

July/August
2008
Volume 81
Issue 1

The Agricultural **EDUCATION**

M A G A Z I N E



**Leadership opportunities for
underrepresented populations--
*What are YOU doing?***

It's about the Journey...

By Billye Foster

"It's about the journey--mine and yours--and the lives we can touch, the legacy we can leave, and the world we can change for the better." ~Tony Dungy, Quiet Strength

Have you read the 2007 NFL Coach of the Year's book, *Quiet Strength*? If not, you should. I think it will resonate with all those who dedicate their lives to the development of the future--to all teachers.

We spend a lot of time in this profession discussing what we should change, what should be done better, hashing and re-hashing every step along the almost hundred year-old path of Agricultural Education. I say "hundred year-old" based on the Smith-Hughes Act, but in reality the education of and about agriculture is as old as this world itself. When did all of us NOT need to know and understand where our basic sustenance comes from?

Interestingly, we have come to dedicate the July/August issue to matters connected to diversity and inclusion. I know why we do this--because we are trying to make up for lost time. However, I also find it ironic that we should need to do so. How

pompous a profession are we, that we could ever choose who should and should not be allowed to learn about the subsistence of life? Just as education about agriculture has gone on for eons, all peoples of the world have studied it. I think that is why I like the Tony Dungy quote at the beginning of this piece so well. It is not about us or them. It is not about one civilization conquering another. It is about individuals.

Each of us comes into the world with a gift. Sometimes it is hard to discern what that gift is for years, but we all have one. In



many cases we may have more than one gift, should we choose to utilize them. Those of us in education have been given the gift of the future. We have it within our power to help future generations reach their potential--one student at a time. Again, this gift does not come with directions noting we are only supposed to help "special" groups. Our gift does not come with a card that says, "Do Not Open Unless You Are ____." The true beauty of our gift is the fact that it is

for everyone. Our job is to share it with as many people as possible!

Many years ago, Dr. Robert Terry, Sr. soothed the worries of an anxious graduate student with a simple truth. His advice went something like this, "It doesn't matter what other people think about you, what matters is that when you look in the mirror each day, *you* feel good about the person you see." Being an exceedingly wise man, Dr. Terry knew that in our heart of hearts we all know when we have done the right thing.

This leaves us with a few questions:

- What legacy will we leave for the future of Agricultural Education?
- How many lives will we touch along the way?
- And, when we are gone, will we leave this world a better place?

As educators we are in a unique position to be able to answer the questions positively. Let's hope at the end of the day, we can all look in the mirror and say our journey did make a difference!

Center photo courtesy Caryn Hoerst.

*Billye Foster is a Professor at The University of Arizona and is Editor of **The Agricultural Education Magazine.***



Theme:

Leadership opportunities for under-represented populations-- *What are YOU doing?*

Editorial:

It's about the Journey.....2
By Billye Foster, Editor

Theme Editor Comments:

Leadership opportunities for underrepresented populations--
Here's What We Are Doing!.....4
By M. Susie Whittington

Theme Articles:

A F.A.I.R. Leadership Approach to Engage Underrepresented
 Youth in Agricultural Education6
By Kimberly Bellah, Kady Mayfield & Dana Neal

Cultivating Seeds for the Future.....9
By Caryn Hoerst

Implementing the ACE Model to Reach Every
 Agricultural Education Student.....11
By Chastity Warren English & Antoine Alston

Culture: Key to Developing Native American Leaders.....14
By Timothy J. Nichols

Agricultural Education Students: *Is there room for
 Generation M?*.....19
By Jamie Cano

Systematic Approaches to Leadership Development:
What are YOU doing?.....21
By Nav R. Ghimire & Robert A. Martin

Underrepresented Populations in Education: One Strategy
 for Culture Change.....24
By Deborah Bellam & Eunice Hornsby

Informational Items:

Inclusion Corner.....16
By Billye Foster

*Subject Index--Volume 80,
 July/August 2007 to May/June 2008.*.....26

*Author Index--Volume 80,
 July/August 2007 to May/June 2008.*.....28

Subscriptions

Subscription price for *The Agricultural Education Magazine* is \$15.00 per year. Foreign subscriptions are \$25.00 (U.S. currency) per year for surface mail, and \$40 (U.S. currency) foreign airmail (except Canada). Orders must be for one year or longer. We can accept up to a three year subscription. Refunds are not available. Please allow 4 - 6 weeks delivery of first magazine. Claims for missing issues cannot be honored after three months from date of publication, six months for foreign subscriptions. Single copies and back issues less than 10 years old are available at \$5 each (\$10.00 foreign mail). All back issues are available on microfilm from UMI University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. UMI University Microfilms telephone number is (313) 761-4700. In submitting a subscription, designate new or renewal and provide mailing address including ZIP code. Send all subscriptions and requests for hard copy back issues to the Business Manager: Jay Jackman, National Association of Agricultural Educators (NAAE) 300 Garrigus Building, 325 Cooper Drive, The University of Kentucky, Lexington, Kentucky 40546-0215, Phone: (859) 257-2224, FAX: (859) 323-3919. E-mail: NAAE@uky.edu

Article Submission

Articles and photographs should be submitted to the editor or theme editors. Items to be considered for publication should be submitted at least 90 days prior to the date of the issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed double-spaced, and include information about the author(s). One hard copy and one electronic copy of the article should be submitted. A recent, hardcopy photograph should accompany the article unless one is on file with the editor. Articles in the magazine may be reproduced without permission but should be acknowledged.

Editor

Dr. Billye Foster, Professor, Department of Agricultural Education, The University of Arizona, PO Box 210036--Forbes 228, 1140 East South Campus Drive, Tucson, Arizona, Phone (520) 621-1523, FAX: (520) 621-9889.

E-mail: billye@ag.arizona.edu

Publication Information

The Agricultural Education Magazine (ISSN 07324677) is the bi-monthly professional journal of agricultural education. The journal is published by the Agricultural Education Magazine, Inc. and is printed at M&D Printing, 515 University Avenue, Henry, IL 61537.

Periodicals postage paid at Ames, IA 50010 and additional offices.

POSTMASTERS: Send address changes for *The Agricultural Education Magazine* to the attention of Jay Jackman, National Association of Agricultural Educators (NAAE) 300 Garrigus Building, 325 Cooper Drive, The University of Kentucky, Lexington, Kentucky 40546-0215, Phone: (859) 257-2224, FAX: (859) 323-3919.

Leadership Opportunities for Underrepresented Populations: *Here's What We Are Doing!*

by M. Susie Whittington

I anxiously accepted Dr. Foster's offer to solicit authors for, "Leadership opportunities for underrepresented populations--What are YOU doing?", because I was internally nagged by a previous professional incident, and I wanted to explore it more thoroughly. Here it is...

In June 2007, participants arrived from across the country to formally engage in agricultural education's most courageous and demanding adventure to date: 10x15—10,000 quality programs by 2015. How exciting!! I prepared for the multiple-day event by pondering earlier American industry comebacks and how those industry comebacks were orchestrated. I thought about how the industry leaders must have brainstormed unexplored possibilities, contemplated the what-ifs, and examined new, untapped, diverse audiences and ven-

ues. Consequently, I arrived at the meeting prepared for brainstorming, contemplating, exploring.

issue of The Agricultural Education Magazine offers assurance to me that the June, 2007 quote was



Are you serious? We already have black & white cows????

Imagine then, my disbelief, when during a coffee-break from the meeting, it was suggested to me privately that, "we have diversity, we have black and white cows". All I could think was, "during a critical period in our history, when we again, are perched at the threshold of making a difference in education in America, did I really just hear that"?

My next thoughts caused me to think about the opinions of our profession collectively, and that's where the internal nagging began. Fortunately, the July/August 2008

an isolated incidence rather than a collective professional opinion.

In collecting and reading the articles for this issue, I learned, however, that I am not the only person in the profession who is wrestling with our homogeneity. Jamie Cano's article is revealing. He, too, will be encouraged by reading that which the authors of this issue are advocating for our profession. Here's what we are doing!

When Dr. Cano reads that middle school teachers like Caryn Hoerst are taking students back to our hands-on, problem-solving roots as a means for reaching every diverse learner in her classroom, he will be pleased. Then, read and think



M. Susie Whittington
is an Associate Professor at The Ohio State University

November/December 2008

Theme Editor:

Julie Harlin

j-harlin@tamu.edu

Associate Professor & Teacher Educator

Texas A & M University

Dept. of Agricultural Leadership, Education & Communication

2116 TAMU

College Station, Texas 77843

If you could do it all over again, what would you change?

Preparing the next generation of Agricultural Educators is a daunting responsibility. Times and methods change continually. How do you know which practices should be kept and which should be changed or replaced? This issue seeks to ask the practitioner in the field what worked (and still does) for them, and what do they wish had been part of their preparation.

THE AGRICULTURAL EDUCATION MAGAZINE 2009 THEMES

Will appear in the September/October 2008 Issue

about the applications for Bellah, Griffin, and Neal's F.A.I.R. idea - a traditional agricultural setting used to attract nontraditional students to agricultural issues. Finally, for teacher educators, explore the endless possibilities for our profession when we apply English and Alston's ACE model to preservice teacher education programming.

