

EDUCATIONAL ENTREPRENEURISM IN
HIGHER EDUCATION: A COMPARATIVE CASE STUDY OF TWO ACADEMIC
CENTERS WITHIN ONE LAND-GRANT UNIVERSITY

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EDUCATIONAL ENTREPRENEURISM IN
HIGHER EDUCATION: A COMPARATIVE CASE STUDY OF TWO ACADEMIC
CENTERS WITHIN ONE LAND-GRANT UNIVERSITY

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Dedicated to

My sweet and loving daughter Taya

My ever-supportive husband Mike

My first educators – my parents

Richard Lund and the late Doris (Sellens) Lund

You have been my inspiration

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LIST OF ABBREVIATIONS

AFBF	American Farm Bureau Federation
AFPC	Agricultural and Food Policy Center at Texas A&M University
ALOT	Agricultural Leadership of Tomorrow, Inc. formerly known as ALOT Foundation
CAFNR	College of Agriculture, Food and Natural Resources at the University of Missouri
CAP	Commercial Agriculture Program at the University of Missouri
CARD	Center for Agricultural and Rural Development at Iowa State Univeristy
CNFAP	Center for National Food and Agricultural Policy at the University of Missouri and a component of FAPRI
CTAP	Center for Trade and Agricultural Policy at Iowa State University and a component of FAPRI
DASS	Division of Applied Social Sciences at the University of Missouri
EPA	Environmental Protection Agency
ERS	Economic Research Service within the United States Department of Agriculture
FAO	Food and Agriculture Organization of the United Nations
FAPRI	Food and Agricultural Policy Research Institute at the University of Missouri and Iowa State University
FAPRI-MU	Food and Agricultural Policy Research Institute at the University of Missouri
FLIPSIM	Farm Level Income and Policy Simulation Model

JIRCAS	Japan International Research Center for Agricultural Sciences
MALC	Missouri Agricultural Leadership Council
MOFB	Missouri Farm Bureau
OECD	Organization for Economic and Co-operative Development
USDA	United States Department of Agriculture
WEFA	Wharton Econometric Forecasting Associates, presently known as IHS Global Insight

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ABSTRACT

This research explored the relationship of educational entrepreneurship and organizational culture in the creation and evolution of academic centers within one Midwestern land-grant university facing resource constraints. Particular attention was given to: (a) synthesizing current entrepreneurial and organizational culture and evolution theory as it relates to postsecondary education; (b) ascertaining the implications of a qualitative, comparative, case study approach to analyzing entrepreneurship and organizational culture and evolution within a university setting and (c) presenting the application of and reflection on a qualitative, comparative, case study approach to researching educational entrepreneurship and organizational culture and evolution as they relate to the creation of two, not-for-profit centers.

The findings of this study indicate that these centers have utilized entrepreneurial processes within an academic and non-academic setting to serve a public interest. Primary factors supporting entrepreneurial processes in these academic centers include: (a) mission focus; (b) remaining objective to serve multiple constituents; (c) cultivating resources, both people and funding; (d) building leaders from within; (e) commitment and (f) champions. The relationship of organizational culture with these factors was found to be the key for continuous innovation.

CHAPTER ONE

INTRODUCTION

Organizations have been in existence for centuries in various informal and formal arrangements. As entities comprising a large portion of an individual's time, either as a workplace environment or a social or philanthropic activity, organizations and how they exist have presented an opportunity for research, analysis, as well as the occasional water cooler conversation. The structural design of an organization and its environment has been the most prevalent, traditional focus of analysis while more recent analysis has begun to encompass the culture created by the individuals within an organization.

Institutions of postsecondary education have been the focus of organizational analysis, leadership studies and nightly and weekly news stories. These institutions encompass community and state colleges, for-profit private colleges and universities and land-grant and research universities. They serve to educate students, employ faculty and staff and contribute to the knowledge creation and economic development of communities, states, the nation and the international community.

Changes in Higher Education

Colleges and universities are often described as bureaucratic machines, as open systems with a large number of internal and external stakeholders, as cultures within themselves, as political entities or as creators of knowledge (Bolman & Deal, 2003; Morgan, 1997; Nonaka & Takeuchi, 1995). Each of these analogies is true on any given day in any department, unit, or segment of an institution of higher education. Depending on the opportunity or challenge being discussed, a multitude of approaches can be taken to begin to chart a plan or strategy for future action. Key components to be considered

include, how acute a situation or problem appears to be, where the organization as a whole is and what resources are available to address the situation.

In a discussion of three significant changes within the modern university occurring over the past 50 years, Lynton and Elman (1998; 1987; 2002) highlight: (a) substantial growth in the university system; (b) the rapidly changing nature of knowledge and (c) the increasing number of people participating in higher education and the dependence on changes in policies, procedures, values and norms within the university as contributing success factors.

During the 1980s and 1990s the change occurring in many US universities was focused on the need to secure new revenue streams either to increase research thrusts, promote knowledge creation and dissemination or to maintain basic research (Geiger, 1990, 1993). Often the resulting organizations arising from these pursuits were new centers, institutes and interdisciplinary programs within the traditional university setting (Geiger, 1990, 1993; Slaughter & Rhoades, 2004). These centers and institutes provide a link between academics and external constituents, including business and government. These centers also serve as entrepreneurial initiatives occurring outside traditional or basic academic departments that coexist, but do not replace the traditional mode of research, discovery and promotion (Slaughter & Rhoades, 2004).

While some research exists on the entrepreneurial activity arising over the past 20 years in higher education, a majority of the literature is focused on the creation of new patents and products or new business ventures (Slaughter & Rhoades, 2004). A small percentage of research has examined the impact these centers and institutes have had on either a traditional department or on the university administration's desire to pursue more

of these potential profit generating ventures. Moreover, little research exists focusing on the organizational culture and evolution that creates and sustains these centers and institutes or on the external environmental forces contributing to these unique examples of educational entrepreneurship.

Purpose of Research

The purpose of this research is to explore the relationship of educational entrepreneurship and organizational culture in the creation and evolution of academic centers within one Midwestern land-grant university facing resource constraints. Particular attention will be given to: (a) synthesizing current entrepreneurial and organizational culture and evolution theory as it relates to postsecondary education; (b) ascertaining the implications of a qualitative, comparative, case study approach to analyzing entrepreneurship and organizational culture and evolution within a university setting and (c) presenting the application of and reflection on a qualitative, comparative, case study approach to researching educational entrepreneurship and organizational culture and evolution as they relate to the creation of two, not-for-profit centers affiliated within one, land-grant university.

Research Questions

The foundation for this research with respect to the study of organizational culture and organizational evolution is drawn from Bailey (1977); Becher (1989); Bolman and Deal (2003); Donaldson (1998); Mars (2006); Martin (2002); Morgan (1997); Schein (1996, 2000); and Tierney (1988,1998). A basis for entrepreneurship and social entrepreneurship is drawn from the work of Bianchi and Henrekson (2005); Brinckerhoff (2000); Casson (2003); Dees, Emerson and Economy (2001); Drucker (1985); Fox

(2005); Hébert and Link (1989); and Morris, Kuratko and Schindehutte (2001). Insight into the evolution of higher education, especially as it relates to centers and institutes is provided by Breneman (2005); Clark (1998, 2000, 2004); Geiger (1990, 1993); Lynton and Elman (1987); Slaughter and Leslie (1997); Slaughter and Rhoades (2004); and Tierney (1988, 1998). This literature provides support to the primary question this study seeks to address: What are the factors that support entrepreneurial processes in academic centers and how are these factors similar or different between two centers that have pursued different pathways? Schein (1996, 2000); Heck and Hallinger (1999); and Merriam (1998) provide support for approaching these questions in a qualitative, comparative case study approach.

The following research questions were posed to address the question of how entrepreneurship is pursued and what role organizational culture and evolution play in this pursuit:

1. What are the factors that support entrepreneurial processes in academic centers?
2. How are these factors similar or different between two centers that have pursued different pathways?
3. What is the relationship between organizational culture and the fostering of entrepreneurial processes?

Method Used to Address the Research Questions

This research utilized a qualitative, comparative, case-study to examine *how* entrepreneurship is pursued in postsecondary education and *how* organizational culture and evolution contribute to this process through the creation of academic centers. In

pursuit of the answers to these questions, it was imperative to explore *how* organizational culture contributes to this process and *how* this culture has evolved over time. By examining the relationship between leadership, entrepreneurship and organizational culture and the impact of this relationship on emerging organizational design (Bensimon, Neumann, & Birnbaum, 1989; Davis, 2003; Schein, 1996, 2000) this research provides an analysis that may be useful in determining the challenges and opportunities facing entrepreneurial centers within a university setting with respect to entrepreneurial processes and organizational culture.

This research focused on a dual, comparative, case study approach (Merriam, 1998) in which two academic centers, created with grant funding, were started within the Department of Agricultural Economics at the University of Missouri during the mid-1980s. One of these centers, the Food and Agricultural Policy Research Institute (FAPRI-MU) is still operating as a grant-funded unit within the University of Missouri. The second center, Agricultural Leadership of Tomorrow (ALOT) is now a stand-alone, not-for-profit organization utilizing curriculum and processes developed at the University of Missouri, but directed by an ALOT board as well as an ALOT director.

A combination of focus groups, individual interviews and document analysis were utilized to address the research questions. Individual interviews and focus groups were utilized with respect to three phases of development for each organization including: (a) Phase I - creation of the center; (b) Phase II - major restructuring efforts and (c) Phase III – current structure of the center/organization. Documents were collected and analyzed concerning the 25 year history of each organization. These documents included formal

reports and documents, brochures, meeting minutes and other pertinent information provided by past and current directors.

Definition of Terms

ALOT – Agricultural Leadership of Tomorrow, Inc. - a not-for-profit organization in the state of Missouri. This organization was referred to as the ALOT Foundation prior to 1995.

ALOT Leadership Program – A two year agricultural leadership program established in 1983 at the University of Missouri, presently provided by ALOT.

College of Ag/College of Agriculture – For the purposes of this paper this refers to the college within the University of Missouri, on the Columbia, MO campus that is presently referred to as the College of Agriculture, Food and Natural Resources (CAFNR) and was previously referred to as the College of Agriculture.

Culture- For the purposes of this study, the culture within an organization is what is done, how it is done and who is involved in doing it (Tierney, 1988). In addition, culture within an organization evolves over time as a result of shared assumptions, common experiences, interaction and negotiation (Donaldson, 1998; Schein, 2000). The culture of organization is revealed through study of the physical manifestations, formal practices and structures of an organization and by examining different perceptions and interpretations of these manifestations (Martin, 2002).

Department – For the purposes of this study this refers to the Department of Agricultural Economics at the University of Missouri.

Educational entrepreneurship – For the purposes of this study this is defined as the philosophy of utilizing innovative processes in a dynamic environment to fulfill a social mission within an institute of higher education.

Educational entrepreneurship – For the purposes of this study this is defined as the practice of utilizing innovative processes in a dynamic environment to fulfill a social mission within an institute of higher education.

FAPRI – The Food and Agricultural Policy Research Institute which is a joint institute of the University of Missouri and Iowa State University.

FAPRI-MU – The FAPRI unit at the University of Missouri.

Kellogg Foundation – This refers to the W. K. Kellogg Foundation, a not-for-profit organization that provided the original funding for the ALOT program at the University of Missouri.

Land grant university – The land-grant university system was first established by the Morrill Act of 1862 (July 2, 1862, ch. 130, 12 Stat. 503, 7 U.S.C. 301 et seq) which was signed into law on July 2, 1862 by President Abraham Lincoln and reformed by the Morrill Act of 1890 (August 30, 1890, ch. 841, 26 Stat. 417, 7 U.S.C. 322 et seq). States and territories were given public land to establish colleges that would benefit agriculture and mechanic arts, now referred to as food and agricultural sciences The mission of the land-grant university was furthered to establishing agricultural experiment stations, providing cooperative extension and disseminating knowledge by the Hatch Act of 1887 (ch. 314, 24 Stat. 440, enacted 1887-03-02, 7 U.S.C. 361a et seq.) and the Smith-Lever Act of 1914 (ch. 79, 38 Stat. 372, 7 U.S.C. 341 et seq.).

Phase I – This refers to the time period associated with the origination of the center. For FAPRI-MU this time period is from 1979 to 1990 and for ALOT this time period is from 1983 to 1995.

Phase II – This refers to the time period associated with major restructuring of the center/organization. For FAPRI-MU this time period is from 1990 to 2006 and for ALOT this time period is from 1995 to 2001.

Phase III – This refers to the time period associated with the present structure of the center/organization. For FAPRI-MU this time period is from 2006 to the present and for ALOT this time period is from 2001 to the present.

University – For the purposes of this study this refers to the University of Missouri located in Columbia, MO.

Significance of the Research

FAPRI-MU and ALOT provide a unique and rich opportunity to explore the nuances of long-term sustainability of educational entrepreneurship within two organizations with similar beginnings operating in unique cultures and collaborative settings. A qualitative, comparative, case study incorporating individual interviews, focus groups and document analysis provided an historical documentation, insight into the similarities and differences between these two organizations and a backdrop for further research into educational entrepreneurship within higher education. In addition, findings from this research could prove beneficial to each of the organizations studied as they continue to evolve and restructure to adapt to a complex and ever-changing environment and work to institutionalize leadership processes which can contribute to longer-term survival and growth.

As supported by recent focuses at the University of Missouri, resource constraints, strategic planning and program evaluation will continue to contribute to the need for new, innovative programs. Research and findings from existing programs can provide insights into the structure, support and processes proving most beneficial to these new, as well as evolving programs. In some instances, it may become evident the best potential for growth for a program is outside the higher education setting.

Summary

The following chapters will provide insight into the literature surrounding research of organizational and higher education culture, entrepreneurship – particularly as it relates to a social or public mission or organization, and centers and institutes within higher education. Detail will be provided in Chapter Three to support the utilization of a dual, case study approach to address the research questions. Chapter Four will provide an historical account of major events for both FAPRI-MU and ALOT and will present emerging themes resulting from focus group and individual interviews with respect to the origination, restructuring and current phases of organizational development.

A summary of the results of this research and conclusions will be provided in Chapter Five providing an opportunity to examine conclusions for each organization as well as a comparison between FAPRI-MU, which has remained successful in the University setting, and ALOT, which has continued to grow as a stand-alone, not-for-profit organization. Chapter Six will provide a discussion of the implications for current practice as well as suggestions for further research into the findings of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter will present existing research supporting organizational analysis, entrepreneurship and higher education. These three broad research areas will provide the basic framework supporting this study. Particular attention will be devoted to the role of organizational culture and social entrepreneurship. Additional depth will be provided by examining organizational analysis and entrepreneurship as it pertains to colleges and universities in the US.

Organizational Analysis

The basis for organizational analysis is the organization and the many theories and views on how an organization can be viewed, dissected or described in an effort to analyze its strengths and weaknesses. For the purposes of this research a metaphorical analysis will be presented in an effort to provide points of reference for analyzing a current organization within a university setting.

Multiple theories and examples exist as tools to diagnose organizations. Bolman and Deal (2003) provide four frames for analyzing an organization and discuss the need to integrate the frames to represent the multiple realities facing most organizations. Morgan (1997) provides eight metaphors to describe the likeness of an organization to a well known image, item or process and uses this as a point of comparison for organizations. While similar in approach, many would argue using metaphors as a method of analysis for organizations provides a richer description, which is more easily understood or familiar to those outside the organizational research realm (Donaldson, 1998). The primary organizational metaphor presented in this paper relates to

organizations as culture(s) (Bolman & Deal, 2003; Donaldson, 1998; Morgan, 1997). Organizations as machines, organisms and as political systems or arenas were also considered when compiling the literature supporting this research as was the concept of the organization as a knowledge creating entity (Nonaka & Takeuchi, 1995). Upon reflection, the metaphor associated with organizations as culture is most closely associated with the entrepreneurial processes and nuances related to academic centers, and provides the best framework for addressing the research questions.

Culture Metaphor

The culture of an organization has been described by Tierney (1988) as “...[being] reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and a symbolic level” (p. 3). Schein (2000) adds more detail by focusing on shared assumptions and common experiences that help define culture within organizations and points out culture is impacted by technology and physical change, internal dynamics and historical circumstances. These primary components of the culture of an organization are the reason this metaphor or view was chosen for this research. An analysis of the factors utilized by an organization over time would be incomplete without providing the context of the organizational culture. The individuals involved in decision making and the types of decisions made are all dependent upon the culture of the organization.

Basic Cultural Tenets

As culture relates to a metaphor, Morgan (1997) suggests organizations have their own patterns of cultures and sub-cultures or shared beliefs and meanings. In his discussion of organizations as culture(s), Morgan highlights the focus on the link between

leadership and culture and suggests this can provide key insights into why organizations work the way they do. Donaldson (1998) suggests viewing the organization as culture indicates organizational members each play a role in creating the culture. This culture is something that is continually taking form and shape with meaning being drawn through daily interactions. A key component to Donaldson's view of the cultural metaphor is goals are not *of* the organization, but *for* the organization and arrived at through various forms of interaction and negotiation.

This recognition of individual member roles in creating the organizational culture informs this research and indicates a need for awareness that individuals involved with the organization over time will have an impact on the evolving culture. This also supports the need to analyze organizational development throughout time, as the culture in place at any given time within the organization may be markedly different than the culture in existence currently or at the beginning. This evolving culture will also impact decision making processes and factors surrounding organizational growth and development.

Values and Tribes

One component of the culture of an organization described by Bolman and Deal (2003) relates to the values of an organization. Building upon the concepts presented above we recognize that these values of the organization have been created over time by the individuals within the organization. Bolman and Deal (2003) note that values are intangible and often help create a sense of identity that will distinguish an organization and are often difficult for the organization or members to articulate. Recognizing the challenge posed by this intangibility creates an awareness that will cause the researcher to look for questions or documents within the study to inform the research with respect to

values. In addition, stories and rituals discussed by organizational members may provide insight into the values of the organization. Organizational stories, rituals, physical arrangements and dress norms are highlighted as factors providing cultural insight and signals of cultural changes (Martin, 2002).

In their discussion of the symbolic frame or cultural view of an organization, Bolman and Deal (2003) present a tribal analogy of the organization where multiple manifestations including stories, rituals and ceremonies provide a method for initiating new members, keeping the group together and presenting group norms. This view is furthered in the university setting by the work of Mars (2006) as supported by Becher (1989) and Bailey (1977) with respect to *academic tribes*. Within these academic tribes, faculty, students and staff are linked under one disciplinary umbrella or culture with different norms and values existing within these cultures with respect to the distinct role each group may play within the *tribe*. This tribal depiction suggests the culture of an academic organization with respect to who can make decisions and how decisions are made may vary by academic discipline and department. In addition, values may differ across disciplines and departments and vary depending on role within the organization or tribe. These authors (Bailey, 1977; Becher, 1989; Mars, 2006) also support the coexistence and cross pollination of values and tribe-like or cultural manifestations of multiple disciplines within a university setting.

Interpretation

Martin (2002) presents culture as a metaphor for examining organizations by providing a detailed account of familiar and unfamiliar aspects of organizational life through a thick description. This view of the organization allows a researcher to “gain an

in-depth understanding of how people interpret the meanings of these manifestations and how these interpretations form patterns of clarity, inconsistency and ambiguity which can be used to characterize understandings of working lives” (Martin, 2002, p. 5). Martin discusses the objective and subjective nature of culture: objectively in the form of physical manifestations, formal practices and structures; and subjectively through the different perceptions and interpretations of these manifestations.

With respect to studying culture in the form of a case study, Martin (2002) suggests the objective should be to gain “an appreciation of contextually specific knowledge” (p. 41). Socio-cultural anthropologists support the need for researchers to learn the language of cultural members. Further they argue for spending between one and two years as a participant-observer to gain an emic, or insider view of the organizational culture as people relax. Martin (2002) suggests insights developed from such long-term participant observation offer greater depth as opposed to more casual or shorter-term observation and notes cultural artifacts, values and assumptions can offer insight for the researcher seeking deep meanings associated with interpretations of these manifestations.

Martin’s (2002) definition of culture includes three interpretative approaches including conflict, ambiguity and a philosophy of culture of that which is shared. In support of Martin’s view of culture, she suggests three perspectives for a researcher to focus on including integration (shared), differentiation (conflict or sub-culture) and fragmentation (ambiguity) and advocates using all three of these interpretive approaches in a single study, although many cultural researchers support only a one-perspective approach to cultural studies. In performing a study of organizational culture, Martin

suggests most people or groups strive for cultural uniqueness, however; they are often limited by the boundaries of the cultures they have experienced.

This metaphorical approach to describing how an organization looks and feels allows us to review current structures and processes to determine where strengths are present and what weakness can be addressed. There are many other metaphors, frames and approaches that can be applied to organizational analysis. However, the metaphor and approaches presented in this section provide a lens to guide the research in a manner to most accurately address the research questions posed by this study.

Entrepreneurism

An organizational analysis can provide insight into processes at work within an organization, but what does it mean to be an entrepreneur or to be an entrepreneurial organization? This question is the first step in beginning to define educational entrepreneurship or what it means to create an entrepreneurial organization or culture in higher education. This section will offer: (a) various definitions and methods of studying entrepreneurship; (b) entrepreneurship as a process; (c) entrepreneurial themes and (d) a presentation of social entrepreneurship.

Definition and Study of Entrepreneurism

From an economic or business sense, entrepreneurship is defined in many ways as well as confused with many other business related terms such as market-driven, profit-seeking or transactional. One definition provided by economists Bianchi and Henrekson (2005) suggests entrepreneurship is:

the ability and willingness of individuals, both on their own and within organizations to: (i) innovate, i.e. perceive and create new economic opportunities; (ii) face uncertainty, i.e. introduce their ideas in the market by making decisions on location, form and the use of resources and institutions and

(iii) manage their business by competing with others for a share of that market (p. 3).

These authors summarize this definition by stating the essence of entrepreneurship is doing things differently. They draw from Casson's (2003) definition of an entrepreneur as someone specializing in using judgment to make decisions regarding the coordination of scarce resources in a manner different than a majority of the population. From Dees et al. (2001) we are presented with the definition of entrepreneurs as "...innovative, opportunity-oriented, resourceful, value-creating change agents" (p. 4).

In addition to providing a definition of entrepreneurship or entrepreneurship, Bianchi and Henrekson (2005) discuss economic efforts to model entrepreneurship. These authors also opine that many "non-economists" (Bianchi & Henrekson, 2005, p. 2) present entrepreneurship research in a more descriptive nature where theory is shaped by the empirical research. Bianchi and Henrekson (2005) conclude their discussion by stating "an individual real-world entrepreneur, even if highly stylized, cannot at present be modeled in mainstream economics, since he or she does elude analytical tractability" (p. 22).

Entrepreneurism as a Process

Hébert and Link (1989) also provide an economic view of the entrepreneur and identify 12 distinct themes in the economic literature focusing on the entrepreneur. Hébert and Link discuss the theories of entrepreneurship from both a static and dynamic perspective; however these authors state: "but only dynamic theories of entrepreneurship have any significant operational meaning" (p. 41). Hébert and Link draw from the research of Cantillon (1931); Schumpeter (1928, 1934, 1950); Schultz (1975, 1980) and Kirzner (1973, 1979, 1985) to develop a definition of the entrepreneur as "someone who

specializes in taking responsibility for and making judgmental decisions affecting the location, form, and the use of goods, resources, or institutions” (p. 47). In Hébert and Link’s definition, the entrepreneur is a person and cannot be a team or organization, and the basic elements of entrepreneurship include perception, courage and action (Hébert & Link, 1989).

Morris, Kuratko and Schindehutte (2001) highlight many of the trends in the development of entrepreneurship including the more recent attempts to study entrepreneurship in a systematic nature. These authors state, “Entrepreneurship has developed as a business discipline by borrowing, building upon and adapting theoretical and conceptual work from such fields as sociology, psychology, anthropology, marketing, management, finance, organizational behaviour and engineering” (Morris et al., 2001, p. 37). Morris et al. discuss their belief where entrepreneurial studies need to develop cohesive theories or frameworks to achieve the results that have been attained in other sciences. Morris et al. present an integrative framework including six variables: (a) the process; (b) the entrepreneur; (c) the environment; (d) the business concept; (e) the resources and (f) the organizational context and highlight the major advance of this framework in presenting entrepreneurship as a process.

Morris et al. (2001) proposes an entrepreneurial process may be applied in an organizational context and suggest:

moreover, processes are sustainable, meaning entrepreneurship can be ongoing or continuous at the individual or organizational levels companies that are more entrepreneurial are often driven to be so by the nature of their environments. They require champions and teams, resources, a concept and management of the process” (p. 39-47).

This framework perspective of entrepreneurship allows for the dynamic nature of the entrepreneurial process that can be sustaining and recurring over time.

Kuratko (2005) furthers the discussion of entrepreneurship by discussing the three major sources of information related to the entrepreneurial process or perspective including: (a) research; (b) direct observation of practicing entrepreneurs (through the use of interviews, surveys and case studies) and (c) speeches and presentations by practicing entrepreneurs. Kuratko suggests all of these sources have created the background for the current entrepreneurship education in place today.

In presenting entrepreneurship as a process, Fox (2005) discusses the stages of the process including a focus on stakeholders and the creation of opportunities through divergent thinking where innovation, strategy and operation are critical. Other key factors identified by Fox for the entrepreneurial process include a changing environment, continuous learning, decision making and organizational change (Fox, 2005). The changing environment can be both internal and external and can provide challenges as well as opportunities, while organizational learning is considered necessary for continuous innovation (Fox, 2005). Decision making in the entrepreneurial process can be made by individuals and groups, and all decisions are made with some level of uncertainty (Fox, 2005).

Entrepreneurial Themes

Common themes with respect to entrepreneurship presented in the literature include: (a) innovation; (b) change; (c) scarce resources and (d) a dynamic environment (Bianchi & Henrekson, 2005; Casson, 2003; Drucker, 1985; Hébert & Link, 1989). The definition of innovation provided by Drucker (1985), “innovation is the specific tool of

entrepreneurs, the means by which they exploit change as an opportunity for a different business or a different service” (p. 19), highlights the impact of change, or in fact the necessity of organizational change in entrepreneurial processes. Fox (2005) presents organizational change as a key element in the entrepreneurial process and suggests change can either be “episodic, discontinuous, and intermittent” or “continuous, evolving, and incremental” (p. 44). Morris et al. (2001) add to the discussion of these entrepreneurial organizations by suggesting they require champions and teams to assist and lead the organization through periods of change and scarce resources within a dynamic environment.

Social Entrepreneurism

More recent literature related to entrepreneurship occurring in public institutions is focused on social entrepreneurship. As early as 1985, Drucker was discussing the unique challenge of entrepreneurship in public-service institutions. Drucker (1985) highlighted the mission of public-service institutions to *do good* and suggested that a commitment to this mission regardless of economic implications creates an environment with obstacles to innovation. Fifteen years following Drucker’s discussion of entrepreneurship in public-service industries, authors such as Brinckerhoff (2000) were discussing social entrepreneurship, suggesting this as an essential trait of successful, not-for-profit organizations. Mars (2006) and Fox (2005) support this view of social entrepreneurship adding more components including funding uncertainty that is not limiting, innovative approaches to meet societal needs, multiple constituencies and mission first but no mission without money.

Fox (2005) provides insight into entrepreneurship in public organizations and discusses the similarities shared by economic and social entrepreneurs and highlights their primary difference with respect to the view of profit as a means and not an end. Fox presents the concept of public entrepreneurship as “the process of creating value for citizens by bringing together unique combinations of public and private resources to exploit social opportunities” (p. 29). In addition, not-for-profit organizations such as institutions of higher education have increased accountability combined with internal and external challenges similar to those faced by public agencies (Fox, 2005). Fox states, “Institutions of higher education can promote or constrain entrepreneurial behavior as they preserve traditional values of education and meet evolving demands of post-secondary education” (p. 33).

Fox (2005) suggests the public mission of the organization should remain in focus, realizing that without funding, it is often not possible to pursue the mission. As Mars (2006) highlighted this is also a reason that organizations operating under the umbrella of social entrepreneurship will not allow funding uncertainty to be a limiting factor. If a traditional funding source becomes inactive or goes away completely, the organization relies on innovative approaches to continue the mission. Within an academic setting, Mars also suggests centers or institutes are most often the location where social entrepreneurship is occurring.

Another definition of social entrepreneurship is provided by Brinckerhoff (2000), which equates social entrepreneurship to good stewardship. This definition provides us with six characteristics of good stewards and social entrepreneurs:

- (a) They are constantly looking for new ways to serve their constituencies and to add value to existing services.

- (b) They are willing to take reasonable risk on behalf of the people that their organization serves.
- (c) They understand the difference between needs and wants.
- (d) They understand that all resource allocations are really stewardship investments.
- (e) They weigh the social and financial return of each of these investments.
- (f) They always keep mission first, but know without money, there is no mission output.

