture coordinator</u> position.
- 24. Phipps and Cook (1956). <u>The handbook on teaching vocational agriculture.</u>
- 25. Redalen, Elton (1994). Forward to the Minnesota agriculture statistics report.

26. Regional Ag Program Managers (1994, June 1). Job description for State of Minnesota.

27. Richardson, V. (1995). <u>A future look at the dean of management programs.</u>

28. Risdal, T. (1995). <u>A future look at the dean of management programs.</u>

29. O'Connell, Edward (1959). Considerations submitted to G.R. Cochrane.

30. Senate File 1699 (1973). Bill for an act, MN legislature.

31. Thell, John (1972). Need for the area agriculture coordinator position.

32. Whiting and Associates (1973). Final report. report veteran farm cooperative training program

### Epilogue

One of the purposes of this paper is to collect and record a history of the development of the Area Agriculture Coordinator. One of my advisors pointed out that a good amount of historical information is recorded about those who made contributions to the formation and development of this position. However little mention is made of the people who have made contributions to the program in recent years. Certainly there are a number of people who are currently involved with the shaping of the position that is now operating under the title of regional dean of management.

After some thoughtful consideration, I arrived at a conclusion which might explain this oversight. It is easy to look back in history and determine which players and decisions made a positive impact on the management education programs. Decisions have been made, and we know the outcome of the action, both positive and negative. However, the final tally is still out on many of the choices that will impact the position and program in the future. While decisions have been and will continue to be made with the best information at hand, only time will tell the long term impact on the regional dean of management position and the management education program.

With this in mind I will give a brief outline of those who I consider to be the current leaders of the management education program. Rather than dwell on issues, and the outcomes, I will describe some of the background and contribution that individuals are making with the position at the present time. Those individuals are listed alphabetically, not in order of importance. I will give my best overview of my peers realizing that the book is still out. Only time will prove the vision and leadership of the people involved with this position. Alan Brudelie

Alan Brudelie taught high school agriculture at Truman from 1981 to 1986. He then assumed the position of dean of management/regional ag program manager at Southwestern Technical College of Jackson. He completed his Masters of Education from the University of Minnesota in 1988.

One of Brudelie's noted strengths is his technical and computer knowledge. From 1988 to 1992 Brudelie served as an adjunct faculty member for the University of Minnesota teaching specialized computer courses for agriculture instructors around the state of Minnesota. He has taken an active role in promoting the use of personal computers for record keeping and analysis of business records in farm and small business management education.

Brudelie has served as president of the Minnesota Vocational Agriculture Instructors Association and served on the National FFA Contest Committee for four years. In addition to his work as RAPM/RDME Brudelie serves as president of the Truman Farmers Elevator and operates over a thousand acre crop farm near Lewisville. Brudelie's unique mix of experience gives him a unique understanding of the needs of agriculture, education and system management. He demonstrates a management style that is direct, honest and effective. He has earned the respect and admiration of his peers.

### Dr. Judith Eaton

Dr. Judith Eaton is currently serving as the first chancellor of Minnesota State Colleges and Universities System. Early in her tenure as chancellor, Dr. Eaton addressed the management instructors through a statewide teleconference. During recent meetings with John Murray, Dr. Eaton has indicated that the management program mission is an important part of MnSCU system. In a significant restructuring of the MnSCU system office, Dr. Eaton has provided for the continuation of the state director of management education position by transferring the position to the campus level with system wide responsibility.

#### Craig Froke

Craig Froke served as vice-chancellor of instruction for the Minnesota Technical College and served as a valuable resource to management education. Under his direction the management programs made the transition from hour-based to credit based diploma programs. He supported the expansion of the management programs in the 1980's. Froke designed the system structure where all the management education programs were under the system leadership of John Murray and regional ag. program managers. He was also part of the decision process determining that the regional ag program managers position be classified as a dean level position. Dennis Jackson

Dennis Jackson began his agriculture teaching experience at Holdingford as the high school vocational agriculture instructor in 1969. In 1971 Jackson followed this experience as a U.S. Peace Corp volunteer in Jamaica, West Indies. From 1972 to 1974 Jackson ran a farm operation. In 1974 he added responsibilities as a combination high school and adult farm management instructor at Wanamingo. In 1977 Jackson assumed the farm management education position at Mankato Technical College. He became the regional dean of management education in 1986 and has remained in that position to the present time.

Although Jackson has contributed to the management programs in numerous ways, he might best be noted for his leadership contributions in agriculture instructor organizations. Following his experience as treasurer, vice-president, and president of Minnesota Vocational Agriculture Instructor Association, Jackson served as region III vice-president and president of the National Vocational Agriculture Instructors Association. He also served on the National Council for Agriculture Educators from 1984 to 1987. Jackson has also been a significant contributor to the development of the farm record analysis system and related documentation. He has also served as a key advisor in the development of the farm record keeping software packages that have been widely adopted by the farm management education program.