For those programs with a leadership development focus, readers may want to start reading this issue with the Ghimier and Martin article. The authors remind us that the culture

in which we live and work influences our approach to developing programs. Consequently, they offer guidelines for stretching us into program development from a broadened perspective.

When college administrators like Tim Nichols are targeting Native American populations for their post-secondary programs, I am encouraged for the long-term health of our profession. When university leaders like Deb Ballam and Eunice Hornsby are investing personal energy and resources into intensive efforts for preparing underrepresented popula-

tions to be university administrators, we are in good hands.

I am pleased that my internal nagging has been resolved—our profession is actively creating and implementing recruitment and retention programs for underrepresented populations. I encourage you to read this inspiring issue of The Agricultural Education Magazine, and then ask yourself, “*What am I doing?*”



A F.A.I.R Leadership Approach to Engage Underrepresented Youth in Agricultural Education

By

Kimberly Bellah, Kady Mayfield & Dana Neal

Non-traditional. Alternative. Atypical. These words are tossed about somewhat cavalierly in agricultural education to describe those students who are from non-farm, non-rural, low socioeconomic, and ethnically diverse backgrounds. So: *Who really is the “non-traditional, alternative, atypical” agricultural education student today?*

Many agriculture teachers pursue teaching because they themselves enjoyed the events and activities in which they participated as high school agriculture students. The fond memory of traveling down the road to Career Development Events (*contests to the more seasoned teacher*) or stock shows in dual-wheeled trucks with

What so many future teachers, at that stage, fail to consider is the abundance of students left at home, under the guidance of a substitute, who did **not** choose to participate, travel, or compete. So: *In their teacher preparation program and in-service experiences, have they learned to be inclusive of those “non-traditional, alternative, atypical” students?*

is no exception! In a state known for its participation in stock shows, even those “traditional” events are taking baby steps toward helping agricultural science teachers provide experiences that are inclusive of *all* students.

This past fall, **Leadership F.A.I.R.** was implemented to appeal to a diverse range of students; 100 students from a rainbow of ethnic backgrounds, males and females, worked together at the State Fair of

Texas, in Dallas, to develop a

better understanding of their place in agricultural education. Yes, it was held at the fairgrounds during the annual stock show, but this fair was all about students “**Finding Agriculture Interesting and Rewarding**” in a leadership atmosphere.



Photo

courtesy Becky DeShazo, Crowley ISD Agricultural Science Teacher.

overloaded trailers, influenced many teenagers to consider teaching. After all, who wouldn't want to have that much fun in their career?

Every state faces the dilemma of ensuring that agricultural education program enrollments mirror the overall makeup of the state's student population. Texas

Kady Mayfield and Dana Neal, Delta Conference graduates, escorted two schools to the Leadership F.A.I.R. Each of these teachers realizes that they teach entire classes of students – not simply a team of four or five. To their credit, they continually focus on improving

their teaching skills, so that their students are best served at all levels of the educational accountability game, inclusive and respectful of all abilities, colors, and cultures. These teachers seek to use their students' differences to build strength inside their classrooms and programs.

Mayfield's North Crowley students came away from Leadership F.A.I.R. with some interesting experiences and reflections. According to Mayfield:

"We had students of many different races and socioeconomic classes attend this conference to try and expand their horizons on what agricultural education and FFA can do for them. Richie Guerra and Bryce Groves both said that the Leadership F.A.I.R. created more of a passion and fire that made them want to be better leaders, and excel in all areas of agricultural education. This FAIR also implanted the urge for my students to become more involved in the chapter and in any opportunity given to them."

As a suburb of Fort Worth, North Crowley students also discussed how they learned that they can help their teachers out in many ways by stepping-up and being leaders. During the conference, the students realized there were many different types of facilitators putting on the conference, which made them feel comfortable and able to excel. Students indicated that seeing successful former students from varying socioeconomic standards and races, and hearing their firsthand stories, opened their eyes at what they can offer the FFA, and what the FFA can offer them.

"Our chapter works very hard to try and break the 'stereotype' through recruitment, and diverse activities,

but even though we are very active on our campus, and our organization is multicultural, we still have trouble breaking through," said Kady. *"Once we get them in the classroom as an elective, we strive to make things fun and advantageous to each and every individual. We have found that if we make the meetings and activities entertaining and applicable, then they want to come and participate."*

"We have found that if we make the meetings and activities entertaining and applicable, then they want to come and participate."

Mayfield also finds, through conversations with her students, that attending events outside of the local level is not comfortable for those who do not fit the traditional picture of an FFA member. As such, Kady finds that a major part of keeping her students involved is by building great relationships with them, and through continual encouragement of them.

Dana Neal, from Palestine, Texas, wrote that she did not bring students to the Leadership F.A.I.R. to increase the diversity of her program, but brought them because diversity is simply a fact in her day-to-

day interactions with students.

"When looking at my classroom to inspect whether it reflects the diversity found in the surrounding community, one would find that it passes. Within the walls of my agricultural education haven, and within the membership of our growing FFA chapter, there are members of all sorts," said Neal. *"One would find young ladies, young men, Christians, Atheists, Agnostics, skater kids, cowboys, city kids, athletes, future cosmetologists, book worms, black belts in karate, mechanics, Caucasians, Hispanics, a Filipino, a Puerto Rican, African Americans and those who are a mixture of two, like myself. It is understood that the classroom reflects and respects many cultures, but it is also well known that this particular classroom has a culture all its own."*

Neal indicates that she does not like the term *melting pot* because, *"In a melting pot, there is something brewing all the time. Even worse, after a period, everything in the pot loses its identity and becomes the same. I want my classroom of leaders to have one culture they can identify with, but I never want to diminish the qualities that each student brings with them as part of their home cultures,"* said Neal. *"I want my students to shoot for the sky! The night sky is the culture of my classroom. The background is colored National Blue and this is the culture of which we are all a part. Within that common identity, there are teams that make awesome constellations and there are shining stars I call students – all different and all beautiful."*

Teachers should seek to provide opportunities that appeal to all students, such as the Leadership F.A.I.R., where

Continued on page 8

students are challenged to become leaders, acknowledging typical characterizations of leadership in the FFA, but then working in teams to create new portraits of leaders in this and other youth organizations. Neal offers this interesting advice for building an inclusive program:

“The main thing that is imperative, if a teacher wants to develop a program that is culturally diverse, is to never judge a book by its cover or by the books on the shelf around it. As agriculture teachers, we meet a lot of family members. It is easy to think that apples don’t fall far from the trees, but you must remember that an apple can fly if somebody takes the time to pick it up and project it in a meaningful direction,” said Neal. “I cannot make them into what I want them to be, but I can certainly mold them. However, the melting pot has not coagulated them into one particular substance, so in order to mold them, I must take into account what they are made of and use their unique qualities to fashion a leader who will shine in the dark. National Blue is just not the same without all those stars.”



Photo courtesy Becky DeShazo, Crowley ISD Agricultural Science Teacher, Crowley, Texas.



Kimberly Bellah is an Assistant Professor at Tarleton State University



Kady Mayfield teaches Agricultural Science at North Crowley High School, Crowley, Texas



Dana Neal teaches Agricultural Science at Westwood High in Westwood, Teas

Cultivating Seeds for the Future

by Caryn Hoerst

Current statistics about the membership of students in the National FFA, the premier leadership and student organization associated with agricultural education, alarmed me as I traveled 600 miles from my home in Ohio to teach a population of severely underrepresented students in rural Virginia. According to the 2007 National FFA data, only four percent of the nation's nearly 500,800 FFA members are African American students. Upon arriving at my teaching destination, I discovered that fifty percent of my students were of that small, national percentage.

From the first day of school, the perceptions my diverse students had about agriculture were grim. Terms like "farmers," "rednecks," and "hicks" were all the students could use to describe the people they knew in the agricultural industry. The first step I needed to take in motivating my students to learn was to break down the barrier that agricultural education was "just teaching people how to farm." Once my students started identifying themselves in positions that were agriculturally related, other than farming, they began to see a real connection to the class, and more importantly, to the industry as future leaders.

Motivating students to become interested in agriculture and to develop their skills to become leaders in the community was

challenging. According to Mankin et al., "motivation is central to student learning, but has always been a challenge for teachers, because students enter the classroom with diverse backgrounds, interests, experiences, and learning styles" (2004, p. 10). I found this to be true in an area where it appeared that



education is not as valued as in other places. The economic status of the community is low, and career opportunities are far and few between; the need for leadership development appeared to be a crucial skill to be taught in the classroom. In order to promote an environment for positive leadership skills to be learned, I experimented with different ways to motivate my students. Without a doubt, one teaching technique rose to the forefront of all others, hands-on interaction. Students wanted to be outside. They wanted a teacher who was enthusiastic; and allowed them to be creative and take risks, without being punished.