Other literature suggests the key differences between social entrepreneurship and business or more traditional entrepreneurship. While focused on innovation, opportunity and change, social entrepreneurs have an explicit social mission with a goal to create social value regardless of long-term benefits to the organization (Dees et al., 2001; Winfield, 2005). An additional feature related to social entrepreneurs is that actions are most generally focused on a local area but many times will have global implications for improvement (Dees et al., 2001).

Organizational Analysis and Entrepreneurism in Higher Education

This chapter included a road map for the insights that can be provided by an organizational analysis as well as a framework for the study of entrepreneurial processes and activities, especially as they relate to social entrepreneurship. The next step is to highlight the research regarding entrepreneurial processes or behavior within organizations or institutions of higher education. This section will provide: (a) an historical context for change and uncertainty in higher education; (b) a discussion of the role of centers and institutes within higher education and (c) a presentation of a working definition of educational entrepreneurship to guide this research.

Historical Context of Change and Uncertainty

Breneman (2005) suggests a common set of economic pressures have been a driving force behind public and private colleges and universities to pursue more

entrepreneurial models of financing and service. Clark's (1998, 2004) research of five European universities highlights the need for entrepreneurial activities in higher education and provides guidelines that may add to the success of these activities. In planning toward the future, many in higher education do not see the current funding trend reversing. Clark (2004) indicates the future of universities will be based in their self-reliance and those sustaining long-term survival and growth will be institutions which have built habits of change. Breneman (2005) suggests, "It is unlikely, however, that the trend toward greater market dependence can be reversed and thus the challenge will be to preserve the public purposes of our great institutions while requiring that they assemble their resources through market competition" (p. 9).

Tierney (1998) focuses on the responsiveness of universities and building responsive campuses. Tierney suggests the need to review organizational structure and reflect on the potential for change. "Colleges and universities would do well to shift their emphasis to customer service and satisfaction while they preserve, create and transmit knowledge" (Tierney, 1998, p. 4). Clark (2004); Breneman (2005) and Tierney (1998) suggest a need for colleges and universities to become more dynamic in their response to the needs of their constituents. If truly working to provide a societal need, administrators and faculty leaders of colleges and universities need to recognize the changes that have occurred with respect to challenges and opportunities of our society.

Lynton and Elman (1987) provide a 1980s glimpse into the new priorities for the university. They suggest universities need to adjust more rapidly to external needs, increase flexibility regarding format, location and timing, while helping faculty adapt to external opportunities in a system that recognizes and provides incentives for a broader

range of professional activities (Lynton & Elman, 1987). This more rapid adjustment to external needs would require a buffer from a broadening of values, priorities and rewards for faculty, an increased dissemination of curriculum and an adaptation to existing structures and processes (Lynton & Elman, 1987). Lynton and Elman urge institutions of higher education to re-examine priorities, “Unless they clearly establish their missions and realize their capacity to be more than undergraduate teaching institutions, they risk losing their university status in terms of funding and faculty work loads” (p. 13).

In the 22 years since Lynton and Elman (1987) provided their emphasis on new priorities, many colleges and universities have adapted practices and refocused mission. Unfortunately organizational structures and bureaucracy are still in place that make *rapid* response to external needs a challenge. In addition, a shift in mission and focus toward nontraditional enterprises has resulted in public scrutiny and outcries of capitalistic endeavors that threaten the public good mission of the institution.

Centers and Institutes

Lynton and Elman (1987) discuss institutes and centers as alternative delivery mechanisms within higher education and find most of these organizational forms are either issue-centered or client-centered. These authors highlight the temporary fluctuations in activity these centers and institutes may face and caution centers and institutes to refuse requests that are not within the guidelines of the unit (Lynton & Elman, 1987). Lynton and Elman suggest centers and institutes need assurance of reasonable core funding. A revolving fund for a portion of external fees and overhead charges may help maintain a continuity of effort. Lynton and Elman also focus on the challenges faced by centers and institutes during the 1960s including administrative

difficulties that were multi-dimensional and resentment by discipline-oriented faculty and middle-level nonacademic administrators. In more recent years, the tighter alignment of university and center missions with faculty interests, resource pressures and an increased need for adaptation have created a more positive, congenial environment for these centers and institutes (Lynton & Elman, 1987) within their own university settings.

Geiger (1993) furthers the discussion of centers or organized research units (ORU) by providing an historical perspective related to the funding constraints and societal needs contributing to post-World War II expansion of entrepreneurial, ongoing institutes housed within research universities. “In sum, the American university research system responded to the stagnation in federal research funding by gradually forming more research relationships with other sponsors” (Geiger, 1993, p. 15). Geiger formulates ORUs have increased the revenue pool available to universities and increased competition between institutions. In addition, “By responding to social demands for relevant knowledge, ORUs serve to buffer the academic core of the university from the distortions those demands would undoubtedly cause if they had to be met within a departmental context” (Geiger, 1993, p. 15).

Slaughter and Rhoades (2004) bring our attention to the academic capitalism model presented by Slaughter and Leslie (1997) and focus their research on the “networks of actors that cross boundaries among universities and colleges, business and nonprofit organizations, and states” (p. 9). In presenting academic capitalism as a pursuit of market-like activities to secure a revenue stream, Slaughter and Rhoades offer an analysis based upon the blurring of boundaries among markets, states and higher education. This analysis by Slaughter and Rhoades does not have a focus on resource

dependency or a profit motive as did the earlier work of Slaughter and Leslie (1997). From an economic perspective, many economists might argue with Slaughter and Rhoades' definition of capitalism as compared to free-market. For the purposes of this study, I will include the theory as it was presented by Slaughter and Rhoades using their terminology.

Slaughter and Rhoades (2004) present a theory of academic capitalism explaining the processes needed by universities to integrate into a new economy that has a global scope, does not rely on mass production, treats knowledge as a raw material and requires educated workers and technology savvy consumers. Slaughter and Rhoades suggest the academic capitalist knowledge model and the public good model are not mutually exclusive in higher education, but coexist, intersect and overlap. In support of this concept, they present examples where the importance of securing entrepreneurial revenue streams has increased, but not by replacing the research prestige.

Slaughter and Rhoades (2004) bring their discussion of academic capitalism to the department level at colleges and universities to determine how entrepreneurial initiatives and cultures are impacting and being influenced by individual departments. A portion of their findings was drawn from a National Science Foundation (NSF)-supported study of departments at 11 public research universities in which only department heads of units who teach undergraduate students were interviewed. Slaughter and Rhoades find in a majority of cases, new organizational forms are layered on top of existing department structures.

Educational Entrepreneurism

It is within Slaughter and Rhoades (2004) work that we are first introduced to the concept of “educational entrepreneurship” (p. 188), which is used to describe many types of processes and activities to generate collectively new external revenue streams through new programs within the new economy. Slaughter and Rhoades find much of the entrepreneurial activities are occurring outside basic departments and “organizational structures such as centers and institutes have been developed alongside discipline-based academic departments” (p. 204). They further highlight the coexistence of the academic capitalist knowledge model and the public good model by stating, “This new mode of producing research has not replaced the old, but it coexists with the old, which remains the principal site for the production of undergraduate and graduate education” (Slaughter & Rhoades, 2004, p. 204).

In drawing from literature presented in this chapter with respect to entrepreneurship, especially within the framework of social entrepreneurship and more specifically institutes of higher education (Bianchi & Henrekson, 2005; Brinckerhoff, 2000; Dees et al., 2001; Drucker, 1985; Fox, 2005; Morris et al., 2001; Slaughter & Rhoades, 2004) a working definition of educational entrepreneurship to guide this study is presented. *Educational entrepreneurship is the philosophy of utilizing innovative processes in a dynamic environment to fulfill a social mission within an institute of higher education.* In addition, a definition of educational entrepreneurship is also provided as current definitions are ambiguous about entrepreneurship and entrepreneurship. For the purposes of this research, *educational entrepreneurship is the*

practice of utilizing innovative processes in a dynamic environment to fulfill a social mission within an institute of higher education.

Summary

This chapter has provided an overview of three broad research areas most relevant to the study of how entrepreneurship is pursued and what impact organizational culture and evolution have on this process. By analyzing the organization, an academic center, institute or a university can be viewed as a self-sustaining organism that creates knowledge, is influenced by and impacts culture within its internal and external environment. Using this framework, insights can be gleaned regarding how processes have developed and evolved. Additional focus on the role entrepreneurial processes can have within a university setting allows for further depth regarding the turbulent and changing environment and responses within the higher education arena. This chapter has also provided a working definition of educational entrepreneurship that will be utilized to guide this study. The next chapter will provide the framework for the research design and methodology of this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In their discussion of *blank spots* and *blind spots* Heck and Hallinger (1999) provide arguments for the need for quantitative and qualitative methods in educational analysis and leadership with a primary emphasis on the need for viewing this phenomenon from diverse lenses and methods. As these authors point out, the methodology employed in research is informed by: (a) the theoretical frameworks used to explore the topic and (b) the processes of scientific inquiry used in the study.

The goal of this research is to determine *what* factors support the utilization of entrepreneurial processes in postsecondary education and *what* the relationship is between organizational culture and the fostering of entrepreneurial processes over time. A secondary goal is to provide a formal, written, historical documentation for both ALOT and FAPRI-MU. Given the nature of this proposed research, a qualitative approach, as opposed to a quantitative study, offers the potential for more insight and depth to aid in determining what factors support entrepreneurial pursuits in an educationally focused center and how organizational culture and evolution contribute to this process. This chapter will provide insight into: (a) the study's purpose and research questions to be addressed; (b) the design of the study; (c) the process for analyzing data and (d) the application of the study for further research.

Research Problem and Rationale

The traditional approach in educational organizational research has taken a positivist stance and incorporated quantitative methods of analysis to determine the impacts of organizational structure and leadership on outcomes or to develop models to

help explain organizational and leadership structure. These studies test hypotheses grounded in theoretical frameworks to either support or refute predictive variables that may be generalized to another setting(s) (Heck & Hallinger, 1999). In a qualitative study, the researcher is more focused on uncovering nuances or finding emerging concepts underlying processes and culture within an organization. Qualitative methods offer potential for exploring layers within an organization to reveal meaning in context relating to the history, culture and individuals within an organization and responses to internal and external influences (Merriam, 1998).

The environment surrounding most universities is described as an open environment with internal and external pressures related to educational direction and resources. In an environment such as this, the emerging organizational structure and leadership style may be impeded or assisted by the history and culture of the organization (Bensimon, Neumann & Birnbaum, 1989). To examine the evolving culture of an organization, it is often necessary to study day-to-day interactions within the organization and to uncover embedded patterns of behavior (Davis, 2003; Schein, 2000). Following these assumptions, a qualitative approach incorporating case study methods offers the greatest capability to capture the necessary data through focus groups, individual interviews and document analysis to answer research questions relating to organizational culture and its relationship to entrepreneurial processes in higher education.

In an effort to reveal how all components related to organizational culture and the internal and external environment work together to create meaning, a qualitative approach offers the most potential (Merriam, 1998). In addition, Merriam suggests a skilled and prepared qualitative researcher can combine various methods, including

individual interviews and focus groups to avoid or address ambiguity to uncover the nuances and develop emerging themes. Themes that appear to be emerging from individual interviews can be cross-checked in the focus group setting, or vice versa. Focusing attention to details, and adapting an interview based upon perceptions and effective communication skills will engage the participant(s) in a non-threatening manner and add depth and effectiveness to the qualitative research.

Purpose of Study

The purpose of this research is to explore the relationship of educational entrepreneurship and organizational culture in the creation and evolution of academic centers within one Midwestern land-grant university facing resource constraints in the 1980s. Particular attention was given to: (a) synthesizing current entrepreneurial and organizational culture and evolution theory as it relates to postsecondary education; (b) ascertaining the implications of a qualitative, comparative, case study approach to analyzing entrepreneurship and organizational culture and evolution within a university setting and (c) presenting the application of and reflection on a qualitative, comparative, case study approach to researching educational entrepreneurship and organizational culture and evolution as they relate to the creation of two, not-for-profit centers affiliated with one, land-grant university.

Research Questions

The foundation for this research with respect to the study of organizational culture and organizational evolution is drawn from Bailey (1977); Becher (1989); Bolman and Deal (2003); Donaldson (1998); Mars (2006); Martin (2002); Morgan (1997); Schein (1996, 2000); and Tierney (1988,1998). A basis for entrepreneurship and social

entrepreneurism is drawn from the work of Bianchi and Henrekson (2005); Brinckerhoff (2000); Casson (2003); Dees, Emerson and Economy (2001); Drucker (1985); Fox (2005); Hébert and Link (1989); and Morris, Kuratko and Schindehutte (2001). Insight into the evolution of higher education, especially as it relates to centers and institutes is provided by Breneman (2005); Clark (1998, 2000, 2004); Geiger (1990, 1993); Lynton and Elman (1987); Slaughter and Leslie (1997); Slaughter and Rhoades (2004); and Tierney (1988, 1998). This literature provides support to the primary question this study seeks to address: What are the factors that support entrepreneurial process in academic centers and how are these factors similar or different between two centers that have pursued different pathways? Schein (1996, 2000); Heck and Hallinger (1999); and Merriam (1998) provide support for approaching these questions in a qualitative, comparative case study approach.

The following research questions are posed to address the question of how entrepreneurship is pursued and what role organizational culture and evolution play in this pursuit:

1. What are the factors that support entrepreneurial process in academic centers?
2. How are these factors similar or different between two centers that have pursued different pathways?
3. What is the relationship between organizational culture and the fostering of entrepreneurial processes?

Design of Study

This research is focused on both the current organizational processes and culture and the processes and culture that have contributed to the current environment. This research used a dual, comparative, case study approach for two academic centers, created with grant funding and started within the Department of Agricultural Economics at the University of Missouri during the mid-1980s. For these reasons, the examination of historical documents and artifacts was critical, especially in the absence of certain key individuals as a result of career changes, mortality or hostile feelings toward the organization. In addition drawing out themes in more detail through individual interviews and focus groups was also essential.

A secondary goal of this research was to provide a formal, written, historical documentation regarding the creation and 25 year history for each organization. No other comprehensive overview exists for either FAPRI-MU or ALOT. While this research will not provide an in-depth review of all critical incidents or individuals involved with these two organizations, it will provide a timeline and recitation of major events or turning points.

This same focus on the evolution process suggested the most appropriate design for the selection of research participants. This research incorporated a multiple category design (Krueger & Casey, 2000) to capture three major phases of evolution for an academic center in existence for over 20 years: (a) origination; (b) major restructuring and (c) current organizational design. In addition, a double-layer design (Krueger & Casey, 2000) was incorporated to collect data from the two distinct and separate participant groups from each of the centers within the study.

Population

This research incorporates a dual, comparative, case study approach for two academic centers that were created with grant funding and started within the Department of Agricultural Economics at the University of Missouri during the mid-1980s. One of these centers, the Food and Agricultural Policy Research Institute (FAPRI-MU) is still operating as a grant-funded unit within the University of Missouri with a sister unit at Iowa State University. The second center, Agricultural Leadership of Tomorrow (ALOT) is now a stand-alone, not-for-profit organization operating with the basic curriculum developed at the University of Missouri, but directed by an ALOT board as well as an ALOT director. Other centers have been developed within the Department of Agricultural Economics as well as within the University of Missouri; however, these two centers are the longest standing centers within the Department of Agricultural Economics and began under the guidance of the same administration and leadership. In addition, these two centers presented an opportunity to compare and contrast entrepreneurial pursuits and organizational culture in two organizations beginning under much the same circumstances and administration through a network or collaborative learning environment that have followed quite divergent paths. More detail regarding each center, its historical context and current environment is presented in Chapter Four.

Selection of Participants

In support of the study purpose to determine what factors support entrepreneurial processes and what the relationship is between organizational culture and the fostering of entrepreneurial processes, research participants were chosen based on their ability to provide an information-rich background and insight (Krueger & Casey, 2000; Patton,

1990). Individuals maintaining leadership or decision making positions for each of the academic centers since origination comprised participants in this study. Purposeful and unique sampling (Merriam, 1998) were utilized to identify those leaders and decision makers in place during each of the three phases of organizational evolution: (a) origination; (b) major restructuring and (c) current organizational design. During the 1990s each of these centers experienced major restructuring events in which ALOT became an independent organization outside of the University of Missouri and FAPRI-MU added three additional research thrusts and over 20 full and part-time staff. I had a priori knowledge of these major restructuring phases as a result of a 20-year interaction with FAPRI-MU primarily as an employee and a 2-year affiliation with ALOT as a member of ALOT Leadership Class XII.

FAPRI-MU

Participants selected for the study of FAPRI-MU included the original co-directors. Two of these three individuals have served as co-directors at each of the respective FAPRI units at the University of Missouri and at Iowa State University. Members of the management team during the restructuring phase were also included as was a former university administrator. The current two co-directors of FAPRI-MU and the other supporting member of the leadership team were included to provide further and corroborating insight into the current organizational design and processes. Individuals serving in co-director roles during the restructuring phase were asked to review historical context and emerging themes following individual interviews and focus groups to provide member checks and to increase the trustworthiness of the data and because of inability to conduct face-to-face interviews.

ALOT

Participants selected for the study of ALOT included faculty members involved in the original W. K. Kellogg Foundation grant development and members from the first ALOT leadership class. Former executive directors, university administrators and class members were included to discuss opportunities and challenges associated with restructuring. The current executive director and 16 member board of directors for ALOT were also able to provide insight into entrepreneurial pursuits and culture surrounding the current organizational design.

For each of these centers, it was necessary to interact with administrators within the University of Missouri who either played key decision roles, or were part of ongoing collaboration with each of these centers. The untimely death of Dr. J. Bruce Bullock in May 2006, was such a tremendous loss to not just this study, but to his family, his students, the Department of Agricultural Economics and the University of Missouri. Bruce Bullock was a primary collaborator for the founding of each of these academic centers, served as interim directors, and was still, at the time of his death, an ongoing contributor to and supporter of the curriculum of ALOT and a continued champion for FAPRI-MU. As a result of his leadership, vision and tenacity, numerous ALOT class members and FAPRI-MU researchers have been able to make a difference at a local, state, national and international level. Colleagues of Bruce Bullock at the University of Missouri were interviewed in an attempt to reconstruct conversations and meetings and add depth into the entrepreneurial processes and culture surrounding the three phases of organizational evolution for each of these centers.

Data Collection

Focus groups for data collection offer an opportunity to observe the behavior of individuals in a group or social setting of their peers and to engage or encourage conversation that has a purpose (Emerson, Fretz, & Shaw, 1995; Krueger & Casey, 2000; Merriam, 1998). To ensure the conversation does indeed have a purpose, it is important for the researcher to ask open-ended, non-leading questions and to prepare a plan or guide to aid in the interviewing process.

Approaching this research as a comparative case study provided an opportunity to explore the nuances of the entrepreneurial processes in place as well as provided insight into how programs/centers have evolved and what aspects remained similar and what aspects have diverged from the original processes and culture (Merriam, 1998). In addition, case studies have proven valuable when researching educational innovations, for evaluating programs and for informing policy in a manner that can increase understanding, affect and potentially improve practice (Merriam, 1998). Document analysis provided additional insight into the more formal expressions of processes and culture present within each of these centers and provided support to information gleaned from individual interviews and focus groups. I served as the primary data collection source – conducting, transcribing and coding interviews; sorting and collecting documents; and analyzing documents. My documented observations from the past two and a half-years as a member of the FAPRI-MU leadership team and ALOT Class XII provided additional insight into processes and cultural manifestations and interpretations for each of these organizations. The discussion that follows provides an outline of the data collection process.

Focus Groups and Individual Interviews

The focus group is one qualitative research tool used in this study, along with individual interviews. The purpose of the focus group within the broader study design is to discover “what people really think and feel” (Krueger & Casey, 2000, p. 7) by creating a safe environment to discuss the ways in which their center pursues entrepreneurship within higher education and to discuss the supporting culture. Although the primary purpose of the focus group is to provide insight into the research study, participation in the focus group may also be a form of *participatory research* (Krueger & Casey, 2000) in which the experience of a focus group interview may foster reflection and discussion among team members, thereby encouraging the conditions conducive to knowledge creation (Nonaka & Takeuchi, 1995). Additional individual interviews occurred with administrators within the University of Missouri to provide data regarding the external environment providing support or oversight for these centers and in an effort to fill in gaps as a result of the loss of key decision makers.

Questions for the focus group and individual interviews were arranged in a manner to begin with general questions and become progressively more complex (Krueger & Casey, 2000) as participants became more comfortable in the focus group setting. For all focus group sessions and individual interviews, specific guiding principles for protocol included: (a) assuring participants of confidentiality and trust; (b) apprising participants of the end use of the observations of the session; (c) creating a respectful and comfortable environment where everyone is encouraged to participate and (d) establishing a set of open-ended, one-dimensional questions. Pilot interviews were conducted with a peer researcher prior to each focus group to insure the questions were

not confusing and to make sure useful data could be collected (Merriam, 1998). A copy of the questions can be found in Appendix A.

Phase I: Focus group and individual interviews regarding the origination phase of the center. The focus group related to the origination of FAPRI-MU was conducted face-to-face with the original founders of the organization. These three individuals possessed the information and historical perspective that contributed to an understanding of the environment surrounding research and funding in the early 1980s and the culture within the University of Missouri and the College of Agriculture and Department of Agricultural Economics. The questions posed to this group concerned the conceptualization for the center, who was involved and what funding sources were identified. The next level of questions concerned the structure and processes first put into place to establish the center and its role within the University of Missouri system. The final level of questioning probed into the relationship between the center, the department, the college and the University and what issues proved to be the most challenging or most rewarding in furthering the center in the early years. Follow-up discussions occurred with members of this group to verify dates, people and processes.

With respect to ALOT data collection, an individual interview began the process to provide background into the individuals who were key stakeholders and participants in the original inception of ALOT. Following this individual interview, a focus group session occurred with founding faculty members and members of Class I. One participant from Class I was not able to make the focus group session as a result of a scheduling conflict, but was able to participate in an individual interview at another time. The same questions were posed to this group as to the FAPRI-MU focus group and are referenced

in Appendix A. Figure 3.1 provides additional detail regarding participants for each phase.

Phase II: Individual interviews regarding the major restructuring phase of the center. Focus groups were not utilized for this second phase of the study for two primary reasons. First, in many cases this group of participants overlap with those from Phase I and Phase III and this researcher is quite cognizant of the limited time many of these leaders have. Second, it was determined that productive focus groups would have been hampered if the restructuring of the center was not supported by all the decision makers. When designing this study this researcher's knowledge did not indicate that hostility existed with respect to restructuring, but this possibility had to be considered. Individual interviews were conducted with a university administrator and a member of the management team at the time of restructuring. An individual interview was conducted with a former ALOT executive director from the restructuring period and a former university administrator.

The questions posed to this group began with broader issues related to how the concept for the restructuring of the center first arose, who was involved and what funding issues or opportunities were present. The next level of questions delved into the evolving structure and culture resulting from the restructuring. The final level of questioning probed into the relationship between the center, the department, the college, the University and the community prior to and immediately following the restructuring and what issues proved to be the most challenging or most rewarding in furthering the center after this adaptation. The questions posed during Phase II interviews can be found in Appendix A. Figure 3.1 provides additional detail regarding participants for each phase.

Phase III: Focus group and individual interviews regarding the current organizational design of the center. For FAPRI-MU, the current two co-directors of FAPRI-MU and the two additional supporting members of the leadership team were included in one focus group. It is important to note at this point that this researcher is one of the two additional members of the leadership team. The current ALOT executive director and the 16-member board of directors were included in a focus group. Only 13 of the 16 members of the board were able to participate in the focus group session. These focus groups were designed to provide insight into current entrepreneurial pursuits and the culture surrounding the present organizational design. Individual interviews took place with at least one University of Missouri administrator in an effort to provide insight into the external environment and need for entrepreneurial pursuit perceived by those closely associated, but not involved in day-to-day decision making for the center. Figure 3.1 provides an overview of the participant contacts. Figure 3.1 provides additional detail regarding participants for each phase.

Document Analysis

A primary component to the depth and triangulation of this study is related to the many documents analyzed for both FAPRI-MU and ALOT. Access to years of historical documents for each organization proved invaluable in verifying or refuting dates and in providing additional detail not provided by memory recall of interview and focus group participants. Over 40 documents provided valuable insight into this research and a listing of these pertinent documents may be found in Appendix B. Each document contained in Appendix B is also available in electronic format to ensure ease of data recall and to create an historical, electronic audit trail.

Participant Overview for Three-Phase Data Collection for FAPRI-MU and ALOT

	Title	Role	# of participants
<i>Phase I - FAPRI-MU - 1979 to 1990</i>			
Focus Group	Co-director	Initial creation/management	3
Individual Interview	Univ. Admin	Strategic planning/initial creation	1
<i>Phase I - ALOT - 1983 to 1995</i>			
Individual Interview	Univ. Admin	Strategic planning/initial creation	1
Focus Group	Univ. Faculty/Class members	Initial creation/management	4
Individual Interview	Class member	Initial creation	1
<i>Phase II - FAPRI-MU - 1990 to 2006</i>			
Individual Interview	Management Team	Major restructuring/management	1
Individual Interview	Univ. Admin	Major restructuring/strat. plan	1
<i>Phase II - ALOT - 1995 to 2001</i>			
Individual Interview	Executive Director	Major restructuring/management	1
Individual Interview	Univ. Admin	Major restructuring/strat. plan	1
<i>Phase III - FAPRI-MU - 2006 to Present</i>			
Focus Group	Co-director	Current management/strat. plan	2
	Management Team	Current management/strat. plan	2
Individual Interview	Univ. Admin	Strategic planning	1
<i>Phase III - ALOT - 2001 to Present</i>			
Focus Group	Executive Director	Current management/strat. plan	1
	Board Member	Current management/strat. plan	13

TOTAL Focus Groups = 4
 TOTAL Individual Interviews = 8
 TOTAL Participant Contacts = 33

Figure 3.1. Participant overview for three-phase data collection.

Summary of Data Collection

This study offered a unique opportunity to gain additional knowledge regarding multiple phases of organizational evolution as a result of the long-term history many participants have with either one or both of the organizations serving as the focal point of this study. This enabled rich detail to be collected from unplanned sources and reduced the need to include additional participant contacts. Additionally, some individuals originally planned as interview participants were not able to participate in face-to-face interviews, but were able to serve in a review and verification capacity.

Document analysis was aided by access to a majority of all of the historical documentation related to both FAPRI-MU and ALOT. As a participant researcher I had access to numerous records and documents related to FAPRI-MU's history. As a result of this research, I was also granted access to numerous ALOT historical documents. These documents assisted in corroborating information collected in focus groups and interviews and provided additional detail related to the processes or discussion points for a given time period.

Procedure for Analyzing Data

Data collection via focus groups, individual interviews and documents were conducted simultaneously with data analysis (Merriam, 1998) and was guided by the purpose of the study and followed a systematic and sequential process (Krueger & Casey, 2000). Focus group sessions and individual interviews were audio taped with an abridged transcript composed from each session. Each session was recorded using two digital recorders with 360 degree microphones and seating charts were compiled for each focus group session. For all sessions the abridged transcripts were completed by this researcher to insure important elements were not excluded (Krueger & Casey, 2000). Utilization of speech recognition software allowed this researcher to dictate the sessions and document participant interaction. In the focus group session involving 14 individuals the use of two recorders and seating charts proved invaluable during transcription.

Each transcript was assigned a unique code representing the organization and phase of organizational evolution. Page and line numbers were also included to assist in citations. A transcript listing can be found in Appendix C. As discussed, documents analyzed for this study were also coded and filed based on organization, phase of

organizational evolution and source of the document. Documents were also scanned to provide an electronic audit trail and to serve as an alternate storage system. A list of these artifacts can be found in Appendix B.

An evolving, open coding strategy (Merriam, 1998) was used to identify categories and sort interview transcripts and documents. A subsequent axial hand coding process was utilized to develop emerging themes consistent with the majority of the data. The comparative case study design of this research lends itself to both a “within-case analysis” and “cross-case analysis” (Merriam, 1998, p. 194), which allowed for an understanding of the entrepreneurial process and organizational culture surrounding each academic center as well as a comparison of similarities and differences between the centers.

Credibility and Consistency

The data collection and corresponding analysis for this research utilized multiple measures to insure the credibility and consistency of this study as supported by Merriam (1998), Heck and Hallinger (1999), Fraenkel and Wallen (2000) and Patton (1997). With respect to the credibility or trustworthiness of this research, data and methodological triangulation was imposed in an effort to not only draw information from multiple perspectives and stakeholders, but also to include multiple methods of collecting data. For these reasons, document analysis was combined with focus groups and individual interviews to increase the methods of data collection and multiple individuals from various phases of organizational evolution were included to provide a broader range of perspectives.

Participants involved in interviews with other phases of organizational evolution also provided additional verification of events and people involved in other phases of organizational evolution. Individuals not involved in interviews were also asked to review the historical context sections provided in Chapter Four to provide additional verification of data collected via interviews and document analysis. These triangulation methods also strengthened the consistency of the analysis. Additionally, individuals involved in focus groups and interviews were given an opportunity to review and accept or refute the information presented in Chapter Four with respect to historical context and quotations drawn from interview sessions.