Even with his significant contributions of leadership and time, Jackson's key strength may be in his ability to network and build alliances for agriculture programs. Jackson has a knack for developing partnerships with program participants and key decision makers which have been essential to the development of the management education program. His efforts and leadership abilities are a valued part of the present regional dean of management team.

#### Dr. Carole Johnson

Dr. Carole Johnson served as the chancellor of the Minnesota Technical College System prior to the merger of the higher education system in 1995. During her tenure as chancellor, Johnson was a strong supporter of the mission and vision of the management education programs. She provided leadership and vision to agriculture education by serving as a keynote speaker at the National Farm and Ranch Business Management Education Association summer conference, the annual summer conference of the Minnesota Vocational Agriculture Instructors Association and the annual fall inservice of farm business management instructors at St. Cloud. She also demonstrated her support for management education by meeting and discussing program status with John Murray and the RAPM/RDME's on a regular basis.

### DelRay Lecy

DelRay Lecy is currently serving as regional dean of management education at Central Lakes College of Staples. After completing his degree in agriculture education in 1974 at the University of Minnesota, Del began his teaching career in farm management, veterans agriculture and farm operation and management at Staples Technical College. In 1984 he was named to the area agriculture coordinator position. Lecy completed his master of arts in education from the University of Minnesota in 1983.

Among Del's numerous contributions to the farm management program is the development and approval of the "sparsity adjustment" for farm business management programs in areas with low population of farms. He has spent numerous hours coordinating the statewide analysis software development for farm business management and small business management. Del is responsible for writing and coordinating the regional and state FFA farm management contest materials. As current president and past secretary of the RDME/RAPM group Del leads with a style that draws attention away from his own accomplishments while bringing out the best in his peers. His dedicated efforts have led to conducive working relationships from the instructor level to the MnSCU Chancellor and system office.

# Jim Molenaar

Jim Molenaar began his instructional career as a high school agriculture instructor at St. Peter in 1982. He continued teaching high school agriculture at Lakefield until 1987. Molenaar then assumed the farm management education position at Marshall. In 1992 Molenaar was hired to serve as regional ag program manager at Hutchinson/Willmar Technical College, where he has remained to the present time. Molenaar has contributed to the management programs through his interest in improved instructional methods through the use of computer and multimedia technology. Molenaar's efforts along with his fellow regional deans, have developed multimedia annual report formats which have become part of the cutting edge for this program. The highlight of this effort culminated in an invitation for Brudelie and Molenaar to present their efforts the higher education board.

Molenaar has served two terms as secretary and is presently serving as president-elect of the Minnesota Vocational Agriculture Instructors Association. He continues to serve as a supporter of the FFA organization and has assisted that organization as contest judge and volunteer whenever possible. He might also be noted as the author of this paper outlining the history of the area agriculture coordinator, regional agriculture program manager and regional dean of management education.

### John Murray

John Murray is presently serving as the Minnesota State Colleges and Universities, director of management education. John began his teaching career in 1956 teaching veterans, high school and farm management at Brewster, Okabena and Jackson respectively. In 1969 John became the area agriculture coordinator for the newly formed analysis center at Jackson. In 1984 John was appointed to the position of director of management education for the State Board of Technical Colleges/MnSCU and has continue in that position to the present time.

John has provided considerable leadership and direction for management education with an uncanny ability to build partnerships and linkages with various agencies and individuals. He is credited as serving as the president and vice-president of the National Vocational Agriculture

Instructors Association as well as the vice-president, president elect and president of the Minnesota organization. Under his tenure as director of management programs the John has been able to provide for secure program funding, growth of the management programs and continued quality of instruction. His leadership has led the management programs through changing education directives and numerous system changes. His management style closely matches his favorite saying, which is, "whatever is fair, whatever is right." He has demonstrated this phrase with the admiration and respect of the agriculture and education communities. Jay Noreen

Dr. Jay Noreen began his association with the management education programs when he assumed the position of interim Chancellor for the Minnesota State Colleges and Universities in 1993. Early in his tenure as chancellor, Dr. Noreen recognized the value of the management programs and made efforts to learn about the program. He specifically invited the regional ag program managers to confer with him regarding the programs and addressed a statewide meeting of farm management instructors at their fall 1994 inservice.

Dr. Noreen can be credited with ensuring that the management programs became a valued part of the merged college system. He also provided the leadership and direction for the transfer of over 130 staff, part of the local school district programs, to the MnSCU system as required by law. In addition he recognized the importance of the state manager of management education position and the regional dean positions in the new system structure. His vision and efforts have provided for the continued success of management education in the state of Minnesota.