Students had indirectly conveyed to me that they wanted and needed real-life experiences to see the tie between their schoolwork and future careers in agriculture. With no existing shop or laboratory facilities at our middle school, and with failed hopes of a greenhouse, I desperately searched for a solution that would be comparable to the experiences gained with such amenities. After convincing administrators and grounds keepers, a plan was approved for students to design, construct, and maintain raised flowerbeds on the side of the school's property. While it's likely that many of my students will never be associated with a working farm or college degree, it was necessary that my students could find a niche in agriculture that was a more realistic future. This project, however, also provided them the opportunity to take ownership and demonstrate their capacity to be leaders. With this in mind, horticulture seemed to be the ticket of opportunity.

After proposing the flower bed idea to the students, the energy level in the classroom instantly skyrocketed. Students were eager to be involved in such an elaborate project, to learn more about plants, and the careers available in the horticulture industry. After several weeks of learning and preparation, each class got the opportunity to build and maintain their own bed. To add another level of excitement, the project turned into a competition between all of the classes, each one competing to be the best!



Students working together on basic planting boxes for the school--courtesy C. Hoerst.

Students of all backgrounds, experiences, and interests came together to work as a team and construct their project over the course of several days. The typical arguing between the middle school students was replaced with compliments on jobs well done. In low economic areas, students look forward to a time and a place where they can feel valued for their presence. As a teacher, I felt the need to give the majority of control to the students. Students were given the flexibility to be a part of the decision-making process. For many of them, this was the first time they had voiced their opinion to an authority figure, and their opinion was respected.

Although the students were excited to be outdoors, they were even more excited to be learning new skills. At the time, students didn't realize they were polishing their leadership skills taught from *Life Knowledge* lessons throughout the year. As a project requirement, I insisted all students have an equal say before a final decision was made about their flowerbed. Whether it was deciding

which types of plants to buy or deciding whose turn it was to water or fertilize, it was to be discussed and voted-on. If a problem arose with the flowerbeds, as a class, they were to work together through the problem-solving techniques to find a solution. Communicating, generating discussion and solving problems--all of these became common occurrences that allowed my students to further develop their leadership abilities.

The most rewarding part of using something as basic as flowerbeds to help underrepresented students learn life skills is when I get to see the results of a young leader bloom before my eyes. One student that has been troubled by life and passed through the school system arrived at the beginning of the school year in my classroom, warning me he wouldn't be with us very long. This student felt he was destined to be sent to an alternative school assignment in just a few short months. Over the course of the school year, he has given me as much grief as all of his past teachers, but has challenged me to become a better educator. One

day, while his class was working outside, I was dealing with some business to the side as the students were tending to their garden. I noticed the students were gathered in a circle around this "troubled" student, so I walked over to check-out the situation. To my surprise, this student had stepped up to the plate, taken charge, and was monitoring a class discussion on how many hosta plants the class wanted to put into the bed! He was asking opinions of all his peers, generating positive feedback, and tallying votes. When he caught a glimpse of my silent presence in the back, he grinned from ear to ear, and said, "Look Ms. Hoerst, I'm doing what you always tell us to do. I'm being responsible trying to make this fair so that everyone gets a say." It was at that very moment that one of my favorite quotes popped into my mind, "it is not so much what is poured into the student, but it is what is planted that really counts" (unknown).

My students, like many others in agricultural education across America, are underrepresented and lack educational resources and funding from what their teachers would like to think of as the 'ideal' agriculture experience. Diverse students in agriculture sometimes have an unrealistic perception of agriculture, and believe there are no career or leadership opportunities available for them in the industry. Teachers must give students the chance to open their minds and provide an awakening of reality that they, too, can be a part of something great. For the situation in which I found myself, gardening seemed to be the avenue to cultivate my message. Dirty hands allow me to know my students are motivated to

Continued on page 13

Implementing the ACE Model to Reach Every Agricultural Education Student

by Chastity Warren English &
Antoine Alston

Introduction

In the movie, *Field of Dreams*, Shoeless Joe Jackson tells Kevin Costner that “If you build it, HE will come;” but, what does one do if only a portion of the clientele come with the remainder standing on the outside looking in at the show? When one analyzes the overall demographic landscape of the National FFA Convention it does not take long to realize that underrepresented populations are not at the show. According to The Council (2007) the mission of agricultural education is to prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Furthermore, The National FFA Organization states that its mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. If the aforementioned statements are true then ALL demographic sectors of American society should possess an abundance of informed agriculturally literate leaders infused with the knowledge, skills, and dispositions to direct the global agricultural industry.

The current FFA membership is 38% female with women holding more than 50% of state leadership positions. Over 77% of the mem-

bership is Caucasian; 17% is Hispanic, and four percent is African-American (National FFA Organization, 2007). When using the United States demographic estimates as a comparison, a gap exists with Caucasians accounting for 66.4% of the population, African Americans encompassing 12.8%, individuals of Hispanic or Latino origin comprising 14.8%, and Asian, Native American, and Pacific Islanders collectively making up the remaining six percent of the population (US Census Bureau, 2007).

Given the glaring gap that exists with underrepresented populations in relation to their participation in agricultural education programming, and moreover with the increasing emphasis on diversity within today’s global

society, how does the profession of agricultural education address the need for underrepresented populations to develop their leadership competence through agricultural studies? According to the National Center for Family and Community Connections - Schools Southwest Educational Development Laboratory, no matter a families’ culture, race, ethnicity, or income, most have high aspirations and concern for their childrens’ success (Boethel et.al., 2003). With this factor in mind, what road map or model can secondary agricultural educators follow in order to assist them in facilitating leadership development for underrepresented populations, given its importance in preparing 21st Century-Ready Learners? The

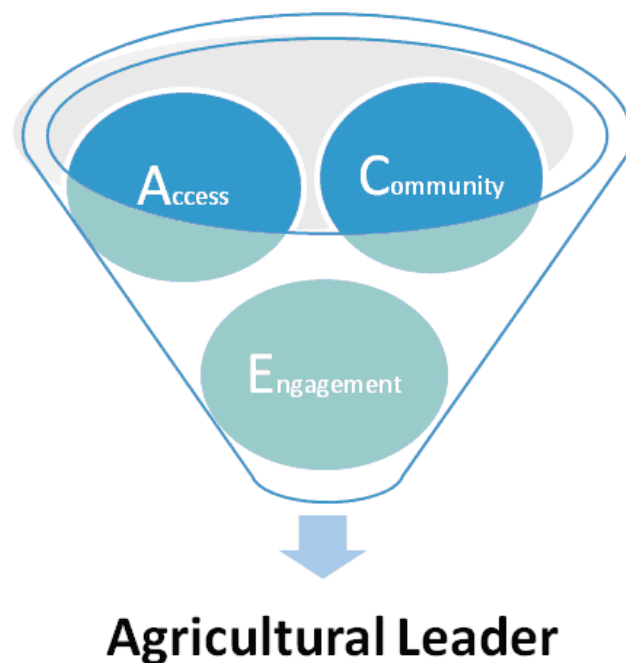


Figure 1: ACE Agricultural Leadership Development Model

A.C.E. Model (Access, Community, and Engagement) aides in the process.

Access

Access, in the context of this article, is defined as the existence of an environment that is open to all student clientele regardless of their racial, ethnic, socioeconomic, and other personal circumstances. In order to facilitate leadership development for underrepresented populations, agricultural educators must provide access to their total program. The following strategies can be employed:

1. Have underrepresented students sign leadership contracts at the beginning of the academic year, which specifically define agreed upon goals and tasks that students will complete within the context of the agricultural education program.
2. Utilize interviews instead of majority voting for chapter officer selection. By doing so, quality candidates can be identified based upon their potential for effective leadership instead of their popularity. Agriculture teachers should make sure that the selection committee includes a diverse representation of agricultural education stakeholders, which will make certain a wider array of opinions is represented.
3. Have underrepresented students serve as committee and subcommittee chairs. Not all students can be officers, but by empowering them with chair roles, leadership development can be facilitated, which can ultimately improve self-esteem and overall personal development.
4. Transform the overall physical environment of the secondary agricultural education program from stereotypical agricultural images into one that encourages a more global illustration of the agricultural industry.

Community

The National Center for Family and Community Connections - Schools Southwest Educational Development Laboratory states that educators should make outreach a priority and take the extra steps necessary to make it possible for families to get involved at school, as well as at home (Boethel et. al., 2003). In order to provide leadership opportunities for underrepresented populations in agricultural education, the community must be incorporated as an active partner. The following strategies can be employed:

1. Invite individuals representing various sectors of the community to serve on the agricultural education program's advisory committee, thus providing a diverse perspective of ideas which could make possible more opportunities for agricultural leadership. These opportunities could include community-based SAE (Supervised Agricultural Experience) projects and service learning endeavors.
2. Market the program to the community, who in turn will serve as advocates encouraging student participation in the program. This marketing could be done by making visits in underrepresented students' homes and organizations such as churches and community centers. The connection within the community is a key to program development and leadership development for students.