Peer coding methods were also utilized by asking a peer researcher to review a random sample of the transcripts from the focus groups and individual interviews to determine if categories and emerging themes were derived similarly to those determined by this researcher. There were 166 pages of transcripts with 85 associated with ALOT focus groups and interviews and 81 associated with FAPRI-MU. The first question asked in each session related to the historical context of the organization. An initial review of the transcripts revealed that it generally required the first three to four pages of the transcript for coverage of historical context. For this reason, random samplings occurred after page four of each transcript with approximately two pages being extracted from each transcript. In addition, pages were extracted from sessions for each organization and for each phase of organizational evolution. Additionally the last question posed to a focus group was also included in the random sampling to ensure a broader range of input was provided to the peer coder.

The final sampling of transcripts provided to the peer coder contained no identifying information for the participants but did contain the unique code, page and line numbers allowing for an accurate cross-reference to the original transcripts. In total, 27 pages or 16% of the transcripts were reviewed by the peer coder. Copies of interview questions and research questions of the study were also provided to give a contextual overview. A face-to-face meeting occurred to discuss the findings of the peer coding and to determine the alignment of categories and emerging themes. There was 95% congruence between my coding and that of the peer coder.

An audit trail was established with respect to the document analysis as well as the transcripts, categorization and axial coding to increase the dependability and accuracy of the data. Various spreadsheets were created to assist in document and transcript organization and notes were taken throughout the data analysis to serve as an additional point of reference. The following section will address this researcher's position with respect to each of the centers within this study to address issues of researcher bias.

Limitations and Challenges

My first affiliation with FAPRI-MU began in 1989 when I began working as a student research assistant. I have been employed by FAPRI-MU for 14-years for the time periods covering 1989 to 1998 and 2004 to the present. I am currently involved with leadership and decision making associated with the organization as a member of a four person leadership team. As a member of the organization for an extended period of time in various roles, I have helped to create the culture of FAPRI-MU and I have also personally and professionally been influenced by the culture and entrepreneurial processes of FAPRI-MU. I was also a member of ALOT leadership Class XII from 2006-

2008 and have been involved with ALOT for the past 3 years. These factors limit my ability to remain unbiased and may also present opportunities for blind spots in my research. In both cases, this researcher does not have any authority or supervision over any of the participants involved in the study.

Open communication and sensitivity to the confidential nature of data collected were also imperative in this research. Some components of the data collected in this research were primarily an historical account of events and people involved in the organization. However some data collected were related to circumstances that were more controversial or personally difficult for some of the participants. For these reasons the research was conducted in a non-threatening environment with a very open communication protocol.

As mentioned in the section related to the selection of participants, some first-hand knowledge regarding the origins of FAPRI-MU and ALOT were reconstructed via additional document analysis, re-creation of discussions and inclusion of individuals closely associated with processes or the key individual in an effort to fill in gaps resulting from the loss of key members to provide clarification and strengthen the data collection.

Focus group interviews provide both opportunities and limitations. Use of focus group interviews allows for discussions that provide more depth than those provided by one individual, allowing for memory recall to be advanced as stories and processes are discussed among participants. The shared meaning of historical occurrences and organizational culture are more easily portrayed. One limitation of the focus group is that it allows for the opportunity for a few individuals to dominate the discussion. The intent of this study was to limit the size of focus groups to less than ten individuals per

interview. In one interview maintaining this intent was not possible. With the hectic schedules of participants and personal circumstances, one focus group contained 14 individuals and took over 9 months of preparation to establish. This did limit the ability for all members to equally participate in the discussion and it made transcription of the interview more challenging.

An additional limitation of this study relates to the fact that participants were asked about processes and events that happened in the past. In some instances participants were asked to recall processes and thoughts from 25-years ago. Memory recall may have been limited by the length of time since occurrence as well as the continued interaction of the participants with an organization into other phases of organizational evolution. This limitation was mitigated by multiple participants. In many cases additional detail and depth were provided by participants that had been with the organization through multiple or all phases of organizational evolution.

Summary

A study of FAPRI-MU and ALOT provides a unique and rich opportunity to explore the nuances of long-term sustainability of educational entrepreneurship, as defined previously in this paper. These two organizations had similar beginnings operating in and resulting from unique cultures and collaborative settings. A qualitative, comparative, case study incorporating individual interviews, focus groups and document analysis provides insight into the similarities and differences between these two organizations as well as a backdrop for further research into entrepreneurship within higher education. In addition, findings from this research could prove beneficial to each of the organizations studied as they continue to evolve and restructure to adapt to a

complex and ever-changing environment and work to institutionalize leadership processes which can contribute to longer-term survival and growth.

The 25-year history of each of these organizations involves a multitude of individuals and events. This study, while in-depth, does not purport to be an exhaustive, detailed account of every major activity or individual of importance for either organization. However, in addition to addressing the research questions posed, an additional goal of this research is to provide an accurate, historical account of the major events or turning points for each of the three defined phases of organizational development in an attempt to provide an overview of the internal and external environment impacting the pursuit of entrepreneurial education.

CHAPTER FOUR

RESULTS

Introduction

This chapter will present the findings from the dual qualitative case study that was described in Chapter Three based upon document analysis and interviews conducted with individuals involved in each of the three phases of development defined for each organization: (a) Phase I – origination which includes 1979 to 1990 for FAPRI-MU and 1983 to 1995 for ALOT; (b) Phase II – major restructuring which includes 1990 to 2006 for FAPRI-MU and 1995 to 2001 for ALOT and (c) Phase III – current organizational structure which includes 2006 to present for FAPRI-MU and 2001 to present for ALOT. These results are presented in a two pronged approach beginning with the history for each organization to provide the context of the study. The second half of this chapter contains the emerging themes that I determined after analyzing the data collected during focus group and individual interviews and supported by document analysis. The primary themes are centered around: (a) a philosophy of a public good or service subdivided into an educational focus, a belief in a common cause and a commitment to remaining unbiased and objective; (b) the existence of a revolving champion or champions; (c) the ability to be innovative and flexible as an organization; (d) funding uncertainty and (e) building leaders from within the organization. A summary of the results is presented at the end of the chapter.

Part I: Context

Developing a view of the overall context surrounding both of the organizations at their current state and their evolution over the years resulted from my close working knowledge of the organizations, a review of documents and historical artifacts and as a result of questions asked at the beginning of each interview when individuals were asked specific questions regarding the structure of the organization at a specific phase of evolution. Follow-up questions provided an opportunity for a member check and to add clarity. This rich detail was enhanced by unplanned triangulation that occurred between interviews for various phases.

For example, discussions occurring during interviews related to Phase III of the organization regarding how participants viewed or described the current organizational structure, funding and leadership often contained examples and stories that related to activities that had occurred during Phase I or Phase II of the organization's evolution. In contrast, participants discussing Phase I of the organization would often compare things to where they are today as a comparison point to how they were similar or different in the beginning phase. In addition, current and past university administrators were often involved in decisions impacting each of the organizations within this study, either simultaneously or at various phases. Some of the other study participants had either worked closely with or were part of both organizations. The presentation that follows will provide an historical and current context for each of the three phases of organizational evolution for each organization within this study. After a discussion of the historical context for both FAPRI-MU and ALOT a discussion of the emerging themes arising from the data analysis will be presented. Each transcript from focus group and interview

sessions was provided an identifying number to be used for citation purposes. A listing of the identifying number, the organization and the phase of organizational evolution may be found in Appendix C. The historical context section captures the main events and some of the individuals involved with FAPRI-MU and ALOT. This history by no means encompasses the full, 25-year life-span of either organization nor discusses all of the employees or past participants. For example, FAPRI-MU has over 200 former employees who served in roles as undergraduate assistants, graduate students or full-time employees. In addition there have been over 350 participants of the ALOT leadership program as well as numerous individuals who have served or are serving on the ALOT board of directors.

FAPRI-MU

Phase I – 1979 to 1990

In 1979 economists working for the Economic Research Service (ERS) at the United States Department of Agriculture (USDA) in Washington, DC received notice that the agricultural economic dynamic commodity modeling system they had been developing was going to be discontinued with portions to be absorbed within other areas of ERS. Two PhD agricultural economists from this small group chose to relocate to the Midwest at land-grant universities to (a) maintain employment and (b) to begin to work within the university system to find an avenue to put the modeling system back together. In 1979, Dr. Abner Womack joined the faculty of the University of Missouri under department chair Dr. Bruce Bullock and Dr. William (Willi) Meyers joined the faculty at Iowa State University (F1).

Dr. Stan Johnson was an established faculty member within the Department of Economics and the Department of Agricultural Economics at the University of Missouri. Stan Johnson had been instrumental in convincing Abner Womack to come to Missouri. By 1981 the trio of Stan Johnson, Abner Womack and Willi Meyers had secured funding from the Iowa Corn Growers to begin to rebuild the agricultural economic dynamic commodity modeling system that had been discontinued in 1979 by USDA (F1). Other economists from the original ERS group would join the trio during summers to work on the modeling system. Outputs from these sessions were outlook baselines for US agriculture for major commodities. Funding from the Iowa Corn Growers and the American Farm Bureau Federation (AFBF) provided enough funding to maintain this activity for the summers of 1981-1983. In January 1981 Frank Joseph (Joe) Trujillo became the first student researcher hired to specifically work on this modeling system at the University of Missouri (F1). The following month, another student researcher, Robert (Bob) Young, II was hired to work on the modeling system as well (F1).

By November 1983 a formal proposal was put forth to the University of Missouri and Iowa State University to establish the Food and Agricultural Policy Research Institute (FAPRI). This joint institute was established between the Center for National Food and Agricultural Policy (CNFAP) at the University of Missouri, within the Department of Agricultural Economics and the Center for Trade and Agricultural Policy (CTAP) at Iowa State University. The proposed organizational chart is found in the Appendix D. Also found in Appendix D are flow charts and discussion of the modeling system that FAPRI was developing and refining. Primary supply and demand components were modeled with systems of equations solving for an equilibrium price.

The primary focus, as portrayed in the flow diagram, for the beginning FAPRI models was for the US crop sector including feed grains, soybeans, meal and oil and wheat. In order to capture the effects of the livestock industry and world markets, reduced form equations and price linkage equations were utilized. Mainframe computer systems available at the University of Missouri and punch cards were used to input data and equations to obtain a 10-year outlook (F6). One story that became part of the FAPRI-MU culture, and was repeated to me as an undergraduate student employee, was related to a box containing the punch cards for the equations. The punch cards containing equation detail were in the appropriate order in the box however the box was dropped while on the way to the mainframe computer. It took several days to reassemble the cards in the appropriate order with time on the mainframe needing to be rescheduled.

In December 1983 the first federally appropriated money was designated for FAPRI in the amount of \$450,000 for FAPRI to begin to provide assistance and evaluation of US agricultural and food policies for the US Congress. US Senator Thomas (Tom) Eagleton was noted as instrumental in providing support as the University of Missouri and FAPRI first received these federally appropriated funds. Approximately half of the funding was designated for the University of Missouri and half was designated for Iowa State University (F6). Once USDA overhead had been accounted for, a total of \$241,000 arrived at the University of Missouri (DC1). By the summer of 1984 the Curators at the University of Missouri and the Board of Regents at Iowa State University had signed a cooperative agreement establishing FAPRI as a joint institute between the two universities (DC2). At this time the centers were referred to as CNFAP and CTAP for work performed for their respective universities and FAPRI was used for the joint

outlook and analysis projects. CNFAP at Missouri was established through various funding sources as represented in Figure 4.1, with the federally appropriated money administered by USDA accounting for 43% of the grant funds and 33% of the overall funding. In 1983 Pat Westhoff joined CTAP and Dan Cassidy joined CNFAP in 1984 as graduate students (F2,F4,DC3).

In 1985, Stan Johnson left the University of Missouri to serve as the director of the Center for Agricultural and Rural Development (CARD) at Iowa State University. At this time the CTAP center was brought under the umbrella of CARD. Dr. Bruce Bullock was brought in as interim co-director for FAPRI at Missouri serving with Abner Womack to fill the void left by Stan Johnson's departure. Stan Johnson and Willi Meyers were co-

CNFAP Budget - November 1983

		Source of Funds	
		UMC*	Grants**
Director's Salary	\$ 55,000	\$ 44,000	\$ 11,000
2 Sr. Research Associate	64,000	28,000	36,000
7 Jr. Economists	168,000	15,000	153,000
Data base Manager	26,000		26,000
2 Systems Analysts	52,000		52,000
3 Research Assistants	30,000		30,000
Editorial Assistant (Part time)	10,000		10,000
Secretaries	23,000	3,000	20,000
4 Graduate Research Assistants	48,000	32,000	16,000
Subtotal	\$ 476,000	\$ 122,000	\$ 354,000
Employer Benefits	86,000	10,000	76,000
Total Salary Expense	\$ 562,000	\$ 132,000	\$ 430,000
Other Expenses			
Supplies	10,000		10,000
Equipment and Maintenance	73,000		73,000
Computer Time	60,000		40,000
Travel	20,000	2,000	18,000
Publications	6,000	1,500	4,500
Subtotal	\$ 169,000	\$ 43,500	\$ 125,500
Total	\$ 731,000	\$ 175,500	\$ 555,500

* Agricultural Experiment Station and Agricultural Extension funds allocated to research projects (Project Nos. 55 and 48) and extension activities considered to be part of Center's program.

** Special grant from U.S. Congress \$241,000, USDA Statistical Reporting Service \$20,000, NOAA \$50,000, USDA Food Stamp Program \$222,500, Private Sector including producer organizations \$22,000.

*** 30,000 from Provost's office

Note: This was replicated from a November 1983 memo from Bruce Bullock to Roger Mitchell which contained a proposal for establishing the original Center for National Food and Agricultural Policy (CNFAP). This proposal is what was forwarded to Provost Brouder.

Figure 4.1. Original budget for CNFAP at the University of Missouri.

directors for FAPRI at Iowa State (F1,DC3). In an effort to broaden the support base of FAPRI and to insure the organization's continuity, regardless of the absence of a director, purposeful processes were put in place to make sure the federal appropriation money did not go to only one university with the second serving as a subcontractor. In addition, the existence of multiple co-directors was a result of the effort to make the organization less vulnerable from possible departures of key individuals (F6). These directors continued to work to secure funding and further develop the complete dynamic modeling system for US commodities along with establishing a base of researchers and students.

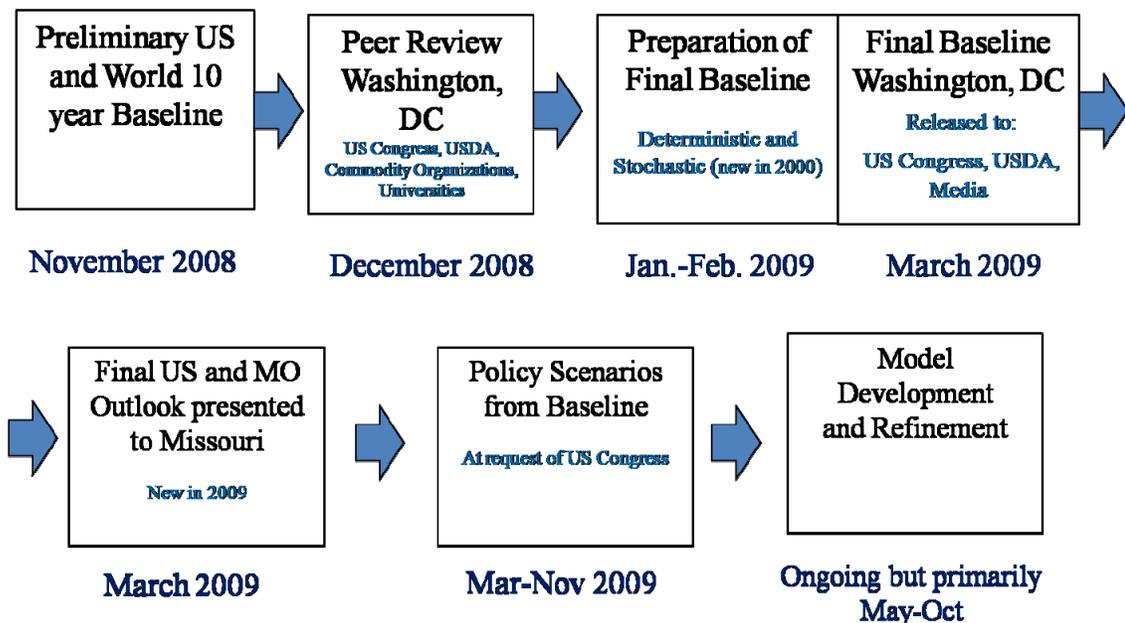
FAPRI's visibility increased with analysis performed for the 1985 Farm Bill. According to accounts provided in an interview regarding Phase I organizational evolution, FAPRI's depiction of a farm financial crisis in a series of articles published in *Farm Journal* magazine in 1985 was met with disagreement from USDA. USDA officials voiced this disagreement to US Congress (F1), although later analysis by USDA revealed statistics similar to that originally proposed by FAPRI. However FAPRI's reputation with the US Congress had been damaged. As a result, the federally appropriated money for FAPRI's research was decreased from the previous year's allocation. At one point during the conference between the House and Senate regarding FY86 funding, a recess was called to discuss FAPRI's appropriation or line item. The Senate had put forth a funding figure of \$0 and the House had put forth a figure of

\$450,000 supported by Congressman Harold Volkmer from Missouri. The conference reconvened and an amount of \$375,000 was appropriated (F1).

To increase the understanding and buy-in of the FAPRI modeling system, a peer review component was added to the FAPRI annual baseline modeling process to provide an opportunity for economists at other universities and within government agencies such as USDA to participate in formal discussions and debates of FAPRI’s preliminary 10-year baseline outlook (F6). Following this peer review session, FAPRI would work to make model revisions before completion of the final 10-year baseline outlook. Figure 4.2 provides a graphical depiction of the baseline process established by FAPRI in the 1980s and still utilized today.

FAPRI-MU Baseline Process for 2008-2009

This basic design has been in place for 25 years



Note: Some components of this process have evolved since the inception of FAPRI, but the November to March peer review process was established within the first two years of the creation of FAPRI.

Figure 4.2. FAPRI-MU baseline process.

By 1986 Jon Brandt had assumed the co-director role of FAPRI at the University of Missouri and Bruce Bullock stepped down as interim co-director (DC3). Dan Cassidy had completed his master's degree and joined Senator Bond's staff in Washington, DC (DC3). Following the visibility of the 1985 Farm Bill, each of the centers were beginning to use the FAPRI name more broadly. CNFAP and CTAP were still existing centers with some specific projects and reports associated with the individual centers, but there were a larger number of publications, presentations and references using FAPRI with no particular formal structure or protocol put in place to specifically address how FAPRI as a joint institute would be governed or how the name or research projects or funding efforts would be handled (F1). Abner Womack and Jon Brandt were serving as co-directors at Missouri with Stan Johnson and Willi Meyers filling the same roles at Iowa State University. The trust and friendship that had been established for many-years was continuing to serve as the governing structure for the two centers. From this point forward the historical evolution of FAPRI will be focused on the University of Missouri because this research study has the primary focus of looking at the evolution of the center created at the University of Missouri. Similar growth was happening within the FAPRI center at Iowa State University but will not be detailed. FAPRI at the University of Missouri will be referred to as FAPRI-MU, which is the present acronym in use.

FAPRI-MU funding was decreased in the federal appropriations process during FY87 and FY88 decreasing to \$357,000 in FY87 appropriations (DC4). In 1986 Bob Young had completed his PhD in Agricultural Economics and by March 1987 he was serving as the chief economist for the Senate Agriculture Committee in Washington, DC (DC3). With Bob Young's departure to Washington, DC, Carl (Gregg) Suhler, a former

White House Fellow, was hired by FAPRI-MU to begin to develop a better understanding of the Washington, DC policy and political process. In addition, Gregg Suhler worked with Abner Womack to begin to educate Senate and House members and their staff about the ability of FAPRI-MU's modeling system and analysts to provide decision support tools beneficial to the policy process (F6). By the fall of 1987 Scott Brown had joined FAPRI-MU at the University of Missouri as a graduate student and in 1988 John Kruse was transitioning from working as an undergraduate student to graduate student for FAPRI-MU (DC3). By FY89 FAPRI's funding had rebounding to \$463,000. In 1989 Gary Adams joined the center as a graduate student and Dr. Kenneth (Ken) Bailey was hired by FAPRI-MU as the Director of Operations and Modeling (DC3). Scott Brown began working with Jon Brandt to develop a more detailed model for the US livestock sector that would interact with the existing crop modeling system, Ken Bailey was working on the modeling system for the US Dairy industry while Gary Adams was developing a cost of production model and re-estimating the US crops modeling system (F6).

In the fall of 1989 Abner Womack began teaching a freshman honors course at the University of Missouri entitled *The Washington Process on Agricultural Policy*. In addition to educating students, Abner Womack had a goal with teaching this class, as expressed to students in the class, to attract bright, young students to work on a part-time basis with FAPRI-MU with the hopes of beginning to create longer-term researchers. Two students in this course would begin working part-time for FAPRI-MU in the fall of 1989. They were Brian Willott and this researcher, Lori Wilcox. One of FAPRI-MU's master level graduate students at this time was John Kruse (DC3). FAPRI-MU continued

to support master and doctoral graduate students, economists and professional staff to assist in day to day operations with full-time staff accounting for ten or fewer individuals and students providing assistance on research, publication creation and other assistance as needed. Under the guidance of Jon Brandt, FAPRI-MU began to look at the regional aspects of US agriculture and how FAPRI-MU could better integrate its US policy impacts into a regional system (F6). Discussions began with Dr. Ron Knutson, Dr. Ed Smith and Dr. James Richardson at the Agricultural and Food Policy Center (AFPC) at Texas A&M University in 1988 to begin to develop a formal linkage between FAPRI-MU's US commodity modeling system and regionalized models to be developed using AFPC's Farm Level Income Tax and Policy Simulation Model (FLIPSIM). FAPRI-MU was able to serve a vital role in providing analysis used during discussions and debates leading up to passage of the 1990 Farm Bill. In addition to traditional commodity programs, the 1990 Farm Bill further developed conservation programs initiated in the previous Farm Bill (F6).

It was during this timeframe that the organizational structure within the College of Agriculture began to evolve to a more unit driven than departmental approach to governance and oversight. These units would later evolve into divisions and the Department of Agricultural Economics would be included within the Social Sciences Unit which would later become the Division of Applied Social Sciences (DASS). This shift moved resource allocation decisions to a unit/division leader with the department providing relatively minor oversight directly to the FAPRI-MU unit.

Phase II – 1990 to 2006

As FAPRI-MU started into the 1990s a movement to look toward additional research opportunities and other funding sources was under way. FAPRI-MU was also reaping the benefits of advances in computer technology. FAPRI-MU researchers were transferring the modeling system into a format that could be solved using desktop computers. In addition to receiving increased funding to continue the traditional agricultural policy analysis in the amount of \$723,000, Congress provided federal appropriations for FY90 to FAPRI at the University of Missouri and AFPC in the amount of \$350,000 to look at regionalized implications of farm programs (DC4). The amount allocated to FAPRI at Missouri after accounting for USDA overhead was \$71,408 (DC5). Gregg Suhler's efforts were successful in securing federal appropriations for a joint project with the University of Arkansas to develop a modeling system for international rice (F6). In 1991 Jon Brandt left the University of Missouri to serve as the department head for the Department of Agricultural and Resource Economics at North Carolina State University, Ken Bailey left FAPRI-MU to join the dairy focus team within the commercial agriculture program at the University of Missouri, Bob Young returned to the University of Missouri to assume the role of FAPRI-MU co-director and Pat Westhoff left the FAPRI unit at Iowa State to serve as the chief economist for the Senate Agriculture Committee in the role vacated by Bob Young (DC3). Bob Young worked to further the regionalized farm efforts, which came to be known as representative farms with AFPC, to further FAPRI-MU's dairy model working with Scott Brown and to infuse his Washington, DC experiences related to the policy process into FAPRI-MU.

FAPRI-MU was also embracing the increased globalization of agriculture and the impacts of multilateral trade agreements on US agriculture. In 1986 the 8-year long Uruguay Round of the General Agreement on Tariffs and Trade (GATT) began, encompassing trade and policy related to agriculture. Pat Westhoff and Willi Meyers began developing regional and later country level models at FAPRI at Iowa State in the late 1980s to capture the supply, demand and trade impacts on international and US agriculture by policy changes such as those being discussed in GATT negotiations. By the early 1990s University of Missouri Curator James (Jim) McHugh began working with FAPRI at Missouri to develop a relationship with Teagasc, the agriculture and food development authority in Ireland. Teagasc was concerned about the impact of Common Agricultural Policy reform and GATT on Irish agriculture and the modeling system and policy process being used by FAPRI-MU was appealing (DC6).

Continuing to work with cutting edge computer technology, FAPRI-MU was able to reallocate resources that had been used less than 10-years earlier to buy mainframe computer time from the University to desktop technology and additional researchers to develop models. In 1992 FAPRI-MU relocated office space to an off-campus location as space available on campus would not accommodate the growing unit. As an undergraduate student employee I recall welcoming the move as space constraints were limiting. Just following this move, Wyatt Thompson and Deborah (Debbie) Vivien joined FAPRI-MU as full-time researchers pursuing doctoral degrees in agricultural economics. Wyatt Thompson and Debbie Vivien were hired by FAPRI-MU at Missouri to begin to develop international models for crops, livestock and dairy (DC3). By 1993 Brian Willott and Lori Wilcox had completed undergraduate degrees and were working as full-time

research assistants, in crops and livestock and dairy respectively, for FAPRI-MU while pursuing master degrees which were completed in 1995. Also in 1993, Dan Cassidy returned to FAPRI-MU from the Missouri Department of Agriculture and was beginning to look for ways to use FAPRI-MU's modeling system and modeling processes to address environmental and conservation policy impacts and furthering FAPRI-MU's efforts to provide information to and for the state of Missouri (DC3). Within a few years Dan was pursuing a doctoral degree in agroforestry at the University. FAPRI-MU was continuing to provide an annual 10-year baseline and policy analysis to Congress with a peer review component and working with AFPC to provide farm-level analysis, but growth in the unit and a desire to begin to include additional research thrusts had begun. By 1994 a formalized international project with JIRCAS in Japan had been established as a result of efforts by Gregg Suhler and Abner Womack and formal discussions were occurring between FAPRI-MU and Teagasc in Ireland. By 1997 the FAPRI-Ireland Partnership was established linking Teagasc, FAPRI-MU at Missouri and five Irish universities.

In December 1994 Scott Brown and Gary Adams completed their doctoral degrees at the University. The research they developed for their dissertations would represent the culmination of FAPRI-MU's full transfer of the US crops, livestock and dairy models into an integrated system that could be solved using desktop computers. In 1995 Debbie Vivien left FAPRI-MU to work for the National Cotton Council. In 1996 Pat Westhoff left Washington, DC and came to FAPRI-MU at Missouri to begin to work on an international policy thrust and Stan Johnson's formal role as a co-director for FAPRI-MU ended as he assumed the position as vice provost for extension at Iowa State

University (DC3). In September of 1996 Peter Zimmel joined FAPRI-MU to further develop the representative farms modeling capabilities and to coordinate efforts with AFPC. As a former student with AFPC, Peter brought knowledge of the representative farm's FLIPSIM modeling process and a good working relationship with AFPC to FAPRI-MU (DC3). Daniel Madison began working as an undergraduate with FAPRI-MU in 1996 becoming a full-time researcher and pursuing a masters degree in 1997 (DC3).

FAPRI-MU was able to maintain static funding levels through federal appropriations for its traditional agricultural policy analysis with Iowa State and its representative farms analysis with AFPC. From FY91 through FY99 the FAPRI appropriations ranged from \$750,000 to \$800,000 annually with representative farms funding ranging from \$348,000 in FY91 and \$294,000 in FY99 (DC4). Additional funding had been appropriated to bring in more university consortium partners including Texas Tech University for international cotton modeling and Arizona State University to develop a fruit and vegetable market analysis component. These additional funding streams resulted in approximately \$30,000 per project for FAPRI-MU with a majority of the funding going to the new consortium partners. The effort to receive increased or new funding for FAPRI-MU to develop an environmental thrust internally via federal appropriations was not successful. Drawing upon support from Senator Bond, FAPRI-MU was able to secure grant funding through the Environmental Protection Agency (EPA) to begin to look at water quality in Missouri watersheds and to develop a farm level approach to analyzing agricultural and environmental policy impacts. With encouragement from Abner Womack and Dan Cassidy, Russ Mills came to FAPRI-MU

in 1996 after retiring from the Natural Resources Conservation Service to work to develop an environmental policy thrust within FAPRI-MU (F2). By 1997 FAPRI-MU received funding and began work on the first environmental policy project with the EPA entitled the *Missouri Watershed Water Quality Initiative*. This 1997 initiative was supported by five annual appropriations from 1998 to 2002 with Russ Mills leaving FAPRI-MU in 2000 and Verel Benson assuming leadership of the environmental thrust in 1999. In addition to Russ Mills and Verel Benson, nine additional researchers worked at FAPRI-MU on this EPA initiative. (DC7)

In 1997 Dan Cassidy left FAPRI-MU to work for the Missouri Farm Bureau (DC3). Seth Meyer, a former graduate student for FAPRI at Iowa State joined FAPRI-MU as a researcher and to pursue a doctoral degree. Later that year John Kruse returned to FAPRI-MU as a researcher and also to pursue a doctoral degree (DC3). After completing his master degree in 1991, John worked for Wharton Econometric Forecasting Associates (WEFA), FAPRI at Iowa State and Pioneer Hi-Bred International. By 1998, I had decided that pursuing a doctorate degree would be necessary in order to advance within FAPRI-MU and this was not a path that I was ready to pursue at that time. I left FAPRI-MU in June 1998 adapting computer skills to work for the University Hospital. Bob Young provided oversight to the FAPRI-Ireland partnership by spending a year in Ireland working with researchers on-site to provide hands-on training to develop a modeling system for Irish agriculture similar to what is used within FAPRI-MU. Also in 1998, Linda Careaga joined FAPRI-MU as manager of computer services bringing network, hardware and software knowledge to the unit. In 2000 Wyatt Thompson left FAPRI-MU to pursue an opportunity with the Organization of Economic Cooperation

and Development (OECD) after completing a doctoral degree at the University with a dissertation focused on creating a model of the Japanese beef and dairy sectors (DC3).