Dr. Ed Persons

Dr. Ed Persons began his teaching career as a farm management and secondary agriculture teacher at New Richland in 1953-54 and taught at Hoffman from 1956 to 1964. This experience was valuable when he was appointed to a research fellowship at the University of Minnesota which evolved into a professorship in 1966. He was appointed as head of the division of agriculture education/faculty group coordinator for agriculture education in 1987 and has remained in this position to the present time.

Since joining the University of Minnesota staff, Dr. Persons has focused on research and development of instruction in agriculture education for adults, and more specifically adults interested in in-depth management instruction. Dr. Persons can be credited with leading the creation and development of the computerized record analysis program in the mid 1960's and the continued development of this program. He focused on the development of curriculum for group and individual instruction in farm management education. Most recently he has concentrated on the editing of syllabi and lessons for the eighty plus credit courses included in the management curriculum. Dr. Persons has worked closely with the area agriculture coordinators, managers and deans giving counsel and direction for the management education programs. He can be credited as one of the founders and leaders in the National Farm and Ranch Business Management Education.

Greater than a majority of Minnesota's farm management instructors have received training from him as a student at the University of Minnesota or as a part of the numerous workshops that he has conducted during his tenure. Minnesota has a farm management education program that contains more programs and is larger in scope in management education

than the remaining 49 states combined. Dr. Persons should be given credit as a key leader in this accomplishment.

# Vic Richardson

Vic Richardson taught secondary agriculture at Storden-Jeffers beginning in 1966 and assumed the farm business management position in 1969. He then moved to Owatonna teaching veterans farm management until 1979. After a sabbatical leave to obtain his masters degree in agriculture education, Richardson taught farm business management at Owatona from 1980 to 1989. In 1989 Vic became the area agriculture coordinator at Austin Technical College where he remains as regional dean of management education at the present time.

Vic has made numerous contributions to the management education programs including a benchmark study of the farm business management program completed in 1979. This study has been used by our state legislature in establishing rules and regulations for the current farm management program. It has also been used by programs outside of Minnesota.

Since 1986 Vic has conducted annual farm income tax planning and management seminars throughout Minnesota for farm management instructors and students. Vic has been responsible for the developing tax planning software templates that have been widely used by instructors in helping students make complicated tax management decisions. He has also conducted many statewide and upper midwest sessions on time management for the agriculture instructor, goal setting and retirement planning. Vic has made his mark on the farm management education program and regional dean position with a precise, careful and planned approach tasks he undertakes. His contributions are evident in the success of the management programs under his direction.

# Tom Risdal

Tom Risdal has varied experiences with one year teaching high school agriculture in 1971, and a position as traffic and marketing specialist for United Stockyards from 1972 to 1976. Following these positions, Tom taught farm business management and high agriculture in North Dakota before assuming a farm management teaching position in Barnesville from 1984 to 1993. In 1993 Tom was named to the RAPM/RDME position in Thief River Falls where he has remained to the present time.

Tom brings a broad vision to the RAPM/RDME position through his experiences as a high school student in Virginia, college undergraduate work in the state of Washington and Idaho and teaching in North Dakota. His leadership experience includes secretary, vice-president, president and past-president of the National Farm and Ranch Business Management Education Association. Tom is a past member of the Minnesota Farm Business Management Advisory Council and participated in a three year cooperative study with the Minnesota Legislature of year end business analysis system methods. Tom contributes a creative and thoughtful management style that is valued by those associated with the management education programs.

The management education programs have survived nearly five decades of change and development. Part of that success has come from outside our organization through industry and legislative support. Some of the accomplishments have been achieved through system

organization from campus leadership teams and our systems office. Credit must be given to the instructors and program participants who have provided the heart of the management education program. Finally recognition must be given to a select few individuals who have made management education a significant part of their career and life. The area agriculture coordinators, regional ag program managers, regional dean's of management education and education leaders have made a significant impact on agriculture and education in Minnesota.

As Charles Painter so appropriately wrote in <u>The Cooperative Farm Management</u> <u>Program Through Two Decades of Development</u> (1970), "History should be objective. For those involved in a historical process, complete objectivity is hard if not impossible to achieve. We each have our special interests. Some events are colored by our emotions. In any situation, there will likely be much that is left out. What would seem insignificant to one person might seem important to another. In the final analysis, we will each interpret events in the light of our own experiences and convictions. The one basic requirement is integrity. Only when history is documented with supporting evidence, can its credibility be accepted."

The few who have been mentioned in this epilogue are making their impact on the management education program. History will judge the leaders and decisions of today. It is my hope that when the next history is written, the present leaders of management education will be regarded with the same credibility and integrity as those of the past.