Engagement

To make leadership opportunities possible for underrepresented students within agricultural education, students must ultimately be encouraged to immerse themselves within the total program. The fol-

lowing strategies can be employed:

1. Within the classroom and laboratory component of secondary agricultural education, leadership opportunities could be provided for students such as serving as group leaders on major instructional projects, and giving responsibility for maintaining selected physical components of the program's facilities such as the greenhouse or other laboratories.
2. The SAE component of the secondary agricultural education program is the ultimate student engager. Underrepresented students can develop leadership skills and other imperative "soft skills" through involvement in SAEs divisions such as Entrepreneurship and Placement. Opportunities in these divisions can be facilitated through partnerships with "Community" stakeholders who can provide a plethora of opportunities for leadership development.
3. Service Learning can primarily be facilitated through the Improvement division of SAE, which emphasizes the enhancement of an existing item or condition that is agriculturally related. Examples could be the establishment of a garden at an assisted living facility or repair of an equipment storage shed for a local retired farmer. Through engagement in activities such as these, students have opportunities to develop leadership skills and practice academic competencies learned in the classroom.
4. Through the FFA component of the secondary agricultural education program, underrepresented students have the opportunity to demonstrate their leadership competence

through involvement as an officer, committee member, or as a member of a Career Development Event (CDE) team. Students could be encouraged to take the leadership role as the team captain, responsible for ensuring that all members are prepared for competition.

Conclusion

Nationally over 800,000 students participate in formal agricultural education instructional programs offered. However, as cited earlier a significant portion of agricultural education clientele are not being served, thereby missing the potential benefits of agricultural education involvement. The great educator Booker T. Washington stated that, "In all things that are purely social, we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress." For a great portion of the discipline of agricultural education's history, various subgroups were forced to operate in a state of exclusion, even today there still exists a state of group omission. If agricultural education is truly a discipline preparing 21st century-ready learners, all groups must be given the opportunity for leadership involvement, which ultimately contributes to mutual progress.

References

Boethel, M., Averett, A., Buttram, J., Donnelly, D., Jordan, C., Myers, M., Orozco, E., & Wood, L. (2003). Diversity School, Family, and Community Connections. National Center for Family and Community Connections with Schools. The National FFA Organization. (2008). FFA Statistics. Retrieved April 20, 2008 from http://www.ffa.org/index.cfm?method=c_about_stats

ffa.org/index.cfm?method=c_about_stats

U.S. Census Bureau. (2007). Quickfacts. Retrieved April 20, 2008 from <http://quickfacts.census.gov/qfd/states/00000.html>



*Chastity Warren English
Assistant Professor
Dept. of Agribusiness,
Applied Economics and
AgriScience Education
North Carolina
A & T University*



*Antoine J. Alston
Associate Professor
Dept. of Agribusiness, Applied
Economics and AgriScience
Education at North Carolina
A & T University*

Continued from page 10

Cultivating Seeds....

learn, excited to be a member of our team, and feel welcomed and valued in our classroom environment. Although they may not always be aware of the skills they are developing, I see the leadership abilities emerge from each of them every time we walk out the back door and into our garden of knowledge.

References:

The National FFA. (2007). Retrieved April 18, 2008 from www.ffa.org.
Mankin, K.R., Boone, K.M., Flores, S., & Willyard, M. R. (2004). What agriculture students say motivates them to learn. *NACTA Journal*. Retrieved April 18, 2008 from www.findarticles.com.



*Caryn Hoerst is an
Agricultural Instructor for
Suffolk Public Schools in
Suffolk, Virginia*

Culture Key to Developing Native American Leaders

by Timothy J. Nichols

Developing the next generation of indigenous leaders is a critical challenge facing American Indians today. Today's tribal communities are faced with a multitude of challenges -- among them the nation's highest rates of poverty and unemployment, substance abuse, heart disease, diabetes and teen suicide. And while the American Indian population on many reservations is young and growing at a faster rate than in other rural, predominantly white areas, geographic isolation and low levels of educational attainment is common. A long history of failed US government policies has eroded traditional tribal models of learning and leadership. Still, American Indian leaders remain resilient and committed to drawing on their cultural strengths to building a brighter future for their people. Agricultural educators working in authentic collaboration with these local leaders can help make a positive difference. True to the words of the Hunkpapa Lakota chief Sitting Bull, it is time to "Put our minds together and see what life we can make for our children."

South Dakota State University has been engaged in a wide variety of youth and community agricultural education and leadership development efforts for more than ten years. By working collaboratively with tribal high schools, tribal colleges, other regional universities and a host of industry representa-



Students ready for another group activity combining leadership and culture.
Photo courtesy of T. Nichols.

tives and government agencies, the institution has contributed to and benefited from meaningful leadership development programs for American Indians. While there is no 'one size fits all' approach -- there are more than 500 different federally recognized tribes in the US -- what follows are some of the 'lessons learned' from these efforts. Experiential education makes leadership come alive. The FFA motto's

True to the words of the Hunkpapa Lakota chief Sitting Bull, it is time to "Put our minds together and see what life we can make for our children."

'learning to do, doing to learn' approach fits well with Native learning styles, which stress observation and practice. Successful educational and career workshops in South Dakota minimize lecturing, and quickly engage students in hands-on work, whether that involves making ice cream in dairy science, plant identification in range science, or repelling from trees in forestry. Leadership programming is integrated with outdoor activities, environmental educa-

tion, and recreational pursuits, including tipi building and canoeing.

Make the cultural connections. It is important that tribal youth understand that being a leader in agriculture does not mean abandoning one's cultural heritage, but rather, embracing it. Important tribal symbols can be a place to start. For example, a symbol common to the Lakota and Dakota people is the medicine wheel, divided into four parts, which can represent directions or seasons. In leadership exercises, programs are built around the four sacred values of the people: bravery, fortitude, generosity and respect. Indeed, the contemporary literature on servant leadership connects well with the tribal philosophy that 'the greatest among you is the one who serves the people.'

While some tribes (e.g. the Mandan, Hidatsa, Arikara nations of North Dakota) have strong agricultural traditions, the Lakota, Dakota and Nakota peoples of South Dakota were largely hunting and gathering societies. In some cases, this has led to negative feelings toward agriculture, as the introduction of farms and ranches to tribal territories resulted in the loss of Indian lands. However, creative educators will find many opportunities to connect tribal cultures to leadership and agriculture. For example, in South Dakota, efforts with tribal youth have included bison research, community garden projects, native plant propagation, and preparation/preservation of traditional foods. The historical relationship between Plains Indians and horses is built into multi-level learning on equine science and leadership. In North Dakota, youth are engaged in efforts to re-establish Juneberries, a traditional food that was all but lost when tribal lands were flooded

due to the damming of the Missouri River. Connecting tribal youth with efforts to revitalize their culture can be a compelling leadership development experience for them.

Integration of cultural practices can also help engage tribal students in leadership development.

The 'talking circle' approach to group discussion allows participants to speak only when they are holding a sacred object, such as a staff, eagle feather or rock. Talking circles have proven effective for engaging sometimes shy students in conversation, to facilitate evaluation discussions, and to lead group reflection sessions. Traditional hand games, prayers, songs, and even sweat lodge (inipi) ceremonies have sometimes been integrated with the help of tribal members as cultural resource persons. The spiritual dimension of leadership, sometimes downplayed in mainstream approaches, is central to an indigenous understanding of what leadership is all about.

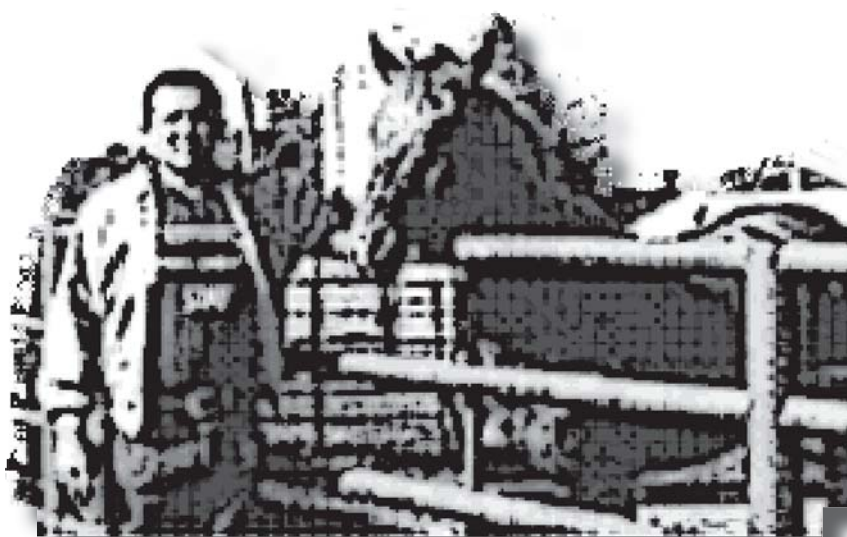
Cultural values must be acknowledged in youth programming for leadership.

For example, in some tribal societies, cooperation is valued over competition and individual achievement. Similarly, among some Native American groups, direct eye contact can be interpreted as a lack of respect rather than a sign of confidence. It's critical that agriculture educators familiarize themselves with the history and traditions of the tribes in their region in order that they may design and implement leadership education programming and approaches that fit.

Integrate the arts.

Building on the cultural connections described above, the arts can be integrated into American Indian youth leadership programs. Many Native students have a natural affinity for and unique cultural approach to the arts. For example, the star quilt is a common symbol among the Lakota people. At a week-long

Continued on page 17



Historically, horses have played a large part in the culture of many tribes and still do so today. Photo courtesy of T. Nichols.