In 2000 Abner Womack assumed the role of director for AFPC at Texas A&M spending one year providing guidance to both AFPC and FAPRI-MU. Gregg Suhler and Russ Mills both left FAPRI-MU as well in 2000. Furthering the efforts with the FAPRI-Ireland partnership and working to establish an additional connection with Queens University in Belfast, Julian Binfield began working at FAPRI-MU at Missouri in 2001 after working for 4-years with Teagasc in Dublin, Ireland. Julian began to pursue a doctoral degree at the University with a dissertation focused on developing a model of European Union agricultural markets (DC3). The State of Missouri provided funding for FAPRI-MU to develop and maintain representative panel farms within the state in efforts separate from those taking place in the national project with AFPC. This funding was allocated by the state legislature for 3-years beginning in 1998 (DC8). In 2001 Brent Carpenter joined FAPRI-MU as a research associate bringing production agriculture, producer education and extension knowledge to the unit.

In 2002 Gary Adams left FAPRI-MU to pursue an opportunity as the vice president, economic and policy analysis for the National Cotton Council (DC3). In 2003 Bob Young left FAPRI-MU to assume a leadership position as chief economist for the American Farm Bureau Federation in Washington, DC. Willi Meyers came to FAPRI-MU at Missouri in 2003 to serve as co-director (DC3), Willi had worked at the Food and Agricultural Organization (FAO) of the United Nations for 3-years while on leave from FAPRI at Iowa State University from 1999 to 2002. Brian Willott departed FAPRI-MU to work with US farmers interested in agricultural opportunities in Brazil and John Kruse

completed his doctoral degree with a dissertation focused on a model of the international oilseed market (DC3).

By 2004 Seth Meyer had completed his doctoral degree with a dissertation focused on a model of international cotton and I had returned to FAPRI-MU as a research analyst. I noted a different look and feel from the FAPRI-MU of 1998 (DC3). Melvin Brees also came to FAPRI-MU in 2004 bringing grain marketing and producer risk management knowledge to the unit in addition to extension expertise. FAPRI-MU moved office locations yet again to find appropriate space. At this time it was still not possible to move back on campus as space availability was even more of an issue than it had been in 1992. By 2006 Wyatt Thompson returned to the University of Missouri as a tenure-track professor within the Department of Agriculture Economics, maintaining close ties to FAPRI-MU.

By 2006 FAPRI-MU had experienced a 10-year period of substantial growth and organizational change. Some key individuals who had been with FAPRI-MU for many years had departed, roles previously held by these individuals were absorbed by remaining individuals, funding uncertainty was beginning to threaten the environmental project thrust and the team culture was in jeopardy as FAPRI-MU became larger and research thrusts became more disjointed.

Phase III – 2006 to present

For FAPRI-MU, the need for organizational restructuring and change began to be identified during spring 2006. A combination of internal and external events resulted in isolated incidents of conflict between and among individuals in the workplace. In addition, the co-directors were beginning to look toward retirement and a transition in the

leadership of FAPRI-MU. These elements combined with uncertain funding for particular research thrust areas within the unit created a tense climate or impetus for the need to diagnose the issues surrounding organizational restructuring and change (DC9).

Outside consultants were brought into FAPRI-MU to work with management and staff in a day-and-a-half session to focus on teamwork and determine the short-term and long-term organizational needs of FAPRI-MU. It was the opinion of the outside consultants that a lack of communication had contributed to the current organizational culture and had left some individuals feeling excluded or disengaged and had allowed others to move to their comfort zones and become more introverted and less inclined to interact with others. In addition, an absence of an individual to bridge the communication and interaction gap between researchers and operational staff and to fulfill a boundary maintenance role both internally and externally was highlighted as a problem. (DC9)

In December 2006 FAPRI-MU received notice from the University of Missouri director of government relations in Washington, DC that all line item or earmark funding associated with the federal appropriations process would not be occurring for FY07. In addition, FAPRI-MU was having difficulty securing adequate funding to support the environmental research thrust. By January 2007, FAPRI-MU had grown to include four primary research thrusts consisting of: (a) agricultural markets and policy; (b) representative farms; (c) commodity transportation and (d) environmental policy. FAPRI-MU was employing over 30 full and part-time faculty, staff and students. Funding shortfalls resulted in staffing reductions and a restructuring of research thrusts. Career opportunities were presented to some key researchers during this same time period. These changes were challenging for the entire organization as individuals that had been with

FAPRI-MU for many years left the organization. January 2008 found FAPRI-MU with 16 full-time staff, 4 graduate students and 2 undergraduate students (DC10). The environmental thrust was no longer supported within FAPRI-MU and the commodity transportation thrust had been incorporated into the agricultural markets and policy thrust. Joe Trujillo retired from FAPRI-MU and the University of Missouri in March 2008 after providing 27-years of service to the organization.

The first phase of transition of leadership for FAPRI-MU began in September 2007 when Pat Westhoff assumed the position of co-director of FAPRI at the University of Missouri joining current co-director Willi Meyers. Abner Womack transitioned to an advisory capacity within the leadership team, continuing to provide insight and guidance, teaching courses and providing outreach throughout Missouri and the US. As associate director, Scott Brown provides leadership and direction to the organization. I serve as program director of research and operations rounding out the formal leadership team at FAPRI-MU. Abner Womack serves in a leadership advisory capacity as the transition evolves. Efforts over the past year and a half have been focused on regrouping the organization, strategically planning with respect to funding opportunities and new projects, and working with researchers and professional staff to streamline activities and take advantage of technological advances. FAPRI-MU is incorporating more part-time student involvement in day-to-day operations and looking to current master level graduate students to fill future positions as doctoral students or full-time researchers. In April 2009 Darlene Kruse was hired as a full-time Administrative Associate II for FAPRI-MU after working for several years as a part-time research and financial aid. In addition to being a graduate of the Department of Agricultural Economics at the

University, Darlene also possessed several years of knowledge of FAPRI-MU's research and day-to-day operations.

Funding uncertainty, federal and university leadership transition exist in the immediate, external environment for FAPRI-MU. In February 2008 leadership of the University of Missouri System was assumed by President Gary Forsee and in November of the same year a hiring and wage freeze were announced along with a request for a reduction in spending and the announcement that the Board of Curators had granted President Forsee the ability to implement emergency furloughs if necessary. On January 21, 2009 newly elected Missouri Governor Jay Nixon announced consistent state funding for FY2010 would be provided to public universities in return for pledges by the universities to not raise tuition or academic fees. On January 27, 2009 Governor Nixon had announced a suggested reduction of \$14.6 million in University of Missouri extension funding and on February 11, 2009 the Governor had restored \$9.3 million of the suggested \$14.6 million reduction. These University and state funding challenges mirror those occurring at the federal level. On February 13, 2009 the American Recovery and Reinvestment Act of 2009 became public law. This legislation contains provisions to stimulate the economy and provide assistance to states, individuals and industries impacted by the severe economic downturn that has occurred in recent months. Congressional Budget Office (CBO) estimates the impact of the Recovery Act will be a \$787 billion increase on the federal budget deficit over the 2009 to 2019 period. However many states, including Missouri, are hopeful that a portion of these funds will be utilized for job creation and economic stimulus.

FAPRI-MU still works with a consortium of universities including the joint institute at Iowa State University, AFPC at Texas A&M, Texas Tech University, the University of Arkansas, Arizona State University and the University of Nevada – Reno. The most recent consortium partner is the University of Nevada-Reno and is a result of support from senate majority leader, Senator Harry Reid and the efforts of Stan Johnson who is now serving as a part-time faculty member in Reno. No governing body, council, or advisory board coordinates these joint research efforts and all researchers report directly to their own supporting university. FAPRI's federal appropriations history is reflected in Figure 4.3 for the line items associated with the FAPRI core grant and the representative farm grant as presented in the annual agricultural appropriations conference report. The dramatic changes from year to year appropriations are revealed in Figure 4.3. The initial decrease in funding for the FAPRI core grant occurred in FY86, representative farm funding began in FY90, a substantial increase in funding occurred in FY03 for these two line items and the elimination of all earmark funding (not just that associated with FAPRI-MU) is reflected in no information on the graph for FY07. The FY09 figures represented in Figure 4.3 reflects passage of the Omnibus Appropriations Act, 2009 passed by both the US House and US Senate in February and March 2009. An interesting point to note from Figure 4.3 is the consistent funding for FAPRI and Representative Farms throughout various changes in US Congressional leadership. The support of FAPRI-MU on Capitol Hill for the past 25-years, from both Democrats and Republicans in both the House and Senate is representative of the unbiased focus that FAPRI-MU has tried to maintain since its inception. The lack of federal appropriations directly to FAPRI-MU in FY07 was not a result of lack of federal support for FAPRI-

MU’s research or mission, but reflective of a politically tumultuous period in the US Congress with respect to line-item appropriations. The additional funding that Congress provided to universities via the Hatch Act formula did result in federal appropriations for FAPRI-MU to continue to research agricultural policies for the US Congress and other federal agencies and to continue to provide a public good.

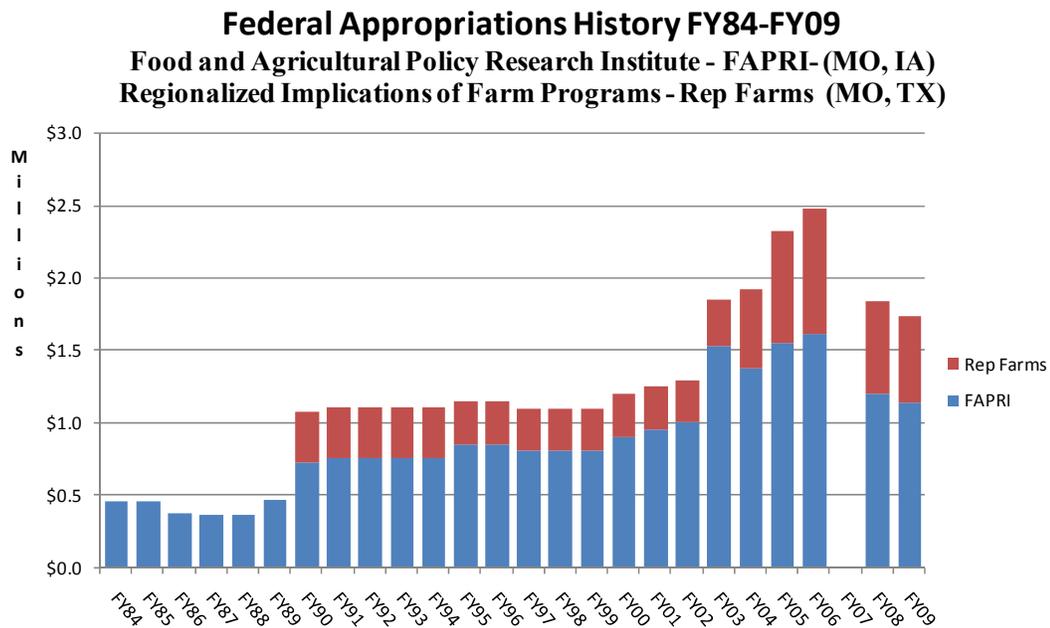


Figure 4.3. Federal appropriations history for FAPRI and Representative Farms.

FAPRI-MU, or to be specific, the Center for National Food and Agricultural Policy (CNFAP), was one of over 131 listed centers within the University of Missouri in 2006 and 2007 according to information provided during FAPRI-MU’s 5-year academic review that occurred in April 2008. Centers like FAPRI-MU are not considered common in this group of 131 with only four or five other centers matching FAPRI-MU in terms of size, structure and scope of operation. Figure 4.4 provides an overview of the existing centers at the University of Missouri and also highlights the fact that CAFNR is the unit with the largest number of centers where the Office of Research, Medicine and Education

represent the largest amount of *other* funding contributed by centers. This figure also reveals the number of centers within each unit that have a “Big C” designation with a total of 33 represented by Figure 4.4. This designation, which has been given to FAPRI-MU, represents a more formalized center structure established and recognized by the Board of Curators. Figure 4.4 also highlights the over \$98 million dollars of additional funding, or funds not originating from general operating revenue that are provided by these 131 centers within a broad spectrum of disciplines and colleges throughout the University. This number is most likely understated as the period of time covered by Figure 4.4 was during FY07 in which federal earmark funding was zeroed out and additional funds were given to universities via the Hatch Act formula. For a center like FAPRI-MU this would be reflected in a higher percentage of General Operating (Levy & Gopalakrishnan), or University funds, than normal.

FAPRI-MU leadership and researchers work actively within the Department of Agricultural Economics within the Division of Applied Social Sciences (DASS) with six individuals serving dual appointments as FAPRI-MU employees and faculty within the Department of Agricultural Economics. These six faculty in addition to two additional researchers teach between six and seven undergraduate and graduate courses offered through the Department. Appendix E provides a summary of documents prepared for the 5-year review and highlighting the academic activities undertaken by FAPRI-MU in 2007 which also include serving on master and doctoral student committees.

Overview of Centers at the University of Missouri - FY2006-07

MU Unit	# of Centers	# of 'Big C'	Total GO Funds	Total Other Funds	Avg. GO Funds	Avg. Other Funds
Arts & Science	11	6	\$1,181,997	\$1,951,678	\$107,454	\$177,425
Business	2	1	\$0	\$398,770	\$0	\$199,385
CAFNR	24	1	\$2,113,569	\$4,112,522	\$352,262	\$685,420
Education	13	2	\$683,654	\$10,285,981	\$52,589	\$791,229
Engineering	7	2	\$1,162,483	\$6,510,008	\$166,069	\$930,001
Extension	9	2	\$2,075,655	\$9,810,240	\$230,628	\$1,090,027
Graduate School	7	4	\$2,119,442	\$6,281,080	\$302,777	\$897,297
Health Professions	1	0	\$0	\$289,006	\$0	\$289,006
HES	1	1	\$0	\$2,925,333	\$0	\$2,925,333
Journalism	6	0	\$179,051	\$1,957,222	\$35,810	\$391,444
Law	1	0	\$798,423	\$22,318	\$798,423	\$22,318
Medicine	16	4	\$2,243,638	\$11,950,772	\$140,227	\$746,923
Natural Resources	1	1	\$0	\$2,116,213	\$0	\$2,116,213
Office of Research	17	7	\$13,608,771	\$31,214,413	\$800,516	\$1,836,142
Student Affairs	8	0	\$917,961	\$5,496,609	\$131,137	\$785,230
Vice Provost for Undergraduate Studies	2	0	\$1,140,414	\$629,298	\$570,207	\$314,649
Vice Provost International Programs	5	2	\$1,278,855	\$2,241,902	\$319,714	\$448,380
TOTALS	131	33	\$ 29,503,913	\$ 98,193,365	\$ 235,754	\$ 861,554

Note: FY2006-07 includes July 1, 2006 to June 30, 2007 and GO indicates general operating funds. FAPRI-MU is included within CAFNR and Big C indicates a formally established center recognized by the Board of Curators. GO funding may be slightly higher than normal as a result of funding to the University via the Hatch formula as compared to earmarks.

Figure 4.4. Center overview at the University of Missouri.

FAPRI-MU offices are still located off-campus with a long-term plan in place to move back to campus as space planning activities are able to be funded. The two individuals asked to take part in FAPRI-MU's 5-year external academic review were Dr. Neil Conklin of the Farm Foundation, formerly with ERS, and Dr. Stan Johnson with the University of Nevada- Reno, formerly a FAPRI co-director. Academic suggestions offered by this review team for FAPRI-MU included: (a) relocating back to campus; (b) taking a lead to provide policy education to the profession of agricultural economics; (c) searching for new funding opportunities from foundations, competitive grants, fee for service and partnerships; (d) working to strengthen the graduate programs in agricultural economics along with the Department and (e) working to secure a tenured position for

FAPRI-MU co-director Pat Westhoff (DC11). FAPRI-MU is one of eight centers within the Department and the only one currently located off-campus. Academic thrusts supported within the Department include agricultural economics and agribusiness. One of the centers within DASS is the McQuinn Center for Entrepreneurial Leadership (McCEL), started in 2004 by the Department's longest standing entrepreneur, the late Dr. Bruce Bullock. Figure 4.5 provides a timeline depiction of FAPRI's history from 1979 to the present.

FAPRI-MU Timeline for 1979 to Present		
Phase I - 1979 to 1990		
1979	Abner Womack	Joined faculty of MU under department chair Dr. Bruce Bullock
1979	William (Willi) Meyers	Joined faculty at Iowa State University
1981	Stan Johnson, Abner Womack, Willi Meyers	Secured funding from the Iowa Corn Growers to begin to rebuild agricultural economic modeling system that had been discontinued in 1979
1981	Joe Trujillo	First student researcher hired to work on modeling system at MU
1981	Robert (Bob) Young	Student researcher hired to work on modeling system at MU
1983	First federal appropriations received	
1983	Patrick (Pat) Westhoff	Joined CTAP as graduate student
1984	FAPRI formally established	Cooperative agreement between University of Missouri and Iowa State University
1984	Daniel (Dan) Cassidy	Joined CNFAP as graduate student
1985	Stan Johnson	Left MU to serve as director of CARD at Iowa State University
1985	Bruce Bullock	Interim co-director for FAPRI at Missouri
1986	Jon Brandt	Assumed co-director role of FAPRI-MU
1986	Dan Cassidy	Completed master degree, joined Senator Bond's staff in Washington D.C.
1986	Robert (Bob) Young	Completed PhD in Agricultural Economics
1986	Pat Westhoff	Became research associate for CTAP
1987	Robert (Bob) Young	Left FAPRI-MU to serve as chief economist for Senate Agriculture Committee in Washington, DC
1987	Scott Brown	Joined FAPRI-MU as graduate student

1988	Carl (Gregg) Suhler	Former White House Fellow; Hired by FAPRI-MU to develop better understanding of Washington, DC policy and political process
1988	John Kruse	Transitioned from working as an undergraduate student to graduate student for FAPRI-MU
1989	Gary Adams	Joined FAPRI-MU as graduate student
1989	Kenneth (Ken) Bailey	Hired by FAPRI-MU as Director of Operations and Modeling
1989	Abner Womack	Began teaching freshman honors course titled <i>The Washington Process on Agricultural Policy</i>
1989	Brian Willott, Lori Wilcox	Began part-time work for FAPRI-MU as undergraduates

Phase II - 1990 to 2006

1990	Representative Farms project receives first federal appropriations	Collaborative effort with AFPC at Texas A&M University
1991	Jon Brandt	Left MU to serve as department head for the Department of Agricultural and Resource Economics at North Carolina State University
1991	Ken Bailey	Left FAPRI-MU to join dairy focus team within the commercial agriculture department at MU
1991	Robert (Bob) Young	Returned to MU to assume role of FAPRI co-director
1991	John Kruse	Left FAPRI at MU after completing master degree
1992	Pat Westhoff	Left FAPRI unit at Iowa State to serve as the chief economist for the Senate Agricultural Committee in the role vacated by Bob Young
1992	FAPRI-MU moves to off-campus location	
1992	Wyatt Thompson, Deborah (Debbie) Vivien	Joined FAPRI-MU as full-time researchers pursuing doctoral degrees in agricultural economics
1993	Brian Willott, Lori Wilcox	Completed undergraduate degrees and began working as full-time research assistants while working on master degrees
1993	Dan Cassidy	Returned to FAPRI-MU; Began to look for ways to use FAPRI's modeling system to address environmental and conservation policy
1994	Scott Brown and Gary Adams	Complete doctorate degrees; FAPRI-MU modeling system fully transferred into an integrated, computer system
1994	International project with JIRCAS in Japan begins	
1995	Brian Willott, Lori Wilcox	Completed master degrees
1995	Debbie Vivien	Left FAPRI-MU to work for National Cotton Council
1996	Pat Westhoff	Left Washington, DC for FAPRI-MU to work on international policy thrust

1996	Stan Johnson	Left FAPRI and assumed position of vice provost for extension at Iowa State University
1996	Peter Zimmel	Joined FAPRI-MU to further develop representative farms modeling capabilities and to coordinate efforts with AFPC
1996	Daniel Madison	Began working as undergraduate at FAPRI-MU
1996	Russ Mills	Came to FAPRI-MU after retiring from Natural Resources Conservation Service (NRCS) to work to develop and environmental policy thrust.
1996	Dan Cassidy	Left FAPRI-MU to work for the Missouri Farm Bureau
1997	Formal agreement with Teagasc in Ireland begins	
1997	First EPA funding received by FAPRI-MU for environmental policy research	
1997	Daniel Madison	Became full-time researcher and began pursuing master degree
1997	Seth Meyer	Former graduate student for FAPRI at Iowa State joins FAPRI-MU as researcher and to pursue doctoral degree
1997	John Kruse	Returned to FAPRI-MU as a researcher and to pursue doctoral degree
1998	State of Missouri provides funding for representative panel farms within the state	Funding continues for 3-years
1998	Lori Wilcox	Left FAPRI-MU to work for University Hospital
1998	Linda Careaga	Joined FAPRI-MU as manager of computer services bringing network, hardware and software knowledge to the unit
1999	Willi Meyers	Left FAPRI-ISU to head the Agricultural Sector in Economic Development Service at FAO
2000	Wyatt Thompson	Left FAPRI to work with OECD after completing doctoral degree at MU with dissertation focused on creating a model of the Japanese beef and dairy sectors
2000	Abner Womack	Assumed the role of director for AFPC at Texas A&M
2000	Gregg Suhler	Left FAPRI-MU
2000	Russ Mills	Retired from FAPRI-MU
2001	Julian Binfield	Joined FAPRI-MU after working for 4-years for Teagasc in Dublin, Ireland
2001	Brent Carpenter	Joined FAPRI-MU as a research associate bringing production agriculture, producer education and extension knowledge to the unit

2002	Gary Adams	Left FAPRI-MU to pursue an opportunity as the vice president, economic and policy analysis for the National Cotton Council.
2003	Robert (Bob) Young	Left FAPRI-MU to assume a position as chief economist for the American Farm Bureau Federation in Washington, DC
2003	Willi Meyers	Came to FAPRI-MU to serve as co-director from FAO
2003	Brian Willott	Left FAPRI-MU to work with US farmers interested in agricultural opportunities in Brazil
2003	John Kruse	Completed doctoral degree with a dissertation focused on a model of the international oilseed market
2004	Melvin Brees	Joined FAPRI-MU bringing grain marketing and producer risk management knowledge to the unit in addition to extension expertise
2004	Seth Meyer	Completed doctoral degree with a dissertation focused on a model of international cotton
2004	Lori Wilcox	Returned to FAPRI-MU as a research analyst
2004	FAPRI-MU moves to second off-campus location	
2006	Wyatt Thompson	Returned to MU as a tenure-track professor with the Department of Agriculture Economics maintaining close ties to FAPRI
Phase III - 2006 to Present		
2007	Pat Westhoff	Assumed position of co-director of FAPRI- MU
2007	Environmental research thrust disbanded at FAPRI-MU; personnel downsizing occurs	
2008	Joe Trujillo	Retired from FAPRI-MU
2009	Darlene Kruse	Joined FAPRI-MU full-time as Administrative Associate II after working part-time since 1997, received BS in Ag Econ from MU

Figure 4.5. Timeline of FAPRI-MU history.

ALOT

Phase I – 1983 to 1995

The Department of Agricultural Economics at the University of Missouri received \$200,000 in funding from the W. K. Kellogg Foundation in 1983 in response to a grant proposal to develop an agricultural leadership program for the state of Missouri. A

seasoned faculty member and former associate dean for extension, Dr. Thomas (Tom) Brown and a young faculty member just starting to pursue tenure, Dr. Ronald (Ron) Plain, were the two individuals responsible for obtaining this original funding (A1). A year before receiving the large leadership grant, Tom Brown and Ron Plain had applied for and were granted a \$10,000 planning grant. Between the time they received the planning grant and application for the leadership grant, Tom Brown and Ron Plain spent time visiting with existing statewide leadership programs established with Kellogg Foundation funding and working with other faculty members and administrators at the University of Missouri to establish a program plan (A1). These two faculty members were assisted by Mary Pat Abele who also contributed to 1982 original proposal for the agricultural leadership program (DC37).

The first leadership development program funded by the Kellogg Foundation was at Michigan State University in 1965 (DC12). Tom Brown and Ron Plain worked with program leaders as well as graduates from the Michigan, Oklahoma and California leadership programs to determine how to structure the curriculum for the Missouri leadership program (A1,DC13). Faculty providing planning support included Dr. Daryl Hobbs a professor of rural sociology, and Dr. Bruce Bullock, a professor of agricultural economics. With respect to curriculum planning, Daryl Hobbs is credited for his leadership on the curriculum committee and for establishing a firm curriculum foundation for training and developing leaders in agriculture (A1,A3,A5). Dr. Max Lennon was the Dean of the College of Agriculture and supportive of Tom Brown and Ron Plain pursuing the leadership program funding through the Kellogg Foundation (A1). However, not long after the project was started and the funding secured, Max Lennon left the University of

Missouri to serve as Dean of Agriculture at The Ohio State University (DC14). At this point Bruce Bullock became a key University of Missouri administrator for the ALOT program. By the time the program had officially started, Roger Mitchell had become the Dean of the College of Agriculture at the University (A1, DC14).

The stated mission of ALOT, as supported by a Class I participant directory (DC15), was to improve leadership skills of Missourians involved in agriculture.

Additional stated goals included:

ALOT is not a course in farming. It is aimed at developing well-rounded people, skilled in communication, educated in national and world affairs, familiar with the changing needs of our society and dedicated to improving the future of agriculture in the Show-Me State (DC15, p. 2).

ALOT Class I included 30 members of whom 24 were male and 6 were female.

Within this initial class, the average age of participants was 33-years old, 22 members had received college degrees and only two members were unmarried (DC15).

Conversations with existing leadership programs had revealed concerns regarding spousal support for participants. For this reason, the ALOT program leaders included spouses in the initial application and interview process (A1). Ron Plain and Tom Brown expressed concern over selection of Class I. It was the feeling of the faculty and advisory council involved closely in the program that selection of Class I members and curriculum provided for this class would be the two most important factors in longer-term success of the program (A1,A3, A5). As detailed in a document regarding the selection process (DC16), 11 criteria were used for membership selection. These criteria were developed by the 15-member advisory council comprised of individuals deemed agricultural leaders from all regions of Missouri. This advisory council consisted of: Bill Ball, Kansas City;

Earl Bullington, Caruthersville; Fred Ferrell, Charleston; Gary Hanman, Springfield; Konrad Heid, Independence; Don Heil, Norborne; Glenn Heitz, St. Louis; C. R. Johnston, Springfield; Ron Poor, Moberly; Lois Stuenkel, Corder; Sylvester Temaats, Kansas City; Eric Thompson, Columbia and Luther Thompson, Rock Port. The 11 criteria were: (a) resident of Missouri; (b) age 25 to 40; (c) involved in farming or [ag] related occupations; (d) the candidate's past involvement in leadership roles; (e) the candidate's future plans, goals and willingness to remain involved in Missouri agriculture; (f) enthusiasm and dedication to the program; (g) the candidate's ability to communicate ideas; (h) the support of the family; (i) the selection committee should try to maintain a balance within the class with respect to occupation, sex, geographical representation and philosophical outlook; (j) no two people from the same family may apply for the same class and (k) Class I will consist of 30 individuals and at least 21 will be farmers. The age requirement was a stipulation of the Kellogg Foundation to focus on developing future leaders.

There were 130 applicants for Class I each completing a four-part application that had been designed using Oklahoma and Illinois leadership program materials as templates. Part I of the application was completed by the applicant regarding general information. Part II of the application was completed by the spouse of married applicants and asked the spouse to describe how the family would cope with the absence of the class member for 70 days over the next 2-years. Part III was to be completed by the employer of applicants that were not self-employed and highlighted the number of days the class member would be absent from work to participate in class activities. The final portion of the application consisted of four letters of recommendation with one letter required from a financial advisor to the applicant (DC16).

The selection committee for ALOT Class I consisted of 10 faculty members from the University of Missouri representing a multitude of disciplines primarily within the College of Agriculture. The chair of the committee was Don Claycomb, Agricultural Education and additional committee members included: (a) Ron Morrow, Animal Science; (b) Barry Steevens, Dairy Science; (c) Darryl Buchholz, Agronomy; (d) Bob Finley, Agricultural Economics; (e) Max Miller, Cooperative Extension; (f) Rick Brandenburg, Entomology; (g) Bill Hires, Agricultural Engineering; (h) Ruth George, Home Economics, Extension and (g) Judy Heffernan, Department of Rural Sociology. This committee developed a list of seven procedures related to the selection process: (a) the committee would review only the materials requested; (b) each member of the selection committee would review all applications; (c) approximately 50 finalists would be selected to be interviewed; (d) interviews would be held at approximately eight locations across Missouri; (e) at least three members of the selection committee would be present at each interview location and (f) spouses would be encouraged to participate in the interview (DC16).

As noted in the selection process document, announcement of the beginning application process for Class I was a publicized event including speakers from other state leadership programs:

We began the selection process with a Kick-Off Meeting in Columbia, at the Flaming Pit on Monday, March 21, 1983. We invited representatives from the press and from agricultural organizations and agricultural leaders from across Missouri. We had as speakers a farm couple from Michigan (Lyle and Betty Clover) who had been in the first Michigan Ag Leadership class and a couple from California (John and Eda Muller) who had been participants in the California Agricultural Leadership program (DC16, p. 4).

The recruitment effort for ALOT Class I was extensive within the agricultural community in Missouri. In addition to working with agricultural journalists in farm magazines and broadcasting, ALOT director Dr. Ron Plain worked with agricultural educators within the state and used the University's extension program as an additional outlet. The program was announced at the 1982 Governor's Conference on Agriculture and farm organizations were asked to share information with their membership. A direct mailing was made to 400 individuals who had been mentioned as potential candidates for the program. University of Missouri employees were excluded from applying for Class I. David Pearce served as the Assistant Director for ALOT Class I (DC16).

The curriculum for Class I encompassed a 24-month period beginning in September 1983 and include 14 sessions. Spouses were invited to participate in the first and last sessions of the program. Over six of the sessions were held in Columbia, MO; one session was held in Jefferson City; one session was held in Washington, DC and New York City, NY; one session was held in the state of California and the country of Mexico; and a session in Europe provided class members a final opportunity for bonding in the next to last session (DC17). The ALOT curriculum committee was chaired by Daryl Hobbs with seven other faculty members from the University also serving on the committee including: Tom Brown, Bruce Bullock, George Jesse, Dick Lee, Ken Schneeberger, Bob Stewart and Brice Ratchford. The curriculum committee provided Class I participants with 14 components of leadership that helped guide the curriculum and experiences planned for the sessions (DC17) These philosophical assumptions included: (a) leaders are busy people usually with a high energy level; (b) leaders are usually people who are effective communicators; (c) an important attribute of leadership

is constructive skepticism; (d) time is important and rationing personal time and keeping things on track in a meeting are important to a leader; (e) a leader should be able to give a meaningful short presentation; (f) the leader is a person who understands the big picture; (g) an effective leader is often the [person] who “do their homework”; (h) an effective leader is often the person who understands how pieces fit together; (i) a good leader is often a person who knows and understands the importance of resource people; (j) group process is important, not only as a leadership skill, but also in creating a spirit of common purpose among the participants; (k) the program provides opportunity to expose students to ‘role models’ of younger, energetic leaders; (l) personal development is a key objective of the entire program and (m) a leader is a thinker.

One story related to the first session for Class I was repeated by several class members during interviews and also when they met with Class XII as alumni. The class was attending a Mizzou football game as part of their first session. They each had nametags that said A.L.O.T. and their name. The class members were wearing these nametags when they drove to the football stadium. A parking attendant stopped the first car of ALOT class members and upon seeing the nametag determined that they must be parking in parking lot A or ALOT. From this point forward the pronunciation for the program was set with a long ‘a’ sound at the beginning. Of course, not wanting to pass up this unique leadership opportunity, the class members did park in parking lot ‘A’ close to the football stadium.

Class I was able to participate in two international experiences as a result of Kellogg funding with subsequent classes expected to participate in one international experience to occur toward the end of the 2-year program. The amount of funding that

was anticipated to need to be raised annually throughout the state of Missouri to continue the program was \$100,000 (DC18).

At the completion of the first class, Ron Plain determined that he was going to need to step down as director of ALOT in order to meet tenure requirements within the University (A1). He worked to complete the reporting requirements of the Kellogg Foundation and to transition leadership to David Pearce who began as director for Class II before Bill McKinley took over as Class II director. Rhonda Ludwig served as the assistant director for Class II. Class II included 30 participants as well with sessions covering 1985 to 1987. Bill McKinley would continue to serve as the director for ALOT for Class III from 1987 to 1989 and Class IV from 1989-1991. Zane Helsel served as the assistant director for Class III which included 29 participants. Jim Williams was the assistant director for Class IV (DC1). Class IV included 30 participants. Bill McKinley continued to pursue a doctoral degree at the University of Missouri but stepped down as ALOT director in 1991.

An alumni member from ALOT Class III, Patricia (Pat) Koenigsfeld assumed the role of director of ALOT in 1991. Pat's husband, Mark Koenigsfeld, was an alumnus of Class II. Pat Koenigsfeld was director for Class V from 1991 to 1993 and Class VI from 1993 to 1995. The assistant director for Class V was Jack Whittier and Bruce Bullock served as the assistant director for Class VI. Classes V contained only 25 members and Class VI had 30 members (DC19). In September 1993 ALOT celebrated with a 10-year anniversary event attended by approximately 163 people. At this same time an alumni directory (updated again in 1995) was provided which contained information for each of

the 145 alumni members, the 30 newly selected members of Class VI as well as detail regarding past directors, assistant directors and board members (DC19, DC44).

The organizational structure of ALOT in 1994 is well-detailed in a report from December 1994 (DC20) that describes the Missouri ALOT program as managed by the Social Sciences Unit of the University of Missouri with funding generated by participant tuition, gifts and donations. The ALOT executive committee was responsible for funds received for the program with the chair designated by the social science unit leader who also served on the committee. The executive committee included Bruce Bullock as chair, Daryl Hobbs, Ron Plain and Michael Nolan. The ALOT board of directors was appointed by the social science unit leader with input from the executive committee (DC20). The board had power to establish eligibility requirements, tuition levels and general program operation and procedures and to serve as active fundraisers. The board contained three members from the Missouri Agricultural Leadership Council (MALC), six members of the ALOT Alumni Association (ALOT Foundation created in 1987), three members representing major ALOT program donors and three members at large. The MALC was a voluntary organization for individuals who were leaders in rural Missouri and of agribusinesses and membership in MALC required a \$500 donation to ALOT (DC20). Membership in the ALOT Foundation was only open to alumni of the ALOT program and was designed to further networking opportunities for alumni and provide programs and activities of interest. At this time ALOT was under the direction of the program director with 10% effort provided by an unpaid position of assistant director. The primary supporting committees at this time were forum and education, fund generation, long-range planning and by-laws and communication (DC19).

Supplemental documents to this December 1994 report indicate that the lack of a successful, ongoing fundraising activity was problematic for ALOT. Primary funding mechanisms included auctions, raffles and direct solicitations. The Missouri Rural Electric Cooperative (REC) network was one funding source being discussed as a potential longer-term supporter of the ALOT program (DC21).

Phase II – 1995 to 2001

In September 1995 as the ALOT director was beginning to recruit for Class VII, ALOT received notification from Dean Roger Mitchell that the University was being forced by budgetary reasons to terminate its funding for the ALOT program and that the ALOT director position would no longer be a University of Missouri position. The primary expense funded by the University was the director's salary with a small amount of funds being allocated toward student assistance and daily operations (A4,A5). A majority of the funding for program and operations for Class II through Class VI was a result of fundraising efforts by the fundraising committee, the ALOT board and the ALOT executive director. Alumni provided a large portion of support either individually or through their network of agribusiness associations (DC20). Tuition paid by class members was approximately equivalent to the cost of the international trip.

With formal support from the University ending, the ALOT program halted the recruitment process for Class VII. The program itself was in jeopardy of ending as funding problems resulted in a loss of a director as the current director was forced to look for a career opportunity that was fully funded. By 1995 the ALOT program had an alumni membership of 174 individuals pursuing various leadership opportunities within and outside of the state of Missouri. Some of these alumni and ALOT Foundation

members, committed to the mission of ALOT, stepped forward to determine how to maintain funding for the program and a director and how to structure the organization outside of the University.

In 1996 the Agricultural Leadership of Tomorrow Foundation, Inc. (ALOT Foundation) created in 1987 took control of the leadership program. This alumni organization considered two options as noted in meeting minutes from November 1995, which included (a) the ALOT Foundation owning and operating the ALOT leadership program or (b) the ALOT leadership program becoming part of the Commercial Agriculture Program (CAP) within the University of Missouri (DC22). A few key elements highlighted in this document regarding the CAP assuming responsibility for the ALOT leadership program included: (a) lessening active alumni ownership and control; (b) ALOT alumni would need to lobby the state legislature for \$150,000 immediately and hopefully not need to repeat this lobbying effort annually and (c) assuming the risk that legislative or University of Missouri priority shifts may alter the dollars available or legislative funding. Several key elements were also noted with respect to the ALOT Foundation assuming ownership and operation including an increased commitment from alumni for fundraising and support of the program and the potential for an end to the program should these efforts fail. Three considerations described in this document appear quite representative of the tenets of the leadership program: (a) providing an opportunity for increased ALOT alumni ownership, representation and control over program direction; (b) immediately becoming a practicum arena to practice and further develop the ALOT leadership skills which were develop during the ALOT program and (c) creating intense pressure on a small group of volunteer leaders, particularly during the

start up and initial fund-raising phase. In the end, the ALOT Foundation voted in December 1995 to assume ownership and operation of the ALOT leadership program (DC22).

As highlighted in one of the promotional brochures, the intention of the ALOT Foundation was “extending the vision to create a continuous resource network of qualified leaders and to endow the program” (DC23). Tim Kelley, ALOT Class I member, was hired by the ALOT board of directors to serve as the director of ALOT and began recruiting for Class VII that started in 1996 with 30 members (DC24). Review of ALOT documents from 1995 and 1996 reveals that several individuals applied for the director position. The ALOT board supported Tim Kelley, worked to strengthen the not-for-profit organization and drew from the commitment and resources of alumni to secure enough funding to continue the program. In an effort to provide cash flow and to gain buy-in for the program, the tuition for Class VII was divided into two phases. The first phase was approximately two-thirds of the total tuition, covered all the in-state sessions, and was due before the class began. The second phase covered the national and international trip and was due by year two. A majority of the class members participated in both phases (A7). A board member during this time period commented that the organization was living “hand-to-mouth” with respect to finances (A7, p. 1). The committees that had been in place in 1994, including: (a) forum and education; (b) fund generation; (c) long-range planning and by-laws and (d) communication (DC19) were discontinued as the ALOT Foundation assumed responsibility for the leadership program and focused on survival of the organization and maintaining a solid reputation for the leadership program. Collateral materials such as brochures and newsletters were mailed

to alumni and supporters during this time frame to provide communication and insight into ALOT's mission.

Board meeting minutes from November 1996 (DC25) indicate that changes to board structure were being discussed to comply with the board approved strategic plan that would allow any dues paying member to serve on the board. Three board members were to be elected from each region with executive positions of chairman, vice chairman, treasurer and secretary elected from this group. A nominating committee was selected to provide a slate of candidates. The board was meeting at least every other month if not every month during the winter according to meeting minutes from 1996, 1997 and 1998. It was during this time period that Dan Cassidy was asked to serve as an at-large member of the ALOT Board. Dan was not an alumnus of the program but had worked closely with ALOT and several of its class members in his role with Missouri Farm Bureau and was the first board member that had not been a member of the leadership program (A7). Dan served on the board in 1997 and 1998. By March of 1998 (DC26) a formal committee structure was once again in place with committees for (a) alumni-communications; (b) finance and policy; (c) program and curriculum and (d) fundraising, as reported in board meeting minutes. Although discussions had occurred to provide an annual leadership program, the board voted to maintain the original 2-year program structure and increase tuition costs to \$3,800 per person in May 1998 (DC27).

The directory for Class VIII (DC28) indicates that \$100,000 per year was still the targeted goal for outside support throughout the state of Missouri to maintain the program, there were 20 members in Class VIII that started in 1998 and each participant was paying tuition that was approximate to 40 percent of the cost of the program. A

theme conveyed in the collateral material at this time was *impact leader* and the Class VIII directory presented a commitment from the ALOT board to supporters:

Future success of the program will be, just as our past success have been, dependent upon the support of individuals, groups and companies who are interested in our industry and future. ALOT is indebted to all who have recognized the value of the program and provided financial support, counsel, and time sacrifices. We pledge in return for your generosity to continue to develop impact leaders for the twenty-first century (DC28, p. 12).

Recruitment for Class IX began in 2000 with 34 applicants accepted into the program (DC29). In 2001 Tim Kelley accepted a career opportunity outside of ALOT and Class V alumni member Kristin Perry was hired as director of ALOT (DC30) in June 2001. Kristin Perry's husband Bob Perry was an alumnus of Class III and had previously served on the ALOT Board. Kristin Perry and the board continued to provide agricultural leadership in much the same fashion as what Ron Plain and Tom Brown had for Class I, however, financial stability was still an issue when Kristin Perry assumed the director role. Although the ALOT Foundation had money in an endowment account, these funds were not available for program expenses. In addition to Kristin Perry, a majority of the board members were alumni of the leadership program as well. Bruce Bullock continued to remain an active supporter of the program until his death in May 2006.

Phase III – 2001 to present

Provided highlights note that ALOT Class IX was not able to participate in the Washington, DC session as scheduled to begin on September 12, 2001. The terrorist attacks on Washington, DC and New York City on September 11, 2001 resulted in the session being rescheduled (DC41). These highlights also indicate that \$9,000 was raised in 2001 for a newly established alumni endowment program and over \$31,000 was received in direct contributions in 2001 and over \$50,000 in 2002 for the leadership

program (DC41). Discussions with a past board member and the current director indicate that no salary was received by the director during June through December 2001 as financial stability was still an issue (A7). Kristin Perry has continued to serve as the director of ALOT since 2001 providing leadership to Classes IX, X, XI, XII and in February 2009, she began the first session with Class XIII (DC31). This is the longest tenure for an ALOT director.

In 2002 the ALOT Board voted to limit the class size for future groups to 25 and efforts were made to begin to track alumni to develop a directory. Although not the first time an alumni directory had been created (DC19), this was the first time since the leadership program had been assumed by the ALOT Foundation that such an endeavor was undertaken (DC41).

ALOT saluted 20-years in 2003 with approximately 150 attendees. In addition, a strategic plan was developed by the ALOT board and the executive director in 2003 with input provided by three Missouri agricultural leaders that Kristin Perry had “purchased” at a fundraising event for scholarships for students at the University of Missouri’s College of Agriculture, Food and Natural Resources. These individuals were Tom Payne (Dean of College of Agriculture, Food and Natural Resources at the University of Missouri), Lowell Mohler (Director Missouri Department of Conservation), and Jim Russell (President MOAg Industries) (A7). The vision developed from this 5-year strategic plan included:

ALOT leaders are committed and concerned individuals with the ability to effectively lead and interact with others in diverse environments, spokespersons equipped with a toolbox of skills to communicate effectively and positively influence important issues, and a network of competent, informed citizens who have a knowledge and appreciation for the diversity and scope of Missouri

agriculture as well as the impact of non-agriculture issues and current events on agriculture and rural communities (DC41, p. 2).

This strategic plan contained a mission statement as well:

The mission of ALOT is to provide leadership experiences that will make a positive difference to the future of agriculture, agribusiness, and rural communities in Missouri and beyond. The ALOT program will develop leaders with the capability, attitude, and vision to impact issues that affect all Missouri communities (DC41, p. 2).

In addition, five vital signs for the ALOT program were documented including: (a) excellence in programming and services; (b) financial stability through fundraising and financial management; (c) strong marketing and promotion; (d) excellence in human resource utilization and (e) participation of and continued value to alumni members (DC41). As a result of this strategic planning, at-large members (non-alumni) were again added to the ALOT board. Information obtained indicates that no non-alumni board members had been on the board since Dan Cassidy's term ended in 1998.

According to provided highlights, criteria were established in 2004 for class member selection which focused on a connection indicating that leadership training would benefit agriculture, agribusiness or rural communities in the future. In addition class members were expected to be fully committed to the program, likely to be involved as alumni members, and show potential and desire to serve their community (DC41).

The current alumni base includes 351 individuals (including the current class). ALOT leadership is provided by a 17-member board of directors comprised of three members from each of the four regions of Missouri, up to four members from an at-large group which is now defined as non-alumni (a fourth member was added in November 2008) and the past president. Elected board directors are voted on by the ALOT Foundation membership at the annual meeting. Board terms are 3-years in length and

incoming board members are elected by the current board (A6). Those members from each of the regions must be ALOT alumni and are nominated from each of the 12 ALOT cohort classes that have completed the training program.

The director reports directly to the ALOT board, but is an independent contractor responsible for their own office and support staff expenses as well as insurance and taxes. This board of director structure remains similar to that first developed in 1996, with the exception of the at-large members. The current by-laws became effective in 2006 (DC42). Members of the ALOT Foundation are graduates of the ALOT program who are current on their dues or current participants in the program. The by-laws indicate that there are five standing committees of the Board including (a) fundraising; (b) alumni; (c) program; (d) finance and (e) marketing and promotions (DC42).

According to documents provided, ALOT annual meetings began to be held in conjunction with the Missouri Governor's Conference on Agriculture in 2002. The conference was traditionally held each December. A portion of this annual meeting was a benefit auction to raise funds for ALOT. This auction resulted in \$3,660 in donations in 2002 and by 2008 the annual auction resulted in donations of \$16,693 (DC41, A7). In 2007 changes to the Missouri Governor's Conference on Agriculture, including fluctuating dates and the possibility of termination resulted in ALOT beginning to host a stand-alone *ALOT Annual Seminar and Dinner* in Columbia, MO, for ALOT alumni and supporters. In addition to providing an opportunity for alumni to re-connect, this annual event also includes a featured speaker, information regarding current class functions, presentation of awards including a Dr. Bruce Bullock ALOT outstanding alumni award, agricultural leader of the year award, ALOT workhorse award, a president and director's

report and election of the board of directors. A live and silent auction is still held in conjunction with the annual seminar as one of ALOT's fundraising activities with over \$12,000 raised by this event in 2007 (DC32, DC41).

In December 2005 ALOT sponsored a seminar focused on the farm bill in conjunction with a class session. The seminar was entitled *Raising the Curtain on the 2007 Farm Bill*. Provided highlights note that approximately 130 people took part in the seminar that included four panels of speakers including state officials, agricultural groups, agriculture economists and congressional perspectives (DC41). As an attendee of the seminar, I recall a diverse group of attendees as well as participants. As a co-instructor for an agricultural economics course, I also encouraged undergraduate students to attend to broaden their knowledge of the farm bill and of the ALOT program.

As I experienced during my participation in Class XII from 2006 to 2008, ALOT leadership training occurs over a 2-year period with a total of 10 sessions including eight sessions throughout the state of Missouri, one session in Washington, DC and one session entailing a two week international trip that is not known by class members until the second session. At each session class members are expected to accept and assigned leadership roles that include providing leadership for the group and introducing speakers, serving as a scribe for the daily activities and reporting these findings back to the group, providing commentary on an issue of individual interest and leading a roundtable discussion with the group regarding a current issue impacting agriculture. These duties are revolving with assignments made by the director. Each session is usually fully loaded with class members taking part in meetings, tours and discussions from early in the morning until late at night. A current board member noted that these fully loaded sessions

may be attributed to efforts by the current executive director, Kristin Perry, as well as the increased funding that has been raised in recent years (A7). Class members are encouraged to be respectful, but to ask pertinent questions of speakers. One session includes the opportunity for spouses to attend and experience the same leadership opportunities and level of fatigue as that experienced each session by the ALOT participant. According to provided highlights, funding issues resulted in a period of time when this spouses' weekend was discontinued. It has been part of the program consistently now since 2003 (DC41).

Sponsors for the sessions range from ALOT alumni, businesses and agribusinesses, universities and government agencies. Sponsors provide lodging, meals, transportation and often unique items or needs related to the session. As an example, a donor provided walkie-talkie radios for each participant to be used on the 2008 international trip to make it easier for a larger group to communicate with only one translator and to lessen the chance of a member getting lost from the group. The class members also found these radios useful in conducting roundtable discussions while traveling from one international location to another.

Applicants to the program must complete an application that contains an explanation of participation, basic demographic information, a resume and a commitment from employer. In addition, each applicant is asked to sign an agreement to follow the policies for class participants that includes a commitment to (a) participate in all seminars; (b) correspond with hosts and sponsors thanking them for efforts and to provide completed evaluation forms for each session; (c) dress in a professional image; (d) pay a \$25 application fee and (e) pay tuition in the amount of \$4,000 in lump sum or

\$4,200 in installments. (DC33) An interview is required before being accepted into an ALOT class with current board members conducting interviews at various locations around Missouri. At each interview the executive director, alumni members from the region and board members from the region are present. Each applicant interviewed is asked the same questions and the panel discusses the pool at the end of the day, providing recommendations. After all interviews have been completed in all regions, the results are compiled and if necessary numeric values are assigned to applicants to assist with selection (A7). The member criteria developed in 2004 is still utilized in selection of class members. Participants are notified of their acceptance into the class and are announced at the *ALOT Annual Seminar and Dinner*. Upon completion of the program class members participate in a graduation ceremony in conjunction with the final session. After graduation, alumni of the program are able to join the ALOT Foundation by paying annual or lifetime membership dues.

ALOT is embracing advances in technology as a means to communicate with alumni as well as to reach potential class members and donors. In 2007 a member of Class XI created a website for ALOT and an electronic newsletter has been developed by a current board member. Current discussions by the ALOT board are focused on utilizing popular internet based social networks for maintaining connections, blogs and providing information (A7). Discussions with the current executive director and board members corroborate provided highlights which indicate an increased focus on visibility for alumni, potential class members and potential donors. In addition fundraising efforts have resulted in steady increases since 2001 with 2008 fundraising efforts for the leadership program resulting in over \$131,000 collected from a variety of donors with over \$99,000

or 75% coming from corporations and groups (DC41). Figures 4.6 provides an overview of the ALOT timeline and Table 4.1 highlights the number of participants per class. As was discussed in Chapter Three, this history for ALOT does not attempt to capture the many pertinent events and people that have contributed tirelessly, often quietly behind the scenes, to the continuation of the program. However, it does provide an historical backdrop regarding the internal and external environment impacting educational entrepreneurship.

Table 4.1

ALOT Class Participants for Classes I-XII

ALOT Class	Total Participants	Female Participants	Male Participants
I	30	6	24
II	30	5	25
III	29	4	25
IV	30	6	24
V	25	7	18
VI	30	7	23
VII	30	10	20
VIII	20	8	12
IX	34	11	23
X	21	3	18
XI	22	7	15
XII	25	6	19
XIII	25	7	18
Total Participants	351	87	264
<i>Average Participants</i>	<i>27.0</i>	<i>6.7</i>	<i>20.3</i>

ALOT Timeline		
Phase I - 1983 to 1995		
1982	Mary Pat Abele	Prepares prospectus for agricultural leadership development program at MU
1983	Thomas (Tom) Brown, Ronald (Ron) Plain	Obtained original funding of \$200,000 from Kellogg Foundation
1983	Daryl Hobbs, Bruce Bullock	Provided planning support

1983	Max Lennon	Left MU to serve as Dean of Agriculture at Ohio State University
1983	Bruce Bullock	Became key MU administrator for the ALOT program
1983	Roger Mitchell	Became Dean of the College of Agriculture at MU, filling vacancy left by Dr. Max Lennon
1983	Bill Ball, Earl Bullington, Fred Ferrell, Gary Hanman, Konrad Heid, Don Heil, Glenn Heitz, C.R. Johnston, Ron Poor, Lois Stuenkel, Sylvester Temaats, Eric Thompson, Luther Thompson	Fifteen member advisory council; developed eleven criteria used for ALOT class member selection
1983	Don Claycomb (Chair), Ron Morrow, Barry Steevens, Darryl Buchholz, Bob Finley, Max Miller, Rick Brandenburg, Bill Hires, Ruth George, Judy Heffernan	Ten faculty member committee from MU College of Agriculture; developed a list of seven procedures related to the selection process.
1983	David Pearce	Served as assistant director for ALOT Class I
1983	Daryl Hobbs (Chair), Tom Brown, Bruce Bullock, George Jesse, Dick Lee, Ken Schneeberger, Bob Stewart, Brice Ratchford	ALOT Curriculum Committee; Eight MU College of Agriculture Faculty provided Class I participants with 14 components of leadership
1985	Ron Plain	Stepped down as director of ALOT
1985	David Pearce	Took over after Ron Plain as ALOT director
1985	Bill McKinley	Took over as ALOT director after David Pearce during Class II; working on doctoral degree while serving as director
1985	Rhonda Ludwig	Assistant Director for Class II
1987	Zane Helsel	Assistant Director for Class III
1987	ALOT Foundation formed	
1991	Bill McKinley	Steps down as ALOT director
1991	Pat Koenigsfeld (Class III Alumni)	Assumed position of Director of A LOT
1991	Jack Whittier	Served as assistant director for ALOT Class V
1993	Bruce Bullock	Served as assistant director for ALOT Class VI
1993	ALOT Celebrates 10-years	Over 160 in attendance
1994	Bruce Bullock (Chair), Daryl Hobbs, Ron Plain, Michael Nolan	ALOT Executive Committee; Responsible for funds received for the program
1995	University of Missouri terminates funding for ALOT	
Phase II - 1995 to 2001		
1996	ALOT Foundation takes over ALOT leadership program	
1996	Tim Kelley (Class I Alumni)	Assumes position of ALOT Director
2001	Tim Kelley (Class I Alumni)	Resigns position as ALOT Director
Phase III - 2001 to Present		
2001	Kristin Perry (Class V Alumni)	Assumes role of director of A LOT

2002	ALOT Annual Meeting in conjunction with Governor's conference	Silent and live auction raises over \$3,600
2003	5-year strategic plan developed	
2003	ALOT celebrates 20-years	Over 150 in attendance
2005	2007 Farm Bill Seminar	Over 130 in attendance
2007	Stand-alone annual meeting held in Columbia, MO	Silent and live auction raises over \$12,000

Figure 4.6. Timeline of ALOT history.

Part II: Emerging Themes

Review of data collected through document analysis and focus groups and individual interviews revealed common threads or underlying themes not only shared within each of the organizations but also across organizations. Focusing interviews and analysis on three phases of organizational development: origination, major restructuring and current environment provided rich detail from multiple participants spanning the life cycle of each organization and in several instances participants were aware or had been involved in both organizations at some point during the past 25-years. Interview participants were asked a series of questions to help determine the primary underlying factors that were in play at each of the three phases of organizational growth and adaptation. By including a cross section of organizational leaders, participants and University administrators throughout time, insight was provided into factors most prevalent in the internal environment of the organization/academic center and the immediate, external university environment surrounding it.

Although the perspective of the individual interview participants was unique to his/her particular role in the life cycle of the organization, the emerging themes with respect to factors influencing entrepreneurial processes was often quite similar. My

analysis of factors supporting entrepreneurial processes for academic centers within a university setting is based upon themes focused on (a) a public good philosophy; (b) a revolving champion or champions; (c) innovation and adaptability; (d) funding uncertainty and (e) creating leaders from within the organization. Within these themes, attention will be given to comparing and contrasting the similarities and differences between the two organizations of interest.

Public Good Philosophy

Although the definitions varied slightly, a recurring theme in interviews for each organization for each phase of organizational development is centered on the philosophy that the organization was and still is serving a public interest or mission and/or creating a public good through (a) an educational focus; (b) a belief in a common cause and (c) a commitment to remaining objective and unbiased.

Educational Focus

Each organization began as a result of a faculty member or group of faculty members within a land-grant university recognizing a teaching, research or outreach need, securing support from university administrators and successfully procuring external funding. The W. K. Kellogg Foundation focused funding opportunities at colleges and universities:

The Foundation's focus in agricultural programming in the early to mid 1980s was to incorporate agriculture and human nutrition into the curriculum of liberal arts colleges and in state universities with agricultural programs. (Kellogg Foundation web site, retrieved 2/5/2009 from <http://www.wkkf.org/default.aspx?tabid=54&CID=4&NID=17&LanguageID=0>)

The teaching and outreach components of the grant provided for ALOT provided an opportunity for curriculum design for continuing adult education that has remained relatively intact for 25-years. As noted in an interview regarding Phase I:

The curriculum committee that Hobbs was chairman of and an awful lot of what it is that the ALOT class member do was Daryl Hobbs' vision and thoughts and he put together lots of good material on how you develop leaders and what we ought to do with these people while we had them for a 2-year program and where they ought to go and who they ought to see (A1.1.25-28).