It's About the Journey-- Were you listening?

It's about the journey...O.K., I'll buy that. But, what can I do to make things change?

How many times have you seen behavior you thought was wrong and done nothing? Once? Twice? More times than you can count? Often it is easy to just look the other way--both in the classroom and out. However, as educators, the classroom is our responsibility. What goes on and perceived as acceptable rests with us.

Recently, I had a former student recall an incident at his place of work. A person in a mid-management position had recently suffered extreme personal loss. Upon returning to the place of business, this employee was "on edge" and ultimately lost control of both temper and mouth. In what amounted to a tantrum toward the individual's immediate supervisor, a variety of curse words were uttered along with a racial slur of the most extreme level. Several individuals overheard the comments and the matter quickly became the fodder of human resource. Unfortunately, the individual was merely reprimanded with a note placed in their permanent record.

What message did this send the remaining employees regarding respect for the individual? Is it now O.K. in that enterprise to call anyone any name, just because you are upset? Are there situations that excuse even basic respect for an individual? Tough questions right, but that's business--not education, right?

Wrong! There once was a time when we often overlooked students harrasing each other. As long as things did not come to blows and it was just a little friendly "play," we often chose not to interfere. However, the world has turned and we have been awakened to the fact that NO ONE likes to be treated as a "lesser" being.

Research tells us that students with higher levels of self-esteem perform better academically. "Prior research indicates that the physical classroom environment has the potential to affect children's behaviors, academic performance, and cognitive development. However, less is understood about the effect on the socio-emotional development of children."

In one study, kindergarten and first grade students were assessed on pretests and post-tests of the Self-Esteem Index (SEI) scale and the Children's Inventory of Self-Esteem (CISE) scale (Maxell, et.al, 2008). The study showed that environment was directly connected with self-esteem and that self-esteem was directly associated with academic performance.

But that's research--what about the real world? Do your students

perform better for you if you know their names? How about if you have made a home/SAE visit? Can you tell a difference? How do your students' performances reflect the way their peers treat them? It has been my experience that people generally live up to our expectations.

Perhaps you are familiar with imprinting as a technique for training horses. Imprinting is centered around the concept that when a foal is born, it very quickly formulates opinions about the world. In the first few hours and days after birth, foals learn about 80% of what they need to survive as a horse in this world.

How does this relate to children? The educational process and the development of personal self-esteem serves as a human imprinting system. If we are conditioned to believe we are inferior, then we unconsciously work to live up to that expectation. On the other hand, if we are conditioned to believe we are talented and able to learn and achieve--even the most challenged learners make progress toward those goals.

If we could begin imprinting children in kindergarten or before to



believe they were able to learn and do even challenging things--and continue to utilize that imprinting process until they completed high school, imagine the affect that would have.

Here are three simple ways to begin to build a higher level of positive self-esteem in all of your students:

- Learn each student's name and greet them, by name, at the door every day as they come into class.
- Make a home/SAE visit and learn more about each student. Use this information in class or in casual conversation to let the students know you are interested in them.
- Take time to encourage 3 students every day. Just take them aside and praise their work, or suggest their involvement in an FFA activity.

"Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: The potential for greatness lives within each of us." Let us learn from Wilma Rudolph, Olympic Gold Medalist, and realize we have the power to make every student reach their maximum potential!

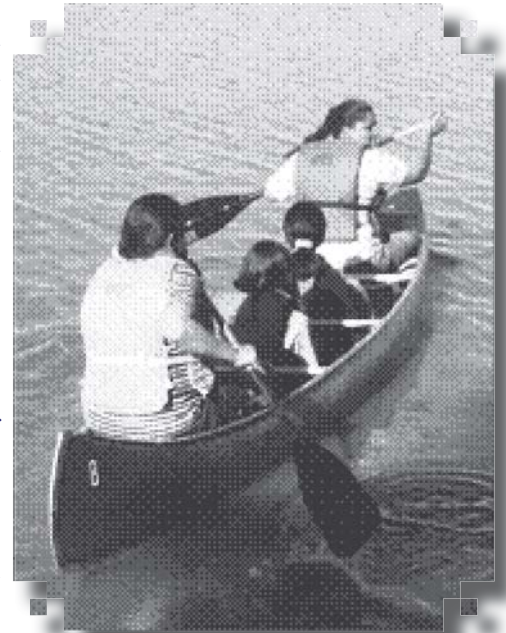
*Think about it!
Billye*



leadership summer institute, each student designs and creates their own quilt block representing their future goals and growth as a leader. The blocks are the sewed together and the quilt becomes a compelling symbol of Native leadership.

Elder involvement is essential.

Role models are a must. Because of historical and contemporary injustices, a lack of trust between tribal members and mainstream society is commonplace in reservation and border towns. As such, it is critical for agriculture educators to form partnerships within the community in support of youth leadership development. One key group to target is tribal elders, many of whom continue to hold positions of formal and informal influence in their extended families. Similarly, local tribal leaders should be involved whenever possible. For example, individuals such as tribal directors of land operations, range managers, and wildlife biologists, can serve as motivational speakers aimed at the rising generation. Peer leadership education is another important strategy, particularly in communities where students may not have friends or family members who have previously engaged in leadership education programs. American Indian college students can be role models for youth and help inspire them to set and achieve goals. In these individuals, high school students can see someone who looks like them, someone who shares their history and culture, someone who can relate to where they are coming from, and yet has made wise decisions, persevered despite obstacles, and is on their way to academic and professional success. Serving as role models becomes



Traditions connecting to rivers and great bodies of water are also important to many tribal cultures. Photo courtesy of T. Nichols.

a leadership development experience for these students as well. With an understanding that others are looking to them for inspiration, students become further motivated and doubly-committed to their own leadership development, service, and goal achievement.

Build the network.

All young people need encouragement as they step out of their comfort zones and begin to learn and grow as a leader; this encouragement is even more important for American Indian young people who may encounter discrimination and lack strong personal support systems. Building a network that includes other youth, tribal elders, professional and political leaders, teachers and counselors will surround Native American students with a positive, supportive team. In assisting tribal students in their preparation for educational and career opportunities in agriculture, this network should include connections both within and outside

Continued on page 18

the tribe, and can include academic advisors, professional mentors, high school and tribal college teachers, counselors, community leaders, agriculture industry representatives and youth from other tribal communities. Consistent, affirming messages must be sent: We see value and potential in you; we are committed to your success; we will not let you fall through the cracks.

Think globally.

As part of a generous scholarship program that provides tuition assistance and support for undergraduate research, in recent years, SDSU Native American students have had opportunities to travel and interact with students and native communities in Bolivia and West Africa. The travel experience alone is a unique chance for tribal youth to step outside their comfort zones and grow. The power of American Indians connecting with other indigenous minority groups, many of whom have shared similar struggles, cannot be overstated. Having the opportunity to reflect and share their own experiences at this level provides American Indian youth with further possi-



Skill, Culture and Pride combine in the development of the next generation of leaders.
~Courtesy T. Nichols

bilities for leadership development.

Complete the circle.

Young Native Americans need to be informed of the tremendous need for opportunities to return to their communities and apply their leadership skills for the betterment of their people. While for some, goal achievement may mean leaving the reservation, there remains a strong desire to make a difference on the local level. Agriculture educators need to highlight these needs and opportunities. With land as one of their most valuable

resources, positions as leaders of tribal agriculture programs, resource management, economic and community development efforts should be encouraged among the rising generation. Making the learning experiential, connecting with culture, integrating the arts, utilizing elders and peer role models, thinking globally, and highlighting local opportunities will be important considerations for agriculture educators' Native American leadership development programs. With the Lakota concept of Mitakuye Oasin (we are all related) as a guiding principle, these approaches can be integrated in innovative ways that make an important, positive difference in young peoples' lives.



Picture of Success! ~courtesy T. Nichols



Timothy J. Nichols
Dean of the Honors College
South Dakota State University

Agricultural Education Students: *Is there room for Generation M?*

By Jamie Cano

As I am thinking of how to start this magazine article, my mind cannot escape the thoughts of great conversations being held around the country on the topic of diversity, which has been ignited by the presidential elections. What a great moment in time to be having a conversation about diversity in America, that to many of us is not needed, yet to many of us, it is critical, and yet to some of us, we don't care.

As I sit in my nicely furnished office in Columbus, Ohio, far from any "real" immigration zones, I cannot shake off the thought and knowledge that along the United States – Mexico border there is an actual fence under construction to keep illegal immigrants out of this country. The building of this fence has been a major point of controversy, not only along the US- Mexico border, but also to me as I sit in my office in Columbus, Ohio, 1600 miles away.

It is not the fence that bothers me, but the message the fence is sending. True, illegal immigration in this country is out of control, but legal immigration is a much larger political and societal quandarymuch larger than any conundrum of illegal immigration.

Demographics

It does not take a rocket-scientist type of mind to conclude that whether

we like it or not, immigrants are coming into our country, legally or illegally, and the very children of those immigrants will be in our public schools. In addition, the US Census data is very clear: ethnic diversity is on the increase! Take one state for example. Texas reported that in the 2005 – 2006 academic year, there were approximately 2.8 million students in the Texas public schools who were either African-American, Asian, or Hispanic, while the enrollment for white students was approximately 1.6 million. Do you think the numbers have decreased since 2006? Absolutely not! If anything, the disproportionate discrepancy has probably increased. In Texas alone, there are many more Hispanic students (2.04 M) in the public schools than there are white students (1.64 M) (Texas Education Agency, 2007).

Furthermore, the data for Texas shows that approximately 64% of the public school students came from what has traditionally been classified as "ethnic minorities" (Texas Education Agency, 2007). I am sure that California, or Florida, or Arizona, or New York, will have some equivalent data. So the question must be asked, is there a 64% enrollment in Agricultural Education classes and/or programs by ethnic minorities in Texas? I think not! Why not?

Agricultural Education programs profess to offer many unique hands-on opportunities and intra-curricular

activities for students to develop priceless academic, occupational, leadership, and social skills. My question is this: for whom? The current demographics of Agricultural Education, and particularly the FFA, do not align with today's ethnicity found in many public schools.

Without question, and without argument, nationally, only a small proportion of students are engaged in Agricultural Education. A report by The Council (2000) found that only six percent of the high school student population enrolled for coursework in agricultural education. This writer concludes that millions and millions of students each year, from all ethnicities, are missing a great opportunity: to study agricultural education!

Reforming Agricultural Education

Many scholars, within and outside of Agricultural Education, have written numerous pieces of work with some suggestions for change in an effort to make Agricultural Education more "open" to more different students. Yes, Agricultural Educators must be made aware of factors that influence students of all backgrounds to enroll in Agricultural Education programs. Yes, Agricultural Educators must also be able to plan and execute programs and activities to achieve classroom demographics, which approximate not only their high school, but the demographics

of a very colorful America.

One of the cardinal sins of “reforming” or “changing” any program or organization is often committed while addressing the alleged problem: the agenda for change is either too vague (increasing minority student enrollment in Agricultural Education) or too broad – trying to take on, say six or more areas of work at the outset, rather than tackling a more manageable set of issues first, achieving success on those, and then moving on to the next set of challenges.

Successful reform movements, both well-established ones or more recently established ones, have honed the areas they will focus on to a specific and narrow action agenda of roughly three or fewer issues. Only after an organization or program has demonstrated results on any agenda should it attempt a broader scope of work.

While it is important to set a specific and (especially at the outset) reasonably honed reform agenda, it is also valuable to set clear measurable targets to measure the progress toward reaching those goals. The goals, like the agenda items they address, should be as specific as possible. For example, rather than assert a goal to “increase the number of minority students in agricultural education,” the goal should be to identify a numerical target and a timeframe by which the target will be reached.

But after setting specific goals, then what? To answer that question, some organizations and programs have established measures to hold themselves more accountable. While many organizations and programs have set their sights on improving minority student rates, achievement is measured by the measurement

of pre-set performance measures.

Where to Next?

Studies previously conducted to respond to the need for more minorities in Agricultural Education; have consistently reported in their recommendation section that to recruit more minority students, the benefits of the program and/or organization had to be highlighted. However, as Myers, Breja, and Dyer (2004) stated, recruitment efforts are often narrowly focused on populations *already* engaged in Agricultural Education, not on those who are vaguely familiar with Agricultural Education. Therefore, recruitment efforts for minority students must be targeted, and with much gusto, intention, and above all else, with sincerity. Are we doing this (recruitment) because I really *want to*, or because *I have to*?

Several articles in our profession associated with multicultural education or diversity have stated that when provided with sufficient encouragement, recognition, and resources, Agricultural Education teachers will yield greater success with minority students. Imagine that! With sufficient encouragement, recognition, and resources, every student, regardless of color, should yield greater success. Therefore, I am not sure if I am to applaud, to laugh, or to cry at such nonchalant, off-base, true for everything, type of statements.

Conclusion

In conclusion, and based on many years of personal experience and several episodes of personal marginalization by members of my own profession, it is going to take a major diminution of “trepidation” and a major influx of “confidence”

on behalf of those within Agricultural Education today in order to welcome Generation M, not Generation X or Generation Y, into Agricultural Education. And who is Generation M? Generation Minority!

R e f e r e n c e s

Myers, B. E., Breja, L. M., & Dyer, J. E. (2004). Solutions to recruitment issues in high school agricultural education programs. *Journal of Agricultural Education, 45*(4), 12 – 21.

National Council for Agricultural Education. (2000). *Reinventing agricultural education for the year 2020*. Retrieved June 3, 2008, from <http://www.teamaged.org/2020/home.htm>

Texas Education Agency. (2007). *2005 – 2006 Academic Excellence Indicator System*. Retrieved June 3, 2008, from <http://www.tea.state.tx.us>



Jamie Cano is an Associate Professor at The Ohio State University.

Systematic Approaches to Leadership Development: *What are YOU doing?*

By Nav R. Ghimire & Robert A. Martin

To face new challenges and achieve development goals, the value of leadership education and the need for leadership development programs to prepare tomorrow's leaders has become increasingly important. There is a growing need for diversity in leadership in academic, corporate, and professional organizations. Cox (1991) and Harry (1992) claimed the need for a culturally diverse workforce for the long-term survivability and profitability of organizations. Several authors (Gordon & Bridglall, 2004; Goldberg, 2001; Tapia, Chubin & Lanius, 2000; Harry, 1992) reported that minority populations are continually underrepresented in educational leadership positions and have suggested that institutions do more to promote leadership education. In addition, according to Stepp (2008, p. A1) in a study of more than 4000 children ages 8 -17, "young people have little or no interest with achieving leadership roles." Apparently, "the millennial generation has ambivalent, even negative feelings about formal leadership," according to Peter Levine, at the University of Maryland (Stepp, 2008, p. A6). Levine concludes that leadership development is not a problem confined to underrepresented populations.

Who will lead communities in the future largely depends on the culture of the institutions promoting

leadership development programs and individual characteristics, such as talent and achievement over a career (Tapia et al., 2000). The place where the opportunity for leadership development begins is in school. Therefore, schools have an important role to play in promoting and developing educational leadership. Bowen & Bok (1998) reported that the academic achievement gap and inadequacies in high school preparation of minority students were responsible for the underrepresentation of minority groups in educational leadership positions.

Factors that contribute to promoting the development of leadership skills among minority students in schools are associated with the teaching-learning process, the school curriculum, mentoring and advising process, leadership by teachers, and the school environment (Marcoulides, Heck & Papanastasiou, 2005). Researchers (Leithwood & Day, 2008; Robinson, 2007; Marzano, Waters & McNulty, 2005; Hallinger & Heck, 1996) found that school leadership activities have considerable impact on a student's life and his/her future leadership capabilities.

Educators need to be more systematic in their approach to leadership development. Although some believe that because students are FFA members they automatically learn leadership skills; the assumption is that something is bound to rub-off through FFA experiences. However, leadership skills development does not come to people automatically because they happen to be members of an organization, but by

a sustainable and systematic approach to learning. In so doing, teachers will meet the needs of industry as well as business and professional organizations. The question is, what are some steps that lead to a systematic approach to leadership education for all students, especially those from underrepresented groups?

Following are some guidelines for promoting educational leadership among all students in our schools (American Speech-Language-Hearing Association, 2007; Alessandria & Nelson, 2005; Gordon & Bridglall, 2004; Minnesota State University, 2002; Tapia et al. 2000).

- Provide enough support to promote self-efficacy beliefs of students that often develop interest in professional careers and higher education.
- Promote diversity awareness and multicultural sensitivity programs in school to engage students with the larger community.
- Develop awareness among the parents about the consequences of school instability in students' learning ability because families of many students move often.
- Provide experienced mentors to students to guide

their educational careers and academic goals.

- Encourage students to make every opportunity to give presentations and write papers.
- Introduce students to the professional development network with the community through internships and include them in both social and professional situations.
- In the classroom, encourage all students to ask questions and participate in discussion. This is important for self-development and self-promotion.
- Provide a support group of caring individuals (such as peers and teachers) for students new in school.
- Adapt curriculum that can effectively tap a student's cultural experiences.

- Encourage students to be involved in community service to help them to learn about themselves.
- Provide systematic tutoring and coaching to students to help them learn by doing.
- Include parents of students in social events of the school and keep advised of their child's progress.
- Carefully monitor the level of courses that students take relative to their prior coursework and level of performance.
- Provide emphasis on actively developing student's analytical problem-solving capacity, strong study habits and motivation to access available school resources.
- Adopt a knowledge-centered

environment in the classroom that can provide the necessary depth of the study and assesses student understanding.

- Offer programs that help students to make the transition from high school to college, such as college readiness skills.
- Provide training to teachers on how to mentor, and advise students effectively.
- Provide afternoon sessions, weekend programs, and summer enrichment programs focused on math and science.
- Develop a coalition with leaders from the community, churches, political arena, corporations, and education centers to develop a base of intellectual and financial power in support of student recruitment, retention and academic achievement.

So what are YOU doing?