When a Class I member was asked what they thought the original role of the board and the director was the response was:

I saw the role as educational and spending time identifying new individuals to be involved with and a major role was the fundraising. And I think that probably percentage wise 70 to 80% fundraising and 20% educational. It was definitely to be an educator of that community and taking the funding message to (A3.8.11-14).

This educational focus is still a philosophy held by current ALOT leadership as expressed during an interview about Phase III evolution when responding to a question regarding the main focus of ALOT:

I don't think it's research. I think experiential learning, whereby you are inspired by other people who've been part of this industry to help you be more effective in your role in this industry and in your community. (A6.17.21-23).

Additionally, FAPRI-MU was able to leverage financial support for existing faculty and graduate students at the University and US Senator Eagleton's support of the University of Missouri to pursue federal appropriations as a method of funding a joint educational thrust. This additional thrust combined all three land-grant philosophies by teaching real world econometric application to students, providing cutting-edge research to assist in public policy development and disseminating information to policy makers, government agencies, other universities and the public.

Although FAPRI-MU has maintained the vision and commitment to supporting a public good and remaining objective and providing unbiased analysis, its educational focus has experienced periods when the balance among teaching, research and outreach was skewed, partly by design and partly as a result of organizational growth and evolution. The Phase I educational focus was relatively balanced among the three philosophies with the focus on teaching supported in discussion of graduate student education:

At that time I had all the best graduate students here, and they were good. What I was doing, I was helping everyone else's graduate students (F1.16.19-21).

An interview, with respect to Phase II evolution, of a former FAPRI-MU graduate student and later full-time employee furthered the ongoing teaching focus:

FAPRI has a unique mission. It is not just providing information, it is training students. As long as you keep that part of your mission, you have to be tied to the University (F2.5.17-19).

During Phase II, the FAPRI-MU organization grew in terms of employees and research thrusts. Also, during Phase II, FAPRI-MU faculty was still involved with teaching activities and in training undergraduate and graduate students. FAPRI-MU was also providing tremendous outreach efforts during this phase on international, national, state and local fronts. However, distancing itself both physically and philosophically from the University resulted in an organizational culture that was more focused on research and research funding and FAPRI-MU survival as an organization than on teaching and outreach. FAPRI-MU's stated mission from a 1999 brochure was: "To provide objective, quantitative analysis of issues related to agriculture, food and natural resources" (DC34). Statements made during an interview regarding Phase III evolution by two individuals

who have been with FAPRI-MU since Phase I provided insight into the evolution over time:

And I think that's one of the things we've begun to figure out. I believe 10 or 15 years ago we were much more a research-oriented shop. I think we are a much more educating oriented place than we were then (F4.19.5-7).

We have recognized our mission is more educational than it is research.....we can explain to people how things work (F4.19.11-12, 18).

A University administrator interviewed with respect to Phase III evolution supported FAPRI-MU's current educational role or focus by stating:

I feel that FAPRI is making a very significant contribution to the division's academic programs (F5.9.15-16).

As a result of the 5-year academic review, FAPRI-MU leadership is currently evaluating the mission and vision of FAPRI-MU. Although not formalized, the current working mission is:

... to provide objective analysis of contemporary issues related to agricultural markets and policies to support decision making by policy makers and private sector stakeholders and to inform the general public (DC34).

This mission is to be accomplished through a combination of learning and instructional goals as well as research, scholarship and dissemination goals.

The ALOT and FAPRI-MU organizations have had an educational focus to their mission and daily operation throughout the organizational life cycle. FAPRI-MU has maintained a three pronged approach to this educational focus, although unbalanced at times, with respect to teaching, research and outreach. ALOT has remained focused on teaching and outreach with a curriculum steeped in tradition and surviving outside the traditional university setting.

Common Cause

One factor that contributes to a public interest or public good philosophy is a commitment to a common cause or greater good. As one of the early participants of the ALOT program noted, the impact on society is believed to be a mission and outcome of ALOT organizational activities:

This is for the benefit of society and society is more than just those who have been through the program in the past. I think it is very advantageous for corporate America. I assume the program's objective is still to build leaders to advance agriculture (A2.13.9-12).

Another alumnus of the ALOT leadership program supported this philosophy, stating:

People have gone back to small towns and made a huge difference. That's one of the things I never forget that (founding faculty member) said. His/her definition of rural was where one person can make a difference and you see it in every town. There is somebody that makes a difference (A3.11.16-19).

A current board member of ALOT confirmed that the current mission is still viewed to support the philosophy of a common cause or public service:

Sometimes we have to keep our focus on our mission, which I think we're trying to stay with the same mission that (founding faculty member) had. And it's to help our industry, which is agriculture and improve the quality of life in our rural communities, and I think each time we pick someone we have to keep thinking – are we going to accomplish this goal through this person (A6.10.25-29).

Where differences in viewpoints became evident between FAPRI-MU and ALOT during interviews is the commitment to a common cause. This common cause, expressed by many ALOT interviewees, was voiced as a commitment to Missouri agriculture. A clearly articulated common cause was not as easily extracted from the FAPRI-MU interviews. A commitment to unbiased analysis was a steady theme with a less often expressed desire to make a difference for agriculture as a whole.

Unbiased and Objective

The original processes and structures established for the selection criteria and selection process for ALOT leadership classes was established to provide objectivity to the selection of class members (DC16). Additionally, the board decision in December 1995 not to fund the leadership program with funding from the Missouri legislature and the board's current stance regarding legislative funding reflects a commitment to maintain an objective component to class selection and curriculum development. As discussed during an interview with respect to Phase III evolution:

Probably not a good thing when you take state money you can't keep politics out of it (A6.4.13-14).

As organizations experience growth and adaptations they may begin to drift from the original mission or experience changes in focus either intentionally or unintentionally. Throughout its 25-year history, FAPRI-MU has maintained a mission of unbiased and objective analysis and providing a public good to agricultural policy as supported in an interview regarding Phase I development:

We didn't provide numbers that always agreed with a party.....it came to be seen as not associated with either side (F1.24.13-14,21).

And supported in an interview with respect to Phase II:

You can make the argument that what FAPRI-MU does..is a public good. Models that you run provide policymakers information to improve public policy (F2.4.25-27).

This mission was further supported in an interview regarding Phase III evolution:

We are trying to maintain objectivity. (F4.6.18).

FAPRI-MU objectives stated in a mid-1980's publication as well as in a 1996 publication (DC34) included: (a) to conduct research on domestic and international

economic interrelationships that affect the agricultural economy; (b) to develop and maintain an analytical support system to facilitate research and analysis on food, agricultural and trade policy issues; (c) to analyze supply, demand and policy factors in the United States and major trading partners and to evaluate the short- and long-term implications for the U.S. food and agricultural industry and (d) to inform public policy participants and decision makers to help them evaluate food, agricultural and policy issues and to increase public understanding of these issues.

FAPRI-MU's current website describes the organization as follows:

Since its inception in 1984, FAPRI-Missouri has encouraged effective agricultural policy through the development and operation of comprehensive analytical systems. These systems focus on the food and agricultural industries and impacts on the economy and environment. FAPRI puts a great deal of effort into maintaining the integrity of its analysis through extensive peer review by academic, government and industry experts. (FAPRI-MU website, retrieved 2/5/2009 from: www.fapri.missouri.edu).

FAPRI-MU leadership remains vigilant regarding projects and potential funding to avoid pursuing opportunities that might jeopardize this unbiased and objective reputation. A strong commitment to maintaining this balance was established during FAPRI-MU's formative years and the peer review component of the 10-year baseline process is just one of the long-standing processes in place to help insure this objectivity.

In addition to a similar focus toward serving a public interest and mission or creating a public good, FAPRI-MU and ALOT have each experienced challenges related to the funding for an organization that provides services that impact a much larger, public or societal need. Some economists will term this a free rider problem, which is defined by Miller (1978):

Free rider problem – Individual may attempt to get a “free ride” on a commonly provided good by indicating that they do not want that good and therefore will not pay for it. They believe that enough others will indeed pay for the good so that it will be provided to them anyway (p. 469).

While this may contribute to funding uncertainty that is discussed later in this chapter, the source of this type of phenomenon is related to the public interest or public good aspect. This is supported by comments made by FAPRI-MU leadership during an interview regarding Phase III:

What we defined as the core activities is a public good in all the good senses of the word and all the bad senses of the word. Everybody loves having it and nobody likes to pay for it (F4.18.19-21).

This same sentiment was expressed by several members of ALOT’s board during a Phase III interview. Many of them worried that at some point they would quit receiving financial support from the agricultural industry but that this same industry would still be willing to ask ALOT to provide leadership training for their employees and leaders. As the board was discussing how they choose class members they also discussed dilemmas as they try to determine an applicant’s reason for applying to the program:

Is their applying to further the good of Missouri agriculture or for the good of their particular career (A6.11.19-20)?

With respect to the public interest or public good aspect of organizational output, FAPRI-MU and ALOT appear to have similar opportunities and challenges. ALOT has focused on the public mission or public interest component of furthering Missouri agriculture. FAPRI-MU has focused on creating a public good, which by definition is a good that “once it has been designed, built, supplied, and made available for use, many people can simultaneously use it without limiting the opportunity of others to do the same” (Ward, 2006, p. 76). Perhaps remaining in the university setting provides a more

outward appearance of a public good for FAPRI-MU, but as many of the interview participants noted, it is up to the public to determine this and not the organization.

Revolving Champion(s)

A second theme that emerged from the data analysis is the concept of a revolving champion or group of champions. Common threads regarding individuals considered champions or vital to the survival of the organization are (a) tenacity and commitment; (b) revolving component; (c) ability to build or use existing networks of people and organizations and (d) trust and vision when developing or changing organizational structure. Throughout the interviews for each phase of organizational evolution there were a few individuals who were consistently mentioned as champions or vital to the success of the organization over a period spanning many years. However, several instances were discussed where an individual or group of individuals stepped up at what was considered a critical point in the organization's evolution to further a cause, maintain, or grow the organization.

Tenacity and Commitment

One individual who was viewed as a champion by individuals interviewed with respect to all phases and both organizations is the late Dr. Bruce Bullock. As one participant from an interview regarding ALOT Phase I noted:

Bullock really became the key administrator on the program from then basically until Bruce's death. He was very supportive of ALOT and worked very hard to keep the thing going (A1.1.30-32).

This was further supported in a focus group interview:

Bruce on the other hand, was always a very hands on leader in this program. He probably deserves more credit than anyone else with ALOT becoming a successful sustained program that it has. He was in all of the committee meetings

and planning sessions. Always trying to help us figure out how to make things work, and always very supportive (A3,13,10-14).

In addition to being viewed as a champion for ALOT, Bruce Bullock is viewed by many associated with FAPRI-MU as being a major contributor as highlighted in an interview regarding Phase III:

Bruce was a major supporter of FAPRI-MU and the effort to get it going at the start up of FAPRI when he was Ag. Econ chair (F5,1,14-15).

Dr. Bruce Bullock was known for teaching students, as well as others around him, to “think outside the box” and was instrumental in developing a curriculum with the Department of Agricultural Economics in entrepreneurship. Many stories shared over the years within FAPRI-MU and ALOT and throughout the University, highlight how Dr. Bullock would see a closed door as an opportunity for something yet to be pursued and not as an obstacle that could not be overcome. Dr. Bullock has been noted as pivotal with respect to vision, leadership and tenacity, serving in interim roles when needed for each organization. Each of these organizations represents educational programs that he was very supportive of and never wavered in his commitment from their inception until his untimely death in 2006. The current director of ALOT affectionately refers to Dr. Bullock as The Father of ALOT and one of the founding directors of FAPRI-MU has consistently referred to Dr. Bullock’s support and vision as crucial throughout the life cycle of FAPRI-MU. When discussing what role Dr. Bullock played in the success of FAPRI-MU and ALOT, a former University administrator noted:

He had so much to do with all of this. What was his role? What was the position that he was being described as?...He was a key force (A5.2.19-20).

During a Phase III interview, when asked what was different about the original structure of FAPRI-MU compared to other University units or departments, it was noted by a University administrator:

FAPRI was probably on the front end of change...of real change in how faculty members build their programs in a university (F5.2.1-2).

In addition, it was also noted during this discussion that success of the programs was a result of a few, committed individuals:

I think that the other difference is you had one or two key faculty....working cooperatively to build this program (F5.2.14-17).

It was noted by several participants in all phases of interviews for both organizations, that it did not require a large number of champions or key individuals but one or two with commitment, tenacity and vision to work through challenges and look for opportunities. When asked if the original vision for FAPRI-MU and ALOT were quite different from one another, a Phase I participant highlighted what was viewed as a key similarity between the original programs:

I would argue that the start wasn't so much different between the two. I would say that whether you're talking about FAPRI or ALOT, that things got started because a key university employee decided that this was going to be good for the College of Agriculture long term to add this offbeat or nontraditional activity (A1.5.17-20).

Revolving Component

The concept of a revolving champion or champions was developed after review of interviews for all three phases. The insight provided by individuals working with these two programs over the span of over 25-years added rich detail regarding the numerous individuals or groups of individuals over time that had risen to the occasion to carry the torch and provide leadership, funding or their time at a crucial point in the organization's

life cycle. In many cases these were directors, employees or alumni of the program, but in some instances these revolving champions came from the external environment. ALOT currently has over 326 alumni who have completed the 2-year program and Class XIII, with 25 members began, its educational experience in the winter of 2009. All of the participants of the ALOT interviews noted that key individuals, in several cases were alumni that have proved invaluable in the successful continuation of the organization. An ALOT director commented when asked how the program survived some challenging circumstances:

You know, each time that happened it was a group of ALOT alums that stepped forward at strategic times. I think that just speaks to the mission of ALOT (A6.9.30-31).

One ALOT Class I alumna that was noted by more than one participant as serving a crucial role was Tim Kelley. Tim served as the first director of ALOT after it transitioned out of the University setting. A Phase II interview participant noted:

I think it was a struggle from the first. I was amazed they managed to do it and I always felt Tim Kelley, in his own way, played the same kind of role that Ron Plain did in giving a great deal of time beyond anything he was compensated for (A5.11.17-21).

When discussing the role that alumni play in the ALOT organization, a participant in a Phase III interview noted that alumni champions appear to revolve in response to a comment about inactivity that was made by another participant:

It just amazes me still, the amount of alumni that don't pay yearly dues or become involved. I think that's a challenge and an opportunity that should be top of the list (A6.17.1-3).

I have really discovered that alumni come and go in phases, and they're never really gone completely. You may not hear from them for a while (A6.17.1-3).

This was supported by a third participant who commented on why there might be a period of inactivity in the organization for some alumni:

We train these people in these classes to go out.And that's why you have the inactivity. I think they're out doing what they're supposed to do, then they come back (A6.17.27-31).

An individual noted for helping FAPRI-MU transition into additional research areas during Phase II was Dr. Robert (Bob) Young. Bob Young was one of the first graduate students for FAPRI-MU as well as one of the first employees. Bob Young also served as FAPRI-MU co-director from 1991-2003. As an interview participant talking about Phase III noted:

We had current management committed to making sure the rep farm side succeeded.Bob was trying to push that pretty hard (F4.14.1-2).

In fact throughout FAPRI-MU's history individuals who have been trained by the organization have left to pursue other opportunities and to learn and grow, often returning to the organization at a later date to provide leadership. In some cases, support for FAPRI-MU from University faculty and administrators or from commodity and farm organizations has a revolving component. This is often due to changes in personnel and personal connections, but in many cases it is more representative of the teaching, research or outreach needs in the agricultural community.

With respect to revolving champions, FAPRI-MU and ALOT both have this as a factor throughout their organizational history and current environment. In addition, in some cases these two organizations had some of the same revolving champions including Bruce Bullock and other university administrators and faculty. At least two former FAPRI-MU employees who have served on the board of directors for ALOT.

Networking Ability

Organizational champions have also had the ability to build a network of resources and people external to the organization that provided continuing support to the organization. On some occasions, individuals joined one of these organizations, bringing with them an existing network of resources and people that became supportive of the common cause or mission of the organization. In other cases, becoming a member of the organization and committing to the common cause was a motivating factor for individuals to build a network of people and resources. Participants in interviews for ALOT regarding Phase I development noted existing networks of the University as supportive toward the success of the organization in the development and early implementation stages:

One of the things, it was helpful at the time was Brice Ratchford was a former president of the University. With respect to lining up some of these key people, Brice knew everybody. He knew people that could get us the Governor or the Secretary of Agriculture, and so Brice was very helpful in maintaining a first-class set of activities and speakers (A3.17.23-27).

With respect to FAPRI-MU, the network provided by existing faculty members like Bruce Bullock and Stan Johnson were noted as key to the original success, as was the network provided by interaction with state and national commodity groups working to further the agricultural industry. The National Corn Development Foundation led by members of the Iowa Corn Growers Association was noted as a key early supporter of FAPRI-MU as was the American Farm Bureau Federation and state affiliates such as the Missouri Farm Bureau. The network of other state leadership programs participating in the Kellogg Foundation was seen as critical in helping to develop initial curriculum and organizational structure for ALOT. Throughout the years numerous commodity and agricultural organizations as well as agribusinesses have been noted for their support,

both financial and non-financial, of FAPRI-MU and ALOT. As will be discussed later in this chapter, some of this support is a result of members of the organization who have been mentored and educated by the organization and assumed leadership positions within other organizations and industries around the globe.

In addition, a network is developed for each of the classes participating in the ALOT leadership program. One of the goals of ALOT is for class members to interact with other future leaders around the state of Missouri to form close relationships that will remain over the years. Based on responses by many of the participants for all three phases of this study, this mission appears to be successful. One former University administrator noted this design was no accident:

We wanted to get this going, so it was really kind of practical. What do you need to do first – scatter representation around the state. Get somebody from the Bootheel, from Northwest Missouri, and be sure they all had some representation and what organizations might they be involved with. So we could lean on everybody (A3.5.28-31).

When asked two of the most rewarding experiences of participating in ALOT

Class I, one participant noted:

Well you say two and I'll narrow it down to one. The relationships with the participants (and) with the University (A2.7.1-2).

This was supported by another Class I alumni member:

I think the networking is probably the most valuable part of the whole program. All 280 or 300 or more people now that have been through the ALOT program. I'd place a higher value than on anything would be networking (A3.9.28-31).

A network of faculty and University administrators has continued to serve as support for FAPRI-MU. A concerted effort was made around 1995, during Phase II for FAPRI-MU, to strategically plan toward the growth and development of FAPRI-MU as

well as other units and departments within the Division of Applied Social Sciences (DASS) and to focus on “unique capacities”, as noted by a University administrator:

I got a group together.....several people I would put in the category of big thinkers and we met in Mumford every Saturday morning for probably six or eight weeks to try to build (F5.4.15-18).

This group contained departmental and center leaders as well as a retired university president from another university to focus on the decision support capabilities provided by FAPRI-MU as well as by other departments and centers. This same network and corresponding thrust became the beginning for working to strengthen academic ties between the University and FAPRI-MU employees and to more fully integrate FAPRI-MU researchers into faculty titles, teaching roles and committee appointments within the Department of Agricultural Economics or to return to a structure that was more representative of Phase I.

A final type of external, revolving champion noted in the FAPRI-MU interviews for each phase is related to the network provided by state representation in US Congress. In the early development years for FAPRI-MU, US Senator Tom Eagleton and US Representative Harold Volkmer, both from Missouri, were noted as important in securing or maintaining federal funding for FAPRI-MU research and education. During Phase II transition into additional research and education thrusts, US Senator Christopher (Kit) Bond from Missouri was seen as crucial in finding federal support for FAPRI-MU expansion. In addition to these elected leaders, University administrators and officers as well as Congressional staff and FAPRI-MU leadership provided critical input, working to identify new or existing research and educational opportunities.

FAPRI-MU and ALOT have both been reliant on networking opportunities with ALOT focused primarily on Missouri communities and the ability of their alumni. FAPRI-MU's network has been a bit broader including more political aspects. Additionally, with a relatively low turnover for the past 25-years and a small number of employees, FAPRI-MU cannot be as reliant on an internal network as ALOT can with a large alumni base.

Trust and Vision

In interviews for each phase and for each organization, the vision and thoughtful planning regarding the original structure and organizational creation were noted as key to the current success of the organizations. Participants noted that key successes early in the organizations' life cycles seemed to help generate needed support for the continuation and growth within both ALOT and FAPRI-MU. Several of the participants associated with ALOT during its early development noted a strong curriculum and access to highly visible and influential people as key success components. In addition to the guidance provided by the Kellogg Foundation, Bruce Bullock, Daryl Hobbs and Ron Plain were seen as pivotal in implementing a strong curriculum that is still being followed by current ALOT classes. As one former ALOT director noted:

I do think our Missouri program is as strong as it is because we had good curriculum planning from the beginning.... We had a good beginning foundation, and it came from Bruce and Daryl Hobbs and Ron Plain.....but Bruce and Daryl were very integral in making the framework work and they were also, I learned later, so I think this came from the beginning..... You don't teach leadership, encouraging growth, leadership and culture by sitting in your own backyard. Bruce was integral from the beginning – you learn cultural systems, political and education systems (A4.2.18-25).

In a dialogue regarding the first ALOT director Ron Plain, two of the Class I participants noted that Ron Plain, although a young faculty member, was educating them regarding

being prepared and helping them gain the most from their meetings with influential leaders:

...I just felt extremely proud and pleased and of course it comes down to laying the ground roots with those individuals that made the in-roads, but it was good. ...Thank goodness Ron made us have questions for everyone. Intelligent questions. These people are not going to set up there and stare at you. ...You read, and you know, and you converse, this is part of your growing. Let's go kids. He was just a kid himself (A3.14.12-19).

The founding directors of FAPRI-MU were noted by several of the participants for having a strong vision regarding the development of economic models to aid policy makers and for building a reputation of trust and integrity that enabled the organization to grow and prosper. Stan Johnson, William Meyers and Abner Womack were noted as visionaries who through hard work and tenacity were able to build a strong, reputable organization. When asked how FAPRI was first formalized the response was:

There was a tremendous amount of time and more work going on to make it happen. And it was a never look back kind of attitude. We never looked backed... We just took it and worked with whatever we got. Everybody. Stan put everything he had in it. Willi did and I did (F1.21.14-19).

In discussions about the beginning of FAPRI stories are told about all weekend and night sessions with economists from around the country to develop a complete system that is still successful today. Additional stories lend support to the effort that was made to build and defend a strong reputation for high quality, unbiased policy analysis. Through these efforts a level of trust and integrity was developed. As a participant reflected during a Phase II interview a former University of Missouri employee noted:

A lot of that is based on Abner and his reputation, when he says he is going to do something people trust him. And there is the integrity factor (F2.6.1-2).

In addition, the three founders of FAPRI noted that trust among themselves was also crucial:

I think one of the things that worked and made it work was that we were all friends, we would tell each other if we didn't like something (F1.19.23-25).

We were each good at different things and were satisfied to be good at what we were and work together to make it better. We didn't have to prove anything. Everybody did not have to be the same. It was okay to be different (F1.22.22-25).

The trust and respect that is developed from a strong beginning and a successful program was also noted during each phase of interviews with respect to ALOT. This was summed up well by a Phase II participant reflecting on the evaluation of the ALOT program that took place when it transitioned out of the University:

Well you know it's true that reflection and study and evaluation, it's always good. It's always good if an entity can withstand that then they've done their work.....And they did it. They didn't have a program, they had a well respected program. It's still doing what it was designed to do (A4.5.24-30).

FAPRI-MU and ALOT have both benefitted from what appears to be a strong vision at organizational creation. Each organization is continuing to prosper with structures and processes very similar to those in place 25-years ago. Each organization will be challenged by the ability of current leadership to create a forward looking vision that will ensure organizational growth for an additional 25-years.

Innovation and Adaptability

A public good philosophy and revolving champions are common themes emerging from this research. In addition, the ability to be innovative and have an adaptable organizational structure is a common thread for both organizations in each phase of organization. Each of these organizations was started within the University as non-traditional programs often described as unique. As will be discussed in Chapter Five,

perhaps this original designation set the stage for an organizational culture accustomed to change and adaptation.

Innovative

In addition to unique, participants referred to FAPRI-MU and ALOT as innovative or as pioneers. One question asked in all interviews was: Do you consider yourself or the organization innovative? Most participants were less sure of their own level of innovation but were more supportive of a notion of innovative for the organization. Many responded with a hearty “yes” when referring to the organization as innovative; others provided caveats to their answers that alluded to other characteristics in addition to or instead of innovative. Each organization has maintained a relatively constant mission with respect to educational focus so this resulted in some respondents from Phase III clarifying that *what* the organization does now is not new or perhaps innovative. With respect to FAPRI-MU, a current leader responded:

I don't think we are innovative at all. I think if you look at what we do today relative to what we did 15-years ago, it's very similar. I think what we have are individuals who are in fact, reasonably innovative, but I don't think the unit as a whole has innovated a lot over time (F4.11.13-16).

Another participant in this conversation added:

I think there's lots of innovation that can and does and has to occur. That doesn't mean we are immune from falling into ruts. We do fall into a number of ruts and a number of things we do need to reinvent. I think an important challenge that we've never fully come to grips with, because what we do is not common, there's not many university settings for people to do the stuff we do. There is not that many other folks out there who have the right background to be able to jump in and do the sort of things we do (F4,10,10-15).

Those a bit more external to FAPRI-MU's day-to-day interaction offered a different view with respect to innovation within FAPRI-MU:

So has FAPRI been innovative, absolutely. Does it need to rethink its current model, absolutely true and I think the University is struggling with that in a larger sense (F5.12.15-16).

Another participant had noted that FAPRI-MU was a pioneer when it first started and that he/she considered the organization to be innovative. During interviews regarding Phase I development of FAPRI-MU, all three participants believed that FAPRI-MU was innovative, one noting:

We innovated, changed and did lose some folks but the system changed..how we did it changed. (F1.29.2-3).

With respect to ALOT, many participants noted that ALOT was and/or is innovative. A few felt because ALOT was structured after the Kellogg Foundation model that it was not as innovative as perhaps FAPRI-MU. One participant from Phase I from ALOT Class I noted:

The ALOT program absolutely is innovative. Personally...hmm...at times we are. Absolutely, I think it was pioneering, cutting-edge, the program overall, and the individuals I have known that have come through it. That's an underlying theme, individuals that are innovative are drawn to it (ALOT). And of course, vice versa. There is that magnetism that goes both ways, innovative, truly was (A3.18.4-8).

From an interview regarding Phase II a participant added:

ALOT is a little bit different because ALOT was started at a time when there was [sic.] several states starting leadership programs (F4.10.8-9).

The current ALOT board is supportive of the concept of organizational innovation as noted in discussion between two board members:

I think we've got to be innovative to keep up with that kind of concept to train and develop leaders (A6.18.25-26).

Agriculture and rural people by their very nature are entrepreneurial because they have to be (A6.19.2-3).

This has been used before, in ag. there are innovators, adapters and followers... There will be times when ALOT has to adapt as well as be innovative (A6.19.5-7).

Adaptability

In addition to the transition out of the University, two major adaptations to the leadership program were noted by ALOT participants. One purposeful adaptation viewed as a positive change, was to remove the upper age limit for participation in the program. The original leadership program was for people aged 25-40 years. The upper age limit was removed in 1996 with Class VII and applications are now extended to anyone age 25 or older. The second adaptation has not been purposeful and is viewed as a challenge by many of the ALOT interview participants. The fact that a majority of class members in a given class are not from production agriculture is troubling to many associated with ALOT. Even those alumni from the early classes have migrated to careers that are less involved with production agriculture as noted by a Phase I participant:

Even in our Class I – was predominantly producers that by this time are all working somewhere else (A3.11.5-6).

The current ALOT board discussed this mix of class members involved in production agriculture as a challenge that they will continually work on.

We have less farmers that has certainly changed (A6.11.21-22).

I think we have already touched on one for me and that is the producer component. I think it is extremely important that it remain predominant in this program and it is hard to do (A6.15.27-29).

Adaptation for ALOT during the time it was associated with the University and for FAPRI-MU during its entire life cycle to date has been both aided and necessitated by the flexibility and latitude afforded by the University and college, division and department administrators. Faculty associated with the development of both FAPRI-MU

and ALOT were asked about the involvement or oversight provided by their academic superiors or by those within leadership at the University. A common theme for both organizations was low oversight or intervention on the part of University administration and an overall feeling of general support or belief in the common cause from these administrators. One of these early faculty commented:

I think we just had freedom to go (A3.12.30).

Both (Deans of the College of Agriculture) were supportive of the concept and neither were interested in meddling, they wanted to see the program be successful (A3.13.8-9).