Before adopting a leadership program, schools must consider how to develop sustainable educational leadership practices



Graphic adapted from photo courtesy of the University of Arizona

WILDEBEEST FACTS

- Wildebeests live in more densely packed herds than any other large mammal, except for humans.
- Only one in every six calves survives its first year.

***Can we learn anything
from the Wildebeest?***

for all students, how such practices contribute to all students' academic achievement and school improvement, and how all students can productively utilize every opportunity.

References:

- Alessandria, K. P., & Nelson, E. S. (2005). Identity development and self-esteem of first-generation American college students: An exploratory study. *College Student Development, 46*(1), 3-12
- American Speech-Language-Hearing Association (2007). *Minority student recruitment, retention and career transition practices: A review of the literature*. Retrieved March 21, 2008 from: <http://www.asha.org/about/leadership-projects/multicultural/recruit/litreview.htm>
- Bowen, W. G., & Bok, D. (1998). *The shape of the river: Long-term consequences of considering race in college and university admissions*. Princeton, NJ: Princeton University Press.
- Cox, T. (1991). Managing cultural diversity: Implications for organizational competitiveness. *Academy of Management Executive, 5*(3), 45-56
- Gordon, E. W., & Bridglall, B. L. (2004). *Creating excellence and increasing ethnic-minority leadership in science, engineering, mathematics and technology: A study of the Meyerhoff Scholars Program at the University of Maryland-Baltimore County*. Naperville, IL: Learning Point Associates. Also available online at: <http://www.ncrel.org/gap/studies/meyerhoff.pdf>
- Goldberg, M. F. (2001). Leadership in education. *Phi Delta Kappan, 82*(10), 757-761
- Harry, W. Jr. (1992). Minority leadership problems. *Education for Business, 68*(1), 15-20
- Harris, A. (2006). From school leader to educational leader. *School Leadership and Management, 26*(5), 415-417
- Hallinger, P., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*(1), 5-44.
- Leithwood, K., & Day, C. (2008). The impact of school leadership on pupil outcomes. *School Leadership and Management, 28*(1), 1-4
- Marcoulides, G. A., Heck, R. H., & Papanastasiou, C. (2005). Student perceptions of school culture and achievement: testing the invariance of a model. *International Journal of Educational Management, 19*(2), 140-152.
- Marzano, R., Waters, T., & McNulty, B. (2005). *School Leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Minnesota State University (2002). A summary of best practices for recruitment and retention of students of color. Retrieved March 21, 2008 from: <http://www.academicaffairs.mnscu.edu/studentaffairs/documents/BestPractices.pdf>
- Robinson, V. (2007). *How school leaders make a difference to their students*. Key note Address to the International Confederation of Principals, April, Auckland, NZ.
- Stepp, L. S. (2008, March 28). Study finds the young have little interest in leading. The Washington Post, In The Ames Tribune, p. A1
- Tapia, R., Chubin, D., & Lanius, C. (1999). Lack of minority leadership: Possible causes and plausible solutions. *Proceedings of the 1999*

National Science Foundation Summit on Promoting National Minority Leadership in Science and Engineering, Houston, 18-19 October 1999, Rice University.



Nav Raj Ghimire
Graduate Associate
Iowa State University



Robert A. Martin is Professor
and Head of Agricultural
Education & Studies at Iowa
State University

Underrepresented Populations in Education: One Strategy for Culture Change

*By Deborah Bellam &
Eunice Hornsby*

The President and Provost's Leadership Institute (PPLI) is a faculty leadership development program at The Ohio State University. It is designed to provide skills and knowledge to faculty from groups that are not well represented in formal leadership positions, and will provide a strong basis for success that are not typically provided to faculty prior to attaining academic leadership positions.

Why have the PPLI?

The PPLI was developed in 2004 as a joint project of The Women's Place, an office in the Office of Academic Affairs, and the Office of Human Resources. The mission of The Women's Place is to act as a catalyst for institutional change to expand opportunities for women's growth, leadership, and power in the university. One aspect of institutional change is increasing opportunities for women; another aspect is transforming the culture of the institution.

During the decade prior to the development of the PPLI, although the numbers of women faculty had gradually increased, the numbers of women holding department chair positions had declined. The interest in The Women's Place was in preparing more women for leadership roles. The Office of Human Resources, also situated in the Office of Academic Affairs, sponsors an academic leader series for existing

department chairs and thus, was a natural partner in the PPLI.

Having women in leadership positions, however, is not sufficient to support culture change. Training future leaders to be different types of leaders can provide that basis for culture change. Thus, the PPLI has two goals: to train for leadership positions people who are underrepresented in such positions, and to provide a different type of training to produce different types of leaders.

How it Came About and What is the Program?

Representatives from the two sponsoring offices conducted individual and group interviews with approximately half the deans, a dozen department chairs and former chairs, and a dozen faculty who had attended other academic leadership programs such as the HERS Bryn Mawr Summer Institute. The goal was to identify the skills and knowledge that leaders wish they had before taking on a formal academic leadership position, as well as the skills and knowledge they wish those they appoint to such positions would have. A second goal was to create support among the deans for the program.

The major themes from these conversations were the knowledge of themselves and different personality types, as well as how

to deal with difficult conversations and conflict resolution were critically important to leader success. The goal of the President's and Provost's Leadership Institute is to help leaders develop themselves and their leadership skills so that they become highly effective in the academic environment. Leaders must have the skills to manage departments and units, and to lead faculty, staff, and students to create a climate consistent with the goals of academia as stated in the university's Academic Plan: one that values "the differences in one another along with the similarities," one that appreciates that "the human condition is served through understanding, acceptance and mutual respect," and one that permits faculty and staff "to find the highest levels of fulfillment and satisfaction as they collaborate to educate and support our student body."

Thus, the PPLI focuses primarily on the nature of effective leadership rather than primarily on various leadership tasks. Twelve half-day workshops are held over a two-year period:

1. Self-Assessment and Leadership Skills
2. Understanding Personality Types
3. Understanding Diversity And Leading Multicultural Organizations
4. EQ: Tapping Into Your Greater Leadership Potential
5. Difficult Conversations/ Dealing With Difficult People
6. Conflict Management And Negotiation Skills
7. Transformational Leadership: Leading Change

8. Developing and Managing Talent
9. Strategic Planning
10. Reading Financial Statements and Reports
11. Using Budget And Finance As A Strategic Tool
12. Women's Ways of Leadership

In addition to the workshops, throughout the two-year period various campus leaders including the president and provost join the group for informal lunch discussions.

**PPLI
Objective:**

...to develop a pool of individuals from which formal administrative leader positions can be drawn.

Who Attends and How is it Funded?

Deans select the program participants, who are all tenured faculty. Deans are asked to select individuals who currently are not in significant leadership positions and who are likely to be in such positions within 3-5 years of entering the program. Deans are more likely to select faculty who they would consider putting into formal leadership programs than might be the case if faculty self-nominated. While the deans are encouraged to send faculty who are women and/or of color, the deans are also encouraged to include Caucasian men they believe will become future leaders. The program typically has 24 participants in each

class, three to five of whom are men.

The operating costs of the program are paid for by the deans. The fee for each participant is \$1500. The costs primarily are for the workshop presenters and books associated with each workshop.

What is the Hoped For Long-Term Impact?

Since the first group just finished, we have not yet reached the 3-5 year window for any of the participants. Although many members of the first group already have moved into significant leadership positions, including several associate deans and department chairs, it is too early to assess the long-term impact in terms of culture change.

We hope to develop a pool of individuals from which formal administrative leader positions can be drawn. Over the first three years of the PPLI, we have learned that another important outcome is that individual participants may learn that although they desire to be, and are effective and influential informal leaders, they are not interested in assuming a department chair or other formal administrative position. Individual faculty members often provide leadership by chairing crucial department, college, or university-wide committees. Informal leaders in colleges and departments also provide much needed support for culture change that formal leaders cannot accomplish on their own. Providing a pool of thoughtful and effective leaders from which such formal and informal positions can be drawn is an accomplishment.

Finally, our hoped for long-term impact is that we will have a core of leaders who indeed will help create a culture that values “the differences

in one another along with the similarities,” one that appreciates that “the human condition is served through understanding, acceptance and mutual respect,” and one that permits faculty and staff “to find the highest levels of fulfillment and satisfaction as they collaborate to educate and support our student body.”



Eunice Hornsby is
Assistant Director of Organization and Human Resource Consulting at OSU's Office of Human Resources at The Ohio State University



Deb Ballam is
Associate Provost for Women's Policy Initiatives
Director for The Women's Place
The Ohio State University

Subject Index--Volume 80

July/August 2007 to May/June 2008

“See Me-See You”--well, not always...*Dealing with Differences*

Eighty Years and Counting

Billye Foster.....July/August 2007

The Adventure of Life

Penny Haase-Wittler.....July/August 2007

Dealing with Being Different--Believing is Achieving!

Jorday Craig..... July/August 2007

Three Circles in the City.....July/August 2007

Wendy Warner

The Hidden Diversity Factor

Ann Gibson Horne..... July/August 2007

Why Diversify the Agricultural Education Classroom?