Another faculty commented on the support provided by the Department of Agricultural Economics for ALOT:

The other factor is the Ag. Econ department has never really had a whole lot of involvement. This was a special project, they wanted to see it successful and if we asked them for help, they were glad to but it was sort of outside the main thrust of what Ag Econ departments are supposed to be doing. They didn't see it as crucial to the department that the ALOT program was successful (A3.15.10-14).

This unique aspect of the ALOT program may have contributed to its transition out of the University setting as a participant from an interview regarding Phase I development noted:

With respect to the long-term vision, ALOT left CAFNR because we never could quite make it fit. It was always a unique outlier. And unique programs in a university setting are hard to sustain because if you can convince people that really, it is wonderful, then other people will be wanting to replicate it with different target audiences which drives up the cost, and the central mission, teaching, research, extension, discovery, or whatever, you know, this is human development type activities for nonresident instruction (A1.6.5-10).

The concept of low intervention and oversight by the University was also noted in the FAPRI-MU interviews. A primary theme for the early FAPRI-MU was limited financial support, significant support from the standpoint of faculty flexibility and limited

oversight and interference. As noted by one of the early faculty founders of FAPRI-MU with respect to the College of Agriculture's support:

They liked it but they didn't really know what was going on (F1.17.1).

The college was generally supportive but not overly enthusiastic (F1.17.4-5).

We didn't have very much support. They were not anti-, they did not know what we were doing and you know, this was their first time any university had such a system that was coming into the University (F1.18.5-7).

Two additional adaptations noted by those participating in the FAPRI-MU interviews related to advancements in technology, specifically computer technology and maintaining leaders and employees who are able to adapt to change and a loose organizational structure. With respect to the advancements in computer technology, FAPRI-MU was spending over half its funding in the early years to buy time on the University's mainframe computer – amounting to close to \$40,000. In the current setting, FAPRI-MU is able to provide high quality laptop computers that can process data and information in a fraction of the time for a little less than \$3,000 per computer.

Leaders and employees who are adaptable was noted as a desirable characteristic at FAPRI-MU. The FAPRI-MU culture that has evolved over the past 25-years is one of constantly questioning models and outcomes, making revisions and developing a final product that is stronger as a result. Discussions with the original founding faculty reveal these to be components from the very beginning with respect to questioning outcomes and trying multiple methods and combinations before finding the correct solution:

I came here because (faculty member) paid me to criticize him. So I didn't feel that there was any problem in criticizing him (F1.20.1-2).

We never worried, if we could try something we had the guru sitting with us (F1.20.5-6).

Except only one in twenty things worked (F1.20.7).

Individuals that have had long-term success within FAPRI-MU have been able to adapt with respect to technological advances, changes in research thrust and changes in job description or roles. FAPRI-MU's internal and external funding environment is constantly adapting and changing and refinement to economic models is a constant necessity to keep pace with the changes within the agricultural industry. A common theme of a need for adaptable individuals was addressed by all the participants in the interview regarding Phase III with current leadership:

We just probably need people that are more able to adjust. Its not like FAPRI provides many opportunities for folks that want to come in and do the same thing for 20-years (F4.9.17-19).

I'm sure there are individuals that have worked with us and do work with us that could probably benefit from a more structured environment than we currently provide. I think there's other folks that have done incredibly well with things being fairly loose as they happen. It has allowed us to go in directions we might not have gone otherwise (F4.9.22-26).

That is part of the culture of people that tend to excel are those that are self-starters that don't need a lot of handholding so to speak (F4.9.30-31).

The ability to be innovative or adaptable has both proven beneficial for both FAPRI-MU and ALOT. In order to maintain the original mission of each organization and to survive in an environment that has uneven and uncertain funding streams, adaptations have been necessary. ALOT's major adaptation includes maintaining the leadership program in a stand-alone organization outside of the University of Missouri. A major adaptation for FAPRI-MU included embracing computer technology and using these advances to further research opportunities. With a larger employee base, FAPRI-MU has found the ability to adapt to be a key component needed for individuals working within the organization.

Funding Uncertainty

One theme that was a consistent theme emerging from interviews for both FAPRI-MU and ALOT throughout the 25-year organizational life cycle to date is funding uncertainty. In each interview, participants were asked to note one or two challenges and one or two opportunities facing their organization with respect to the particular phase of organizational development of focus. In every single interview, from every phase, a theme of funding uncertainty or limited resources was noted as a challenge and in many cases also as an opportunity. One of the current ALOT board members had a humorous but perhaps accurate description of two challenges:

Dollars and cents – that sums it up (A6.15.19).

Both of these organizations were developed with the idea that finding and maintaining funding was going to be a priority. Although ALOT began with funding from the Kellogg Foundation, the sense of everyone interviewed was that the Kellogg Foundation was firm from the beginning that this was startup or seed money and not meant to perpetuate a program. The original structure of ALOT was designed to begin to create a network of passionate alumni and supporters who would be committed to the common cause of supporting agricultural and rural development and advancement within the state of Missouri and be willing to serve in a fundraising capacity following their 2-year participation in the leadership program. One ALOT alumnus who has been noted by several participants as a major contributor in terms of time commitment and fundraising did not have fundraising as his/her main goal when he/she first completed the 2-year program:

I can still remember a little consternation when at the last meeting they said, now we expect you to go out and help us continue this program...I can remember

thinking to myself and hearing other people in the class at the time – I was in this class to enhance my leadership, not for fund raising (A3.3.18-22).

This same individual later discussed the transformation that occurred following completion of the program:

Then those people went out and got leadership positions in a variety of things and some of them related to agriculture, and some of them did not. Began with that passion that we later developed for ALOT was second or third place to the passion we developed for other things whether it was your community or something else to a person. I don't think anybody went back home and sat down and said I don't want to be involved (A3.4.1-5).

Funding uncertainty and tight University budgets were noted as the primary reason ALOT had to transition out of the University setting (DC22). Although those involved in the original development of ALOT had planned all along to raise money to support the organization, they never planned on the University not supporting the salary for the program's director. The University terminated funding for ALOT in 1995. From the interviews conducted, many involved with ALOT during this transition phase believed the University, the College of Agriculture and many other University-led efforts were being eliminated or reduced as a result of a substantial state and federal budget shortfall. However, given the relatively small amount of funding that the University provided to the ALOT program, some interview participants noted they felt the University could have still managed to find financial support in some form:

It was University wide to different degrees in different departments, College of Agriculture at that time, without knowing any of the details, it was under particular bit of pressure to reduce expenses and find money in other ways and to be fair, some of it was strictly economic. But you know it wasn't very many dollars (A4.7.7-11).

As a primarily grant funded center within the University, FAPRI-MU has and still does face periods of funding uncertainty. During the early years of FAPRI-MU, not

having access to enough money was noted as a reason for limited growth and during 1986 FAPRI-MU's federal funding was threatened and although not eliminated by Congress, the federal appropriations amount was cut in half. During 2007, FAPRI-MU, along with many higher education and research centers throughout the nation were given no direct federal appropriations as a result of division within the US Congress regarding earmarks (DC39). Fortunately for FAPRI-MU during this timeframe additional funding provided to the University of Missouri via the Hatch Act of 1887 formula was used to help cover FAPRI-MU expenses. At the time of this writing, the timeline is mid-session for the fiscal year 2010 federal appropriations process and federal funding debates regarding line-items or earmarks are still occurring. Although it was listed within the 2002 Farm Security Act and designated as a Policy Center in language passed with the Food, Conservation and Energy Act of 2008, FAPRI-MU is yet to receive clarification how federal funding might be allocated to meet this legislated initiative if not through traditional, line-item appropriations. Organizations such as FAPRI-MU fall within a unique component of the federal legislative and funding process. Legislation or authorization is one hurdle, but without corresponding appropriations, it is impossible for funding to flow to an organization such as FAPRI-MU. Figure 4.7 provides a graphical depiction of FAPRI-MU's funding diversity for FY09, or the period covering July 1, 2008 to June 30, 2009.

In an effort to alleviate the funding uncertainty related to federal appropriations, FAPRI-MU has diversified its research and education to secure funding from additional sources. Some of these sources may be competitive or collaborative grants with federal

FAPRI-MU Revenue Sources - FY09

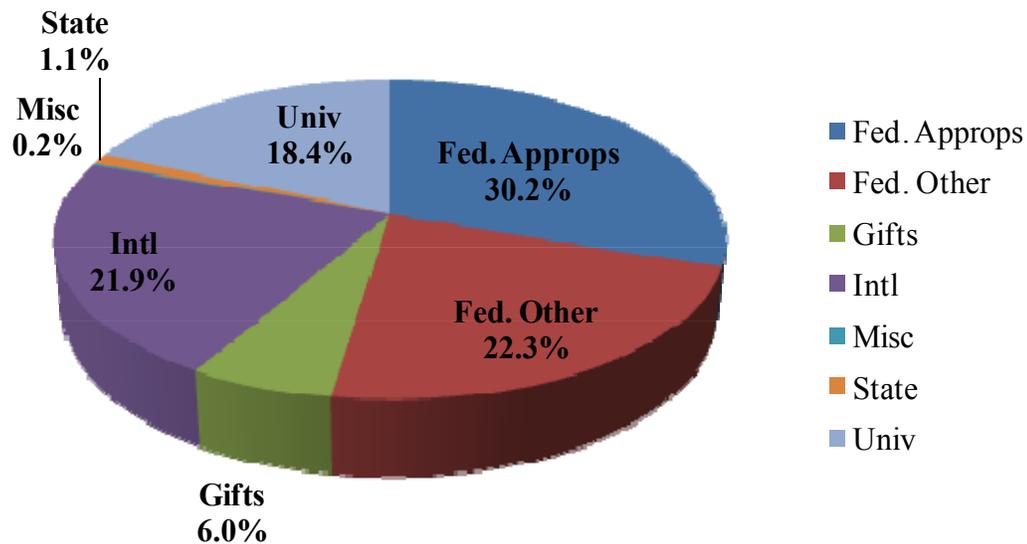


Figure 4.7. FAPRI-MU revenue sources for FY09.

agencies or educational training activities with organizations and universities in other countries. Diversifying funding uncertainty was a primary reason that FAPRI-MU pursued non-federal appropriations during Phase II of development. A risk of diversifying funding sources, as noted by an individual in current FAPRI-MU leadership when discussing funding challenges, is that the core activity may not be able to be maintained without continued federal funding and non-federal projects are often funded as a result of the core activity:

Different aspects of funding. It hasn't been the same aspect over time. I think for a long period of time, we probably took the core FAPRI funding as a given. And we were trying to figure out how to land other projects to support this scale of operations that we had. I think now we have probably at least adjusted our view of what an appropriate scale for the enterprise might be. And we feel reasonably confident that we can drum up some additional projects to do interesting things with some funding behind them..My personal biggest concern right now is can we find somebody to pay for what we refer to as the core set of activities that baseline

development activities that everybody loves to have and nobody wants to pay for, because if we lose that core part of our support then we have a huge problem. That may just be the focus of what the problems are today, we may feel different about this in 2-years (F4.16-17.38-31,1-7).

Most of the participants interviewed seemed to take overall funding uncertainty as a given but have taken steps within the organization to lessen the impacts of the uncertainty and to work to broaden support to provide more funding opportunities. Both organizations appear to be working to maintain the overall mission or common cause that can be traced back to the origination of the organization over 25-years ago.

Leaders from Within

A final theme that emerged from individual interviews and focus group sessions is the concept of creating leaders from within the organization. Melded into this theme is the concept of training students who are capable of becoming part of the organization and the realization that personal characteristics of leaders are an important factor in determining organizational evolution and in many cases personal success within the organization. The educational focus of each organization, as discussed earlier in this chapter provides the backdrop for the leadership and organizational approaches adapted by both ALOT and FAPRI-MU. Many of the individuals assuming leadership roles within each organization currently and throughout the past 25-years were at one time students within the respective organizations.

With respect to ALOT the current director and all but f members of the ALOT board of directors are alumni of the ALOT leadership program and since 1991 the ALOT director has been an alumnus of the program. The three directors prior to 1991 had been faculty directly associated with the leadership program. This was noted in an interview

regarding Phase III when discussing the current curriculum's close resemblance to the original curriculum developed in 1983:

That may be due to the fact that everyone that's been director of the program has been part of the program and is familiar with the organizational structure (A6.5.7-8).

The four board members that are not program alumni are members at large and can serve on the board until they decide they wish to step down. Based on an interview regarding Phase III and the humor expressed regarding these respected board members, their role on the board is considered crucial, and perhaps focused on fundraising, and not expected to change in the near future:

They're there for their talent. We want them to stay as long as they want (A6.7.8).

Bigger the billfold the better (laughter from the group) (A6.7.9).

A leadership component unique to the ALOT program is the expectation of alumni in providing recommendations for potential candidates or applicants for subsequent leadership classes. These alumni do not have the ability to determine which applicants are accepted into the program, but their ability to seek out potential candidates that embody the commitment to the common cause of furthering Missouri agriculture and rural development is highly regarded. As noted in an interview regarding Phase I, the first class was a result of marketing, but this marketing was not as significant for classes to follow:

We spent a lot of money to generate publicity to try to recruit class one. After that we've relied evermore upon the alumni to help identify new class members (A3.9.9-11).

Several participants noted that finding good candidates for the program is a necessity for successful continuation of the program and they viewed alumni as critical components in meeting this goal.

Creating leaders from within the organization appears to be a bit more circumstantial than purposeful with respect to FAPRI-MU. Two of the first full-time staff for FAPRI-MU had been students working with FAPRI-MU as it became a formally organized unit. As the organization evolved over time and these students completed training, their roles within the organization evolved into full-time researchers. These two individuals would later assume various leadership roles within the organization with one later serving as faculty in the Department of Agricultural Economics and also co-director for FAPRI-MU.

FAPRI-MU's current leadership is in a planned transition that has started to evolve with the current co-directors represented by one founding faculty member of FAPRI-MU and an individual who started as a FAPRI graduate student in 1983 at the FAPRI at Iowa State and joining FAPRI at Missouri in 1996. The FAPRI-MU leadership team consists of these two co-directors, one research assistant professor/associate director and me, a program director of research and operations. I have been associated with FAPRI-MU since I was a freshman undergraduate student and have completed my masters and soon to complete my doctorate degree as a FAPRI-MU employee. The associate director has completed a master and doctoral degree while working with FAPRI-MU. In addition to providing employment for these students, FAPRI-MU also serves as a hands-on learning laboratory with respect to model development, policy analysis and the policy process and a form of a leadership development program.

Building a leadership succession plan within a center like FAPRI-MU is viewed as beneficial from the standpoint of University administrators and from employees of the organization as expressed during informal and formal discussions over the past 2-years.

For University administrators it provides stability and the ability to plan longer term with respect to the future needs of the center and potential funding to be pursued. For some employees, being made aware of the succession plan provides a sense of stability and comfort that they will be familiar with the individuals providing leadership for the organization in the future. In some cases, employees have made decisions to leave the organization shortly after leadership transition plans were announced. These employees were not surveyed to determine if this was coincidental or perhaps related to the future leadership plans of the center.

One potential pitfall to building leaders from within the organization, or relying on members of the organization to recruit additional members is the potential for a homogenous organization that may limit the generation of new ideas or methods of addressing challenges and opportunities. This concept was noted during an interview regarding Phase III of the organizational evolution of FAPRI-MU:

The downside is that we tend to look internally for people a lot. We don't really bring in people completely from the outside for permanent positions very often. Especially not in the researcher side. It probably adds to our team attitude and has lots of many other beneficial aspects. It probably does to some extent limit the infusion of new ideas that could be important (F4.10.16-20).

When the FAPRI-MU organization grew to employ approximately 30 full-time employees an influx of new ideas and researchers who came from many other disciplines also occurred as a result of new research thrusts and funding not related to the core or traditional activities. In many cases this influx was positive but the fact that the research was never fully integrated created research silos and detracted from the overall team atmosphere. In addition, a larger organization required additional support staff requiring an increased amount of management and planning to which FAPRI-MU leadership was

not accustomed. These growing pains were discussed during an interview regarding Phase III evolution:

When we have tried to venture into new areas, we have not done as well...I don't think we have the management structure in place that allows for that to happen very successfully. The only way we can really be successful in new areas is recruiting the correct person to lead in that area (F4.12.20-25).

Discussions like this provide insight into the downside of both unplanned growth and not building leaders and researchers from within the organization. In many cases the complexities related to the type of policy analysis performed by FAPRI-MU require years of training:

We do recognize there is the education effort and it takes people that have been around a long time to understand how markets work and explain in layman's terms (F4.19.23-24).

In addition, the team aspect of maintaining complex modeling systems, capable of interacting and responding to Congressional policy requests at the "drop of hat" requires a combination of specific competencies and personality traits. When asked what the culture of FAPRI-MU is with respect to how things look and feel, the participants in an interview regarding Phase III responded:

It's an eclectic group of odd individuals (F4.8.24).

It's an informal culture it's not hierarchical, it's collegial (F4.8.26).

Do you think part of what you just described about the culture makes it hard to bring people into the organization (F4.8.28-29)?

You mean hard for somebody new to feel at home. Yeah, probably. It takes more effort (F4.9.1-2).

At least it's harder for people to figure out where they fit in. When they come the idea of having to define your own role over time can be very foreign to people when they first start in many cases (F4.9.4-6).

Another aspect related to building leaders from within arises when those individuals are brought in as students, educated at the University, trained with respect to FAPRI-MU model development and policy analysis and later asked to assume leadership roles. It has not been a challenge for these individuals to assume leadership roles within FAPRI-MU. However, there was a period of time when faculty titles or faculty leadership within the Department of Agricultural Economics was either denied or frowned upon by some of the more senior faculty within the department. When asked if they thought being graduate students within the Department was beneficial in building rapport with the faculty, a participant responded:

No I think it hurt. Seriously. We were thought of as students, not as anything other. I certainly think there was a group of faculty at the time that had that feeling (F4.5.1-2).

Over the past 25-years FAPRI-MU has created leaders within the organization, but it has also created leaders within the agricultural economics research and policy arena. Many former graduate students who have been associated with FAPRI-MU have gone on to work at agricultural and commodity organizations, as staff members for US Congress and as employees for various government agencies with which FAPRI-MU works closely. This former student network has helped to increase collaboration with many organizations where either a relationship did not exist or a relationship had been strained as a result of philosophical differences of leadership. One agency for which this is especially true is the USDA Economic Research Service (ERS) where collaborative efforts are in place to solve agricultural policy challenges often working in conjunction with former FAPRI graduate students. As noted in an interview regarding Phase III:

There was certainly a time when there was some competitive feelings that we were competing or overlapping or duplicating. That's no longer true, over the

years, partly because of the work we've done and partly because of changes in individuals. There were certain individuals that were...sort of had it out for us and they're not there anymore. Now I think it's very much of a collaborative effort. Again, we have students there that are working there, we have projects, which seems to be growing in size and frequency (F4.7.11-17).

In other instances, collaboration has occurred because former FAPRI-MU employees are now in positions of leadership at other organizations. Close relationships and trust that were built over several years of working in a small team environment have remained even when some individuals have gone on to pursue other career opportunities.

Summary

This chapter has presented the findings from a dual qualitative case study of FAPRI-MU and ALOT. The historical context and current environment for each organization was described in an effort to provide insight into the emerging themes that resulted from analysis of the individual and focus group interviews and document analysis. The primary themes discussed are centered around: (a) a philosophy of a public good or service subdivided into an educational focus, a belief in a common cause and a commitment to remaining unbiased and objective; (b) the existence of a revolving champion or champions; (c) innovation and the ability to be adaptable and flexible as an organization; (d) funding uncertainty and (e) building leaders from within the organization. These findings will be further developed in Chapter Five and utilized to address the research questions posed by this study.

CHAPTER FIVE

FINDINGS

Introduction

This first part of this chapter will provide a summary of the results of the study. This will be followed by an analysis of the study results as they relate to supporting literature, the research questions posed and conclusions for ALOT and for FAPRI-MU. This chapter will conclude with a comparison of the findings between ALOT and FAPRI-MU and a summary of conclusions. Chapter Six contains implications for practice and further research.

Summary of Results

This study provided an opportunity to evaluate organizational structure, culture and entrepreneurial processes supporting two organizations with very similar beginnings in the Department of Agricultural Economics within the University of Missouri in 1983. Additionally the inclusion of participants from each of the three phases of organizational evolution (origination, major restructuring and current environment), combined with document analysis spanning a 25-year period, offers insight into the unique combinations of internal and external forces impacting organizational growth and change. As was revealed in interviews and document analysis, ALOT and FAPRI-MU were non-traditional programs within land-grant universities started by a small group of faculty members relying on external funding sources to provide research, teaching and outreach to a specific audience.

In the beginning, ALOT was structured after existing leadership programs as established under the guidance and funding of the W. K. Kellogg Foundation with

focused goals specific to the state of Missouri and rural communities. The template for organizational structure and design was relatively well-defined as was the curriculum and selection criteria for participants. It was assumed the sustainability of the organization would be dependent on initial successes and the establishment of a strong reputation and support from alumni. In contrast, FAPRI-MU began at the University of Missouri as a result of the vision and commitment of three economists determined to replicate and further econometric models that could provide decision support to a broader, Congressional group of agricultural policy decision makers. There were no templates for organizational structure or design but the research focus was relatively well-defined with respect to anticipated outcomes. It was also assumed that the sustainability of the organization would be dependent on initial success and the establishment of a strong reputation in addition to the support of a broad group of political and non-political supporters.

Within the first 5-years of the organization, ALOT had experienced two changes in directors of the organization and FAPRI-MU had added one additional director at Missouri while a founding director relocated to Iowa. Also after 5-years, ALOT had a network of 60 alumni supporters, 30 current class members and input from over 15 faculty members serving on the selection and curriculum committees. By the end of the first 5-years, FAPRI-MU had already experienced a reduction in funding, which was quickly recovered the following year, and had achieved national recognition for dependable agricultural policy analysis.

By the mid-1990s each organization was experiencing restructuring efforts with ALOT choosing to reorganize as a not-for-profit organization supported by alumni after

funding from the University was terminated. During this same time period, FAPRI-MU embarked on collaborative efforts with other universities in the US and internationally in order to increase and maintain funding and research efforts. Leadership for each organization during this restructuring period was provided by a combination of original founders and former students. Currently, individuals within each organization cite funding uncertainty as a major challenge and both organizations are primarily under the leadership of former students. Both organizations are well recognized within their respective communities or fields.

Themes that have been consistent throughout the 25-year life cycle of both FAPRI-MU and ALOT include (a) a public service or public interest philosophy; (b) support from revolving champions; (c) the ability to be innovative and adapt; (d) the ability to survive funding uncertainty and (e) the ability to build leaders from within the organization over time. Both organizations have developed a multitude of processes and approaches related to each of these five themes and have often had one or two dominant themes depending on the opportunities and challenges facing the organization at a given point and time.

The dual qualitative case study included interviews with a cross section of organizational leaders, participants and University administrators throughout time to provide insight into factors most prevalent in the internal environment of the organization and the immediate, external university environment surrounding it. The theoretical framework for this study is based upon: (a) the metaphorical view of organizations as culture; (b) entrepreneurship and entrepreneurial processes as they relate to social entrepreneurship and (c) organizational analysis and entrepreneurship in higher

education. Before this study was started, several theoretical viewpoints were analyzed with respect to relevance to the framework of this study. Throughout the interviews and document analysis and in review of the results of the study I was again reminded of the various frameworks that would have provided insight into many facets of each organization. However, the theoretical framework chosen for this study provides the most insight into the research questions posed. The following sections will discuss findings of the study as they relate to ALOT and FAPRI-MU and as supported by the theoretical framework.

Conclusions

This study was designed to address two research questions related to entrepreneurial processes including: What are the factors that support entrepreneurial processes in academic centers and how are these factors similar or different between two centers that have pursued different pathways? The discussion that follows will examine these factors and the research questions guiding the study. This discussion would be incomplete without also addressing the third research question: What is the relationship between organizational culture and the fostering of entrepreneurial processes? These questions will be addressed for each organization and will be followed by a comparison between ALOT and FAPRI-MU.

The first research question posed by this study was: What are the factors that support entrepreneurial processes in academic centers? The findings of this study indicate that both FAPRI-MU and ALOT have utilized entrepreneurial processes within an academic and non-academic setting to serve a public interest. A majority of these processes are best supported by the social and educational entrepreneurship framework.

Primary factors supporting entrepreneurial processes in these academic centers include: (a) mission focus; (b) remaining objective to serve multiple constituents; (c) cultivating resources, both people and funding; (d) building leaders from within; (e) commitment and (f) champions. Each of these factors will be discussed in the following sections.

ALOT

One factor that has contributed significantly to the entrepreneurial processes utilized by ALOT is a continued focus on a somewhat narrowly defined mission. For ALOT this mission is centered on providing leadership development to further Missouri agriculture and rural communities. The challenging balance is maintaining an appropriate representation of agricultural producers within each leadership class and ensuring that class members are selected on their potential to further the mission of ALOT and not just to further their careers or their company's profits. In the current economy with scarce resources at the international, federal, state and local levels and with even long-standing large businesses facing bankruptcy, this commitment to remaining unbiased in selecting class members and securing appropriate funding may prove to be an even greater challenge for ALOT over the next few years than has been the case in the past. However, if history is to serve as an indicator, a renewed focus on the mission may serve the organization well as it searches for entrepreneurial or innovative methods to continue to serve the public interest.

Another factor highlighted in interviews and supported by document analysis is the network of external people and resources ALOT have developed over the past 25-years. With a larger alumni base, students and members of the organization have often become a critical focal point for these networking opportunities. In some instances these

networks have provided funding while in other instances these networks have provided support and access to additional networks that proved beneficial in securing financial support. From an entrepreneurial standpoint, some of these networks were outside a current scope for the organization, but provided an opportunity to explore entrepreneurial approaches to maintaining the organizational mission. This network of alumni was purposeful from the original structure developed in 1983.

Building leaders from within has helped to maintain the commitment to the mission and to further the selection of successful future members. Two additional factors that have contributed to entrepreneurial processes for ALOT are a commitment by organizational members and leaders to the mission or common cause and individual or groups of revolving champions internal and external to the organization who provide support and leadership to ensure the continuation of the organization. Unfortunately these two factors are more challenging for an organization to *create*. These factors are by-products of the other factors discussed. A commitment to a mission will help build commitment and champions to a cause. Cultivating resources consisting of people and money over time will help provide commitment and may result in a champion or group of champions. Additionally, building leaders within the organization may also help to create commitment to the mission and may result in a group of champions arising from within the organization.

ALOT Culture

These entrepreneurial processes for ALOT have had a dynamic and reciprocal relationship with the internal and external culture surrounding the organization. With respect to exploring an organization's culture, Martin (2002) highlights the importance

for researchers to learn the language of cultural members. With respect to each of the organizations in this study, my knowledge of shared stories, organizational norms and rituals and even the terminology used to describe events or acronyms used to describe organizations was helpful in determining additional insights and meanings from interviews and document analysis. In addition, recognizing that organizational culture is continually changing and a result of the actions and interactions of the various members of the organization throughout time (Donaldson, 1998) was useful when reviewing the various descriptions of culture that were presented by various participants throughout the life cycle of each organization.

A culture has developed and continues to evolve within ALOT, which is supportive of entrepreneurial processes. Components of this culture include: (a) shared values; (b) shared experiences; (c) encouraging critical thought and (d) extension of the culture into communities. The culture that has emerged for ALOT is one where shared values are a strong component of the organization. These values are centered on the advancement of agriculture in the state of Missouri and the growth of rural communities. Class members are selected by the board based upon the perceived commitment these members have (a) to the values shared by the board; (b) to furthering Missouri agriculture; (c) to furthering their communities and (d) to remaining an active alumnus. These shared values help to increase commitment to the mission of the organization and in turn provides additional opportunities for entrepreneurial processes in conjunction with alumni and the organizations they represent. Again, not everyone involved with the ALOT program was interviewed or surveyed, but a general emerging theme was the belief in a common cause or a shared value with respect to promoting and protecting

agriculture in the state of Missouri and furthering rural communities. This is supported by Schein (2000) as well as Morgan (1997) with respect to the impact shared assumptions, beliefs and meanings can have on the culture within an organization.

In addition to shared values, another tenet of the culture of ALOT is shared experiences. The current ALOT leadership curriculum is quite similar to the curriculum originally established in 1983. A portion of this curriculum structure is an intensive, 2-year program filled with shared experiences. From these shared experiences a sub-culture is established for each ALOT class as experiences are unique within a class. However, the types of experiences are similar for each class creating an overall culture related to these specific types of shared experiences. Although the specifics will not be the same, the general experiences are quite similar for each class. An analogy could be found when discussing students completing a dissertation. The specifics of the dissertation are unique for each student and each graduating class or cohort, but the overall processes are similar and create a culture or rite of passage that allows members to share thoughts and experiences that are not as easy for outsiders to relate to. For ALOT these shared experiences create a culture that provides an opportunity for members to relate to each other as well as to other classes. It also assists in the pursuit of entrepreneurial processes as alumni become committed to ensuring future classes have the same opportunities for shared experiences.

The selection of class members and the curriculum for ALOT is steeped in a culture of unbiased selection and forcing students to think outside the box. Rituals currently in place including roundtable discussions, a session including spouses and extremely hectic schedules for sessions have remained in place providing opportunities

for shared experiences and interactions. These shared experiences have created an ALOT culture for participants resulting in sub-cultures within each class as specific shared experiences vary from cohort group. These sub-cultures were not revealed in this study as the approach to culture within organizations was from an integration perspective (Martin, 2002) with primarily a managerial or leadership focus. In some cases more depth was provided as individual participants have been in various roles within the organization.

Current ALOT leadership class members are encouraged to develop and utilize critical thinking when introduced to a new speaker or a new set of ideas, cultures or processes. This focus on critical thought has been a developing portion of ALOT's culture since inception. The program was designed to broaden the thoughts and experiences of participants and to cause these participants to challenge their traditional thoughts and assumptions. As a result, a culture has developed within ALOT that encourages thinking outside the box. This culture contributes to the entrepreneurial culture within ALOT and was a key factor in alumni choosing to continue the organization in 1995 when University of Missouri funding ended.

In addition to a culture that has developed within ALOT, ALOT alumni have established sub-cultures within their communities and organizations derived from the overall culture within ALOT. Many stories were revealed during ALOT interviews that provided examples of programs, businesses and organizations that have been established in rural communities by ALOT alumni. These ventures are not only entrepreneurial in nature, but have also resulted in members within a small community thinking outside the box to tackle opportunities and challenges facing their rural constituents.

FAPRI-MU

As has been discussed with respect to ALOT, primary factors supporting entrepreneurial processes in these academic centers include: (a) mission focus; (b) remaining objective to serve multiple constituents; (c) cultivating resources, both people and funding; (d) building leaders from within; (e) commitment and (f) champions.

FAPRI-MU's mission is to provide objective, agricultural policy analysis to aid decision makers. The continued mission focus and belief that maintaining the mission is vital to public interest has resulted in innovative approaches to secure funding and providing output into the public sector. Realizing the organization serves multiple constituent interests and working to keep projects and funding from compromising objectivity has also contributed to entrepreneurial processes. For FAPRI-MU, short-term funding uncertainties could have been alleviated by providing policy analysis for private and large businesses or other countries.

The FAPRI unit at Iowa State University experienced the impact this can have when in 2004 researchers provided policy analysis as consultants, not as FAPRI, with respect to US cotton policies to consultant and former USDA chief economist Dan Sumner and lawyers representing the Brazilian government. This analysis, along with analysis from many other sources, was used by the Brazilian government in their case against the US government in the World Trade Organization (WTO). As a result of this activity the FAPRI unit at Iowa State was in jeopardy of losing federal funding and the support of US commodity organizations (DC43). In addition, FAPRI-MU at the University of Missouri faced the potential for some of these same issues despite the fact it

had not been part of the analysis or the decision by researchers at its sister unit to pursue this project.

At times maintaining the balance between securing resources and maintaining objectivity can be challenging for an entrepreneurial center. For FAPRI-MU this balance is maintained by pursuing projects that have an educational focus. This may include training researchers at other universities within the US as well as globally in how to design computerized econometric models that can be used to produce longer-term baselines. It also may include pursuing federal or state research grants or working with government agencies on projects that will add depth to the existing modeling structure. The need for a network became more apparent as the nature of agricultural policy, national and state politics and university politics was more fully revealed. In many cases remaining objective and providing a public service still requires attention to the political processes and players and recognizing the importance of providing support to those with whom the public has chosen to make policy decisions.

A factor that appears to have provided support to entrepreneurial processes for FAPRI-MU during the restructuring and current phases of organizational development is building leaders from within the organization. This factor is more representative of a business model than an academic model. In fact the traditional academic model would suggest not bringing leaders in from within the organization but hiring graduates of other universities to limit the potential for intellectual stagnation. The benefits of building leaders from within the organization include a continuation of organizational mission and commitment. In the case of FAPRI-MU, the complexities and long-term training required

to master the economic and policy skills necessary to provide research and analysis almost necessitates bringing a leader up through the ranks.

University of Missouri Culture

It is impossible to explore the cultural components within an organization like FAPRI-MU without first examining the overarching culture and sub-cultures within the University of Missouri that have impacted the external as well as internal FAPRI-MU environment. As several participants noted, the culture of the University of Missouri, or at least of the College of Agriculture or Department of Agricultural Economics, with respect to ALOT and FAPRI-MU was more laissez-faire, especially with respect to organizational origination. Perhaps each of these organizations would have followed quite different trajectories with more strict or authoritarian culture at the University, college, division or departmental level. With respect to ALOT, a more supportive administrative structure at the college or university level might have resulted in the center remaining within the University setting.

Likewise, the faculty members who became champions for FAPRI-MU may not have chosen to remain at the University or to continue their programs within the University setting if this laissez-faire culture of administration had not been in place. In fact the period of time referred to as Phase II for FAPRI-MU was a period in which departmental administration was more interested in hands-on involvement than had previously been the case. During this period FAPRI-MU leadership began to physically transition the organization off-campus and organizationally move toward an educational focus that was more research-oriented with less involvement within the department and college. It was toward the end of this Phase II time period when a change in

administration at the department and division level worked to bring FAPRI-MU back into the academic fold of the university and increase the interaction with FAPRI-MU staff with respect to teaching and outreach while affording FAPRI-MU leadership the autonomy requested to operate as a high-profile, ever-changing agricultural policy center.

Literature specific to the higher education environment provides additional insight into both FAPRI-MU and ALOT with respect to the organizational culture, life cycle and entrepreneurial approaches taken to maintain the organization. Economic pressure and financial uncertainty at the university and often state level have been a driving force for universities, departments and programs to pursue entrepreneurial activities (Breneman, 2005; Clark, 2004). In addition to these economic pressures, the organizational culture of the university as well as the department or division can have a tremendous impact on the ability and interest of faculty to pursue entrepreneurial activities. This culture is impacted by not only faculty, staff and students, but also by administrators at all levels. For FAPRI-MU a university, college and department culture that supported, or did not prohibit new and innovative programs was a vital component to early organizational success.

It is worth noting that when I went to the University of Missouri's Ellis Library to check out a book by Peter Drucker (1985) regarding innovation and entrepreneurship I found a note in the inside cover indicating the book had been donated to the library by Dr. Roger Mitchell, dean of the College of Agriculture during a majority of the first two phases of organizational development for both FAPRI-MU and ALOT. Although this study was not focused on the leadership styles or entrepreneurial beliefs of any of the past or current university administrators involved with FAPRI-MU, my belief after observing

many of these individuals over several years is most do believe in the opportunities and outputs provided by entrepreneurship and this contributed to their support of FAPRI-MU.

Within the university setting a specific culture within a department, division or discipline may also be considered its own culture. As discussed by Mars (2006) and supported by the work of Becher (1989) and Bailey (1977), a form of *academic tribe* may exist where faculty, students and staff are linked under one disciplinary umbrella or culture with different norms and values existing within these cultures with respect to the distinct role each group may play within the *tribe*. The members of FAPRI-MU helped to create unique cultures with norms and values. The role of faculty during the beginning phase of FAPRI-MU development was to interface on an academic front with students, other faculty at the University of Missouri and peer universities and on a research front with these same individuals as well as with government agencies and the US Congress. The role of students was to re-create the economic models on computer punch cards, work nights and weekends to run these models on the university's mainframe computer and complete theses and dissertations based on research that advanced the system of models. The role of staff during this original phase was to provide secretarial, editorial and database management support.

FAPRI-MU's evolution included relocation to an off-campus building, major advances in technology and a reduction in involvement within the department and college. Each of these contributed to the evolving culture of the organization (Schein, 2000). The roles assumed by various members of the organization began to shift and a new set of norms came into play during Phase II of FAPRI-MU's life-cycle. The role of PhD level researchers became more focused on grant-funded research and interactions

with government agencies and US Congress and less focused on interfacing with students and faculty within the University. Students began to assume roles of support staff with their research becoming less integrated into the overall FAPRI-MU modeling system. The role of staff began to expand as FAPRI-MU began to internalize many functions previously provided within the University system and as researchers held more staff than faculty titles.

The unique role within the university often played by academic centers is highlighted by Lynton and Elman (1987) who noted the issue or client centered focus of most centers. In addition, Slaughter and Rhoades (2004) present centers and institutes as examples of the coexistence of an academic capitalist knowledge model and a public good model. Although the environment surrounding centers 20-years ago might have been plagued by tension and a lack of support or understanding by tenured faculty, the current environment in a variety of universities and disciplines is one where centers are coexisting and adding depth in programs and research to traditional departments. As a center FAPRI-MU has experienced periods in time when it has grown closer or farther away from the mission of and interaction with the academic department or division. As faculty changes have occurred, new faculty has joined the department and former students within FAPRI-MU have become more seasoned members of the organization. This represents a shift toward this model of coexisting models, adding depth to the department.

The current culture viewed within FAPRI-MU contains components of each of the previous two phases of organizational evolution. The role of faculty encompasses a higher percentage of FAPRI-MU researchers than in the Phase II time frame with an

increased interface with both graduate and undergraduate students. Computer and communication technology has continued to create new roles for students and staff. Some roles previously performed by staff are being outsourced to other areas within the University environment and a new group of professionals with master and doctoral degrees who are considered as a unique group of quasi-faculty serving various research, teaching and outreach roles within the Department, DASS and CAFNR. As this organizational evolution continues the roles, norms and values of FAPRI-MU will continue to adjust as a result of interactions of individual members of the academic tribe.

In reviewing components of the organizational culture of the University of Missouri over the past 25-years, three cultural manifestations were consistently associated with an increase in entrepreneurial activities and processes for academic centers, particularly with respect to FAPRI-MU. These cultural components are mostly related to values of the University and include: (a) administrators supportive of the mission of the center; (b) autonomy provided for a majority of the leadership and decision making for the center and (c) a transition plan for leadership within the center. Organizational values of autonomy and support leads to the ability of administration to provide big picture insight for the center.

Supportive administration. Whether it was at the university, college, division or departmental level, support from administrators with respect to the mission of the center appears to be a function of organizational culture and values that lends support to entrepreneurial processes for an academic center. This support is not necessarily in the form of funding, but may include providing time for faculty members to work with the center or access to university networks to continue the mission of the center. As FAPRI-

MU and ALOT were first beginning within the university setting, they were unique units that did not fit within the traditional university academic structure.

Without administrative support of the overall mission, it would not have been possible for the centers to first be established as part of the University of Missouri. As the life-cycle for each organization continued into Phase II and Phase III, a waning of support from various levels of administrators resulted in a shift in entrepreneurial processes, which, in many cases, resulted in short-term increases in entrepreneurial activities, including formal separation from the university for ALOT and informal separation from the university for FAPRI-MU. In the case of FAPRI-MU, renewed support from administrators in the organization's mission has resulted in the center remaining formally associated with the university and pursuing entrepreneurial opportunities associated with broader disciplines or with a more business-like, fee-for-service approaches under a broader university umbrella.

These more recent entrepreneurial efforts by FAPRI-MU may also be indicative of a changing university culture and values that, either purposefully or out of necessity, are becoming more entrepreneurial or market-driven. As state and federal resources are becoming scarce, administrators within the University of Missouri are working with centers such as FAPRI-MU to develop more entrepreneurial approaches to broaden the client base without jeopardizing the objective and unbiased mission of the center.

Autonomy. A second component of the culture within the University of Missouri that has provided the opportunity for entrepreneurial processes for FAPRI-MU and ALOT is autonomy for leadership and the day-to-day operations of the center. Both FAPRI-MU and ALOT were afforded a high level of autonomy throughout their formal

affiliation with the University. For FAPRI-MU this autonomy is still continuing with current leadership. While FAPRI-MU is required to follow general University of Missouri protocols and procedures, personnel, funding and basic operational decisions are maintained within the center. Autonomy is also afforded to the center with respect to research thrusts and funding opportunities.

This autonomy has been a cultural component reflective of University values since the early inception of both FAPRI-MU and ALOT and was initially aided by a strong trust between faculty members and administrators that the overall mission of the center was appropriate. In addition, trust in the integrity of the leadership of the center appears to also be a beneficial component contributing to the culture of autonomy.

Transition plan. A more recent cultural component related to the University of Missouri that has contributed to entrepreneurial processes at FAPRI-MU is administrative recognition and support of an internal leadership transition plan. This support of a leadership transition plan is also representative of the value given to autonomy. FAPRI-MU has provided a strategic leadership transition plan to the department, division and college to highlight a commitment to organizational survival and growth for many years to come. In return, administrators at these various levels have indicated support of this transition plan. As mentioned in previous sections of this paper, this recognition of a leadership transition is more indicative of a business model than an academic model. While members of the leadership transition team are, or will be doctoral recipients and faculty of the University, they will not all be tenured or tenure-track faculty members as may have been the case historically.

A formal, university recognition of a leadership transition plan within FAPRI-MU has allowed the center to continue to pursue longer-term funding opportunities and work with current researchers and professional staff to plan toward and implement the transition. This support of a leadership transition plan relates to the culture of autonomy that has been noted with the university. A culture that values autonomy is more inclined to allow a center to plan toward leadership succession in a manner that is most consistent with its own internal culture or environment.

From values of support and autonomy comes a big picture overview. A component of the culture of the University of Missouri with respect to valuing support and autonomy that has contributed to the ability of FAPRI-MU and ALOT to pursue entrepreneurial processes is to provide a big picture overview of the external environment. By utilizing the larger network or resources at the university level, including faculty expertise, access to high-level officials and access to facilities and staff, FAPRI-MU and ALOT have been able to pursue opportunities that otherwise would not have been an option. In some cases administrators who are able to help center leaders think outside the box has enabled FAPRI-MU and ALOT to follow trajectories that would otherwise have gone unnoticed. This level of macro-management infuses new ideas, thoughts and processes into a center without burdening it with stringent requirements that are not easily absorbed into an organization that, by necessity, must remain adaptable and flexible.

FAPRI-MU Culture

Martin (2002) noted that members of many organizations suggest the culture within their organization is unique but in most cases it is a lack of exposure to other

culture that results in this perspective and not a truly unique culture. In the case of FAPRI-MU this may perhaps be somewhat true but even those external to FAPRI-MU have described it as a unique organization. While as an organization it may possess many of the same cultural manifestations as other organizations or centers within the University, it does retain some unique features representative of a hybrid entity not quite an academic unit and not quite a stand-alone business. This combined with a rather flat managerial structure and research driven by last minute requests from US Congress may create an environment or culture that is somewhat difficult for new individuals to adapt to. This was highlighted in focus group interviews when the culture of the organization was mentioned. This is also a phenomenon that I have observed throughout my 20-year history with the organization.

As a quasi-academic unit FAPRI-MU attracts individuals with an academic bent either toward tenure-type activities or in pursuit of faculty appointments as researchers or instructors. However a majority of FAPRI-MU's activities are not supported by typical university funding that would relate to these traditional academic activities. A majority of FAPRI-MU's research is focused on policy analysis requested by US Congress. In addition, as a center within the University of Missouri, FAPRI-MU attracts professional staff interested in the activities, compensation and benefits afforded by this university affiliation. However, FAPRI-MU's staffing needs in a given year are often sporadic requiring expertise during various periods throughout the year but not on a continuous or predictable basis. In addition, FAPRI-MU's inconsistent funding stream creates an environment or culture suggesting uncertain job security or a need for adjusting job

description and duties. As mentioned in interviews this has created an informal culture requiring members that are able to define and adapt their role over time.

A culture has also developed within FAPRI-MU, which is supportive of entrepreneurial processes and includes components such as: (a) education and mentoring; (b) adaptability; (c) teamwork and ability to find own path and (d) extending culture to other US and international universities and government agencies. A strong component of FAPRI-MU's culture includes fostering of knowledge transfer through formal education and more informal mentoring. Students in the classroom as well as student researchers working with FAPRI-MU are viewed as future constituents and employees. By receiving education with respect to FAPRI-MU's mission, policy analysis and commitment to objective analysis, students will hopefully become more informed citizens, congressional staff, leaders of commodity organizations or researchers that will further agricultural policy analysis in a variety of venues. In many cases former students are the individuals approaching FAPRI-MU with unique, new opportunities to further the utilization of decision support tools with respect to agricultural policy and thus furthering FAPRI-MU's entrepreneurial processes.

In support of this educational focus, a strong, emerging theme of this study with respect to FAPRI-MU is a public good philosophy. Participants noted multiple reasons why the activities of the organization have been and still are focused on a mission related to serving a public interest. Viewing FAPRI-MU from a social entrepreneurship framework furthers the argument that this organization is innovative or that it utilizes innovative approaches to continue to meet the needs of society. This social entrepreneurship framework also provides insight into the multiple projects and funding

endeavors FAPRI-MU has undertaken over the past 25-years. In many cases projects or funding sources have not been sustainable. While this is a common occurrence in many industries, it may be more common for organizations committed to public service. A desire to maintain the public mission of the organization without pursuing funding streams that may hurt objectivity creates an environment where new or innovative approaches are taken to provide support to a more traditional service or mission. If these new endeavors were not closely aligned with the mission of the organization, it would limit their ability to serve as sustainable resources. This 25 year culture of an educational focus centered on unbiased and objective analysis has created a sub-culture within FAPRI-MU that some have described as a culture of skepticism. Perhaps this is a result of the type of individuals drawn to academic research or perhaps it is more closely related to the constant questioning of analysis that occurs prior to dissemination to US Congress or the public.

A recurrent theme related to FAPRI-MU's culture and the pursuit of entrepreneurial processes is adaptability. This adaptability refers to the projects or analysis that FAPRI-MU undertakes and to the need for staff and researchers to be able to adapt their skill set to a changing technical and policy environment. Computer technology has provided tremendous opportunities for FAPRI-MU to engage in entrepreneurial activities related to furthering decision support for agricultural policy. In addition, advances in computer technology have made some tasks or roles within the FAPRI-MU organization obsolete. Individuals who are able to adapt to these technological advances have been able to assist in the entrepreneurial thrusts of the

organization. For this reason the culture within the organization has evolved to promote and encourage this need to be adaptable.

When faced with stagnant federal funding for public policy analysis, FAPRI-MU determined innovative ways to broaden its scope to include international institutions, additional university collaboration and environmental policy analysis. Although not all of these project thrusts were sustainable for an indefinite period, most served as 5 to 10-year projects for the organization and represented entrepreneurial opportunities that were pursued.

A unique component of FAPRI-MU's culture that is often at odds with itself is a teamwork environment where individuals must often create their own path or research direction. The nature of FAPRI-MU's econometric modeling system requires teamwork to integrate models and to produce a 10-year baseline and policy analysis encompassing crop and livestock commodities and industries, farm income, government costs and food expenditures. Researchers must be able to develop and maintain models that will feed into the overall system and interpret results and professional staff must provide tools and assistance that allows this integration to occur and for output to be disseminated in an appropriate manner. All of this must be accomplished with a commitment to unbiased and objective analysis and within a university setting. However, the autonomous nature of FAPRI-MU and management structure requires individuals to be self-starters who can work within the needs of the organization to develop their own path or roles in the organization – while contributing to the overall need for teamwork and consistent output. This culture has allowed FAPRI-MU to pursue a more entrepreneurial approach to organizational evolution, but at many times is challenging for individuals to adapt to.

Just as sub-cultures have evolved in communities and organizations as a result of ALOT leadership classes, components of FAPRI-MU's culture have most likely been integrated into other universities, organizations and government agencies. As students or researchers leave FAPRI-MU and develop research related to agricultural policy they take not only their own contributions to the culture, but also pieces contributed by everyone else within the organization over many years. In cases where FAPRI-MU has developed a new project thrust within another university or organization, as a result of entrepreneurial activities, components of the FAPRI-MU culture will be transferred. These cultural components will be transformed and evolve with respect to the individuals within the new project area. FAPRI-MU's desire to share its econometric modeling processes and culture with students and researchers at other universities is also indicative of a more open culture within the organization. In many cases FAPRI-MU researchers and FAPRI-MU as an organization may have received a higher, shorter-term financial reward for keeping its intellectual property more tightly held, however an openness to share this intellectual property in the national and global university environment has often resulted in additional depth and detail in FAPRI-MU's modeling system. FAPRI-MU will need to remain cognizant of this fact as it works to balance an increased market-driven or fee-for-service push from the University or from its own financial needs with a commitment to openness and a public good philosophy.

Cultural Impact on Entrepreneurism

In addition to culture, another theoretical underpinning of this study relates to the concept of entrepreneurship. As discussed in Chapter Two, there are many definitions related to entrepreneurship from multiple disciplines. Common themes with respect to

entrepreneurism presented in the literature include: (a) innovation; (b) change; (c) scarce resources and (d) a dynamic environment (Bianchi & Henrekson, 2005; Casson, 2003; Drucker, 1985; Hébert & Link, 1989). This study has revealed a combination of each of these four themes within both FAPRI-MU and ALOT during all phases of organizational evolution. Innovation, as has been discussed, was a concept that participants were more ambiguous about. If we refer to the definition of innovation provided by Drucker (1985), “innovation is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or a different service” (p. 19), we could conclude FAPRI-MU and ALOT are currently not innovative. Each organization is providing the same service today that it did in 1983. For FAPRI-MU this is providing economic, agricultural policy analysis for Congress, in addition to a wider range of additional services to a wider audience, and for ALOT the service is providing an agricultural leadership program in the state of Missouri. If we turn to more recent literature with respect to entrepreneurship as a process that is sustaining and recurrent in response to change (Fox, 2005; Kuratko, 2005; Morris et al., 2001), we can make different inferences for both FAPRI-MU and ALOT.

FAPRI-MU began as an agricultural policy center working to replicate econometric modeling for agriculture that had originally been started and abandoned within a government agency. However, this study has unveiled multiple examples where the processes developed or employed by each organization have indeed been innovative and unique throughout the 25-year history. Beginning in 1983, the establishment of each of these centers within the College of Agriculture at the University of Missouri was innovative, or to use Drucker’s (1985) terminology, they *exploited change as an*

opportunity to provide a new service at the University. The literature also supports the impact of change, or in fact the necessity of organizational change in entrepreneurial processes (Drucker, 1985; Fox, 2005).

ALOT began as an agricultural leadership program patterned after existing leadership programs in other states, conforming to requirements of the Kellogg Foundation. For ALOT and FAPRI-MU change within the internal and external environment has been a continuous factor for the past 25-years. As supported by Morris et al. (2001), entrepreneurial companies or organizations are often a result of the nature of their environment.

Morris et al. (2001) add to the discussion of these entrepreneurial organizations by suggesting they require champions and teams. As was revealed during the analysis of this study, an emerging theme for both FAPRI-MU and ALOT is the existence of a revolving champion or group of champions that have served in vital capacities throughout the organizational life-cycle. These champions were noted by several participants as vital or key to the survival of each organization. In their discussion of knowledge creation and knowledge enablers, Takeuchi and Nonaka (2004) discuss the need for knowledge activists or change agents. They list six processes that these knowledge activists perform that aids in the sustainable creation of knowledge by an organization and the role they describe closely correlates with the findings of this study with respect to champions. The knowledge activist role, as described by Takeuchi and Nonaka (2004), is to “establish the right enabling context – the essential space and relationships that allow tacit knowledge to be unleashed” (p. 142). These authors also discuss the multiple phases of the

knowledge-creation sub-processes that these knowledge activists are involved with and discuss the responsibility these activists have for energizing and connecting.

More recent literature related to entrepreneurship occurring in public institutions is focused on social entrepreneurship. As early as 1985, Drucker was discussing the unique challenge of entrepreneurship in public-service institutions. Drucker (1985) highlighted the mission of public-service institutions to *do good* and suggested that a commitment to this mission regardless of economic implications creates an environment with obstacles to innovation. Fifteen years following Drucker's discussion of entrepreneurship in public-service industries, authors such as Brinckerhoff (2000) were discussing social entrepreneurship, suggesting this as an essential trait of successful, not-for-profit organizations. Mars (2006) and Fox (2005) support this view of social entrepreneurship adding additional components including funding uncertainty that is not limiting, innovative approaches to meet societal needs, multiple constituencies and mission first but no mission without money.

Both ALOT and FAPRI-MU serve multiple constituents with FAPRI-MU's base more national in scope and ALOT's constituency mostly contained within the state of Missouri. However, I would argue many alumni of the ALOT leadership program are serving in public service roles at the national level, broadening the net for ALOT's longer-term stakeholders. One problem faced by both FAPRI-MU and ALOT with respect to multiple constituents is the inability to please all groups at the same time. With all or a majority of funding coming from these constituent groups it can become a challenge to remain unbiased and objective, be responsive to all constituents, maintain core funding and secure new or additional funding necessary for growth. I believe this

component of social entrepreneurship melds into a concept discussed by Fox (2005) which suggests the public mission of the organization should remain in focus, realizing that without funding, it is often impossible to pursue the mission. As Mars (2006) highlighted this is also a reason that organizations operating under the umbrella of social entrepreneurship will not allow funding uncertainty to be a limiting factor. If a traditional funding source becomes inactive or goes away completely, the organization relies on innovative approaches to continue the mission.

An innovation in funding approach has been demonstrated many times in both FAPRI-MU and ALOT and speaks to the commitment and tenacity often discussed throughout the history of each organization. When ALOT alumni and the Foundation board chose to seek unique funding opportunities to maintain the organization as a stand-alone, not-for-profit, they were refusing to let a scarcity of resources limit the public service mission in which they believed. Each time the board selects a new class to participate in the leadership program, they know that they are making a commitment to secure funding to insure the same level of curriculum and professional development as has been provided to previous classes.

Educational Entrepreneurism Comparison of ALOT and FAPRI-MU

In their discussion, Slaughter and Rhoades (2004) provide the concept of educational entrepreneurship, suggesting that this form of social entrepreneurship exists primarily in centers and institutes outside the realm of traditional academic departments to provide links between academics and external constituents. FAPRI-MU and ALOT represent two forms of educational entrepreneurial entities. Since leaving the University and beginning as a stand-alone, not-for-profit leadership program, ALOT loosely holds to

the concept of *outside the realm* of a traditional department. ALOT no longer has a direct affiliation with the University of Missouri and the leadership activities provided by ALOT are under no control or influence or financing from the University of Missouri. However, the educational tenets of the program are still heavily steeped in the curriculum structure and leadership originally provided by faculty at the University.

If ALOT were a product developed from hard science research at the University of Missouri we would be referring to it as an entrepreneurial spin-off from University research and it would have a patent or trademark associated with the intellectual property created at the University of Missouri. At the time ALOT left the University this intellectual property concept was not associated with anything in the social science disciplines. I purport current centers within the Division of Applied Social Sciences (DASS), including FAPRI-MU, have yet to fully grasp this concept of intellectual property as it relates to various decision support tools or entrepreneurial activities. In addition, the challenges and opportunities of pursuing intellectual property or entering a traditional public good into a free-market environment have not been fully explored. Centers and entrepreneurial programs must first decide how tied they are to the public interest or public mission before considering marketing intellectual property.

FAPRI-MU has followed a different trajectory than ALOT with respect to educational entrepreneurship by remaining within a closer realm of the traditional academic department. FAPRI-MU represents the model referred to by Slaughter and Rhoades (2004) where an academic capitalist knowledge model and a public good model coexist. Although Slaughter and Rhoades were referring to a center or institute as the academic capitalist knowledge model and the traditional department as the public good

model, I propose that FAPRI-MU as an organization represents the coexistence of these two models within one center. The public-good mission still maintained by FAPRI-MU continues to influence activities and decisions as described within the social entrepreneurship framework. Specific comparisons of ALOT and FAPRI-MU with respect to entrepreneurial factors including (a) mission; (b) objectivity and multiple constituents; (c) networks or resources; (d) building leaders from within and (e) champions will be discussed in the following section.

Mission

As discussed, the focus on a traditional mission is quite similar for FAPRI-MU and ALOT. In addition each organization recognizes the multiple constituents it serves and the need to remain unbiased or objective. Although each organization pursues an educationally-focused mission, FAPRI-MU's mission is more encompassing of all three tenets of the land-grant philosophy of providing teaching, research and outreach where ALOT has remained focused on teaching and outreach. The constituent base for each organization is markedly different with ALOT continuing to focus primarily on public-service oriented toward the state of Missouri.

A secondary emphasis for ALOT is rural communities within the state. FAPRI-MU continues to serve a national constituency base with a public policy focus with a secondary focus on providing instruction and mentoring for students at the University of Missouri. ALOT now works with multiple universities within the state of Missouri to provide a portion of its educational curriculum, thus increasing the higher education constituency base. FAPRI-MU has maintained its affiliation with the University of

Missouri and in many senses has increased its commitment to the mission of one university.

ALOT has a single brand-name affiliation controlled by one board and under the guidance of one director. ALOT board members serve 3-year terms suggesting an influx of new ideas or leadership perspectives. FAPRI is still a name associated with institutes at two separate universities with no specific governing body outside of respective university boards and administrators. In terms of increasing or decreasing entrepreneurial processes, the ambiguity