Paula E. Faulkner & Connie Baggett..July/August 2007

A Diversified Agricultural Education...Comments from a Future Agricultural Education Teacher

Kory Dedman.....July/August 2007

To Be or Not To Be

John Mulcahy.....July/August 2007

Diversity in the Classroom

Davida Molina.....July/August 2007

Inclusion Corner

Billye Foster.....July/August 2007

Subject Index, Volume 79

Author Index, Volume 79

“Eenie, Meenie, Minie, Moe...Pick the Curriculum that best fits Joe!”

What do bath towels, animals and curriculum have in common?

Billye Foster.....September/October 2007

Don't Throw the Baby Out with the Bathwater!

Jim Knight.....September/October 2007

The Case for the Case Model: Curriculum for Agricultural Science Education

Joel M. Larsen, Brad Schoessler, Robert Clark & Daniel Jansen..... September/October 2007

Thinking About Curriculum!

Larry Case..... September/October 2007

The Never-Ending Story

John Mulcahy..... September/October 2007

Developing an Agricultural Education Curriculum for

2015

William D. Waidelich..... September/October 2007

What Impact Will State and Federal Legislation

Have in Future Curricular Decisions?

Shannon G. Washburn..... September/October 2007

The Animal School

H. G. Reavis..... September/October 2007

Aligning Curriculum with Teacher Needs

Kirk Edney..... September/October 2007

Inclusion Corner

Billye Foster..... September/October 2007

Subscription Rates to Increase

2008 Theme Information

“If Reality is Illusion, Where Does Agricultural Education Fit?”

Past Experience or Present Wisdom?

Billye Foster..... November/December 2007

Lessons Learned

Brenda SeEVERS..... November/December 2007

From the Past and For the Future

Kirby Barrick.....November/December 2007

Patience and Perseverance

Heather Dye..... November/December 2007

Stick to the Principles: Expand the Horizon

Robert Martin.....November/December 2007

Agricultural Education: Looking Around

William G. Camp..... November/December 2007

Reflections on Agricultural Education's Past and Future

L. H. Newcomb.....November/December 2007

Agricultural Education--Meeting Needs of

Yesterday, Today and Tomorrow

Larry Case &

Amanda Cloud.....November/December 2007

Fifty Years in the Rear View Mirror: An Interview with James E. Christiansen

T. Grady Roberts.....November/December 2007

Inclusion Corner

Billye Foster.....November/December 2007

Sustainable Agriculture--Sustainable Education: How Can We Ensure a Future

For Agricultural Education?

Sustainability--How do you make that happen?

Billye Foster.....January/February 2008

Sustainable Agriculture, Sustainable Agricultural Education

John Ricketts.....January/February 2008

Cultivating a Program for Sustainable Agricultural Education

Frank S. Flanders.....January/February 2008

Agriscience: Sustaining the Future of Our Profession-

Andrew Thoron & Brian Myers..January/February 2008

Literacy as It Relates to Sustainability in Agricultural Education

Travis Park.....January/February 2008

Cultivating and Investing in the Agricultural Education Diversity Landscape

Antoine J. Alston, Chastisty Warren English, Paula Faulkner, Sarah Johnson &

LaShawn Hilton.....January/February 2008

Here by the Owl! Agricultural Educator's Role in Sustaining Student Leadership Development

Robin Peiter Horstmeier.....January/February 2008

Career Decision-Making for Agriculture Students' Sustainability

Kerry Priest.....January/February 2008

Learning Sustainability from Each Other

Sara Brierton.....January/February 2008

Sustainable K-12 Agricultural Education: One Tool for Success

Dennis Duncan &

Maria Navarro.....January/February 2008

*The Key to Agricultural Education Success: Recruiting and Retaining Quality Agricultural Teachers***

Kellie Claflin.....January/February 2008

Inclusion Corner

Billye Foster.....January/February 2008

**Winner 2007 National ATA Essay Contest

Passing the Torch--What do you say to students considering a career in Agricultural Education?

Passing the Torch--Whose Job Is It?

Billye Foster.....March/April 2008

What do we say to a student considering a career in Agricultural Education?

John Rayfield.....March/April 2008

Wisdom for the New Generation

Scott Burris & Rudy Ritz..... March/April 2008

What Message Are You Sending?

Amy Smith & Joshua Day..... March/April 2008

Why Teach Agriculture?? It Beats Working!

Gary Moore..... March/April 2008

Recruiting Agriculture Teachers: Are We Our Own Worst Enemy?

Chip Bridges.....March/April 2008

The Agricultural Education Life

John Ricketts..... March/April 2008

Few Words, Big Meaning

Dwayne Pavelock & Doug Ullrich..March/April 2008

The Toughest Job You'll Ever Love

John Dimick..... March/April 2008

Passing the Torch

Al DeRose..... March/April 2008

Inclusion Corner

Jacque Deeds..... March/April 2008

Tabulating Career Development Events

Mike Spiess..... March/April 2008

Problem Solving OR Appreciative Inquiry-- Which is Best?

Attacking Sacred Cows or Thoughtful Reflection?

Billye Foster.....May/June 2008

PBL vs AI, which is better..., You Ask?

Bobby Torres.....May/June 2008

PBL: Less Content; More Process

Scott Burris.....May/June 2008

Problem Based What? A Case Study on the Learning Outcomes of PBL

James Anderson.....May/June 2008

Do You Have AI in Your Toolbox?

Rebecca Lawver & Misty Lambert.....May/June 2008

Teaching with the 4D's of Appreciative Inquiry

David Frazier.....May/June 2008

Sustainability of SAE via Horticulture in Urban

Agricultural Education Programs

Dan Lassanske & Wendy Warner.....May/June 2008

Inclusion Corner

Jewel Moore.....May/June 2008

Turning a Teacher's Aide into an Agricultural Education Teacher

Kim O'Byrne & Tom Dormody.....May/June 2008

Congratulations! You got the job--Now What?

T. D. Fanning.....May/June 2008

Quizzical Reflections

Billye Foster.....May/June 2008

Principal Findings from Understanding Agriculture

Author Index--Volume 80

July/August 2007 to May/June 2008

Alston, Antoine.....	January/February 2007	Lambert, Misty.....	May/June 2008
Anderson, James.....	May/June 2008	Larsen, Joel.....	September/October 2007
Baggett, Connie.....	July/August 2007	Lassanske, Dan.....	May/June 2008
Barrick, Kirby.....	November/December 2007	Lawver, Rebecca.....	May/June 2008
Bridges, Chip.....	March/April 2008	Martin, Robert.....	November/December 2007
Brierton, Sara.....	January/February 2008	Molina, Davida.....	July/August 2007
Burris, Scott.....	March/April 2008, May/June 2008	Moore, Gary.....	March/April 2008
Camp, William G.....	November/December 2007	Moore, Jewel.....	May/June 2008
Case, Larry.....	September/October 2007, November/December 2007	Mulcahy, John.....	July/August 2007, September/October 2007
Claffin, Kellie.....	January/February 2008	Navarro, Maria.....	January/February 2008
Clark, Robert.....	September/October 2007	Newcomb, L. H.	November/December 2007
Cloud, Amanda.....	November/December 2007	O'Byrne, Kim.....	May/June 2008
Craig, Jordan.....	July/August 2007	Park, Travis.....	January/February 2008
Day, Joshua.....	March/April 2008	Pavelock, Dwayne.....	March/April 2008
Dedman, Kory.....	July/August 2007	Priest, Kerry.....	January/February 2008
Deeds, Jacque.....	March/April 2008	Rayfield, John.....	March/April 2008
DeRose, Al.....	March/April 2008	Reavis, H. G.	November/December 2007
Dimick, John.....	March/April 2008	Ricketts, John.....	January/February 2008, March/April 2008
Dormody, Tom.....	May/June 2008	Ritz, Rudy.....	March/April 2008
Duncan, Dennis.....	January/February 2008	Roberts, T. Grady.....	November/December 2007
Dye, Heather.....	November/December 2007	Scholesser, Brad.....	September/October 2007
Edney, Kirk.....	September/October 2007	Seevers, Brenda.....	November/December 2007
English, Chastisty Warren.....	January/February 2008	Smith, Amy.....	March/April 2008
Fanning, T. D.	May/June 2008	Spiess, Mike.....	March/April 2008
Faulkner, Paula.....	July/August 2007, January/February 2008	Torres, Bobby.....	May/June 2008
Flanders, Frank S.	January/February 2008	Ullrich, Doug.....	March/April 2008
Foster, Billye.....	July/August 2007, September/October 2007, November/December 2007, January/February 2008, March/April 2008, May/June 2008	Waidelich, William D.	September/October 2007
Frazier, David.....	May/June 2008	Warner, Wendy.....	July/August 2007, May/June 2008
Haase-Wittler, Penny.....	July/August 2007	Washburn, Shannon.....	September/October 2007
Hilton, LaShawn.....	January/February 2008		
Horne, Ann Gibson.....	July/August 2007		
Horstmeier, Robin Peiter	January/February 2008		
Jensen, Daniel.....	September/October 2007		
Johnson, Sarah.....	January/February 2008		
Knight, Jim.....	September/October 2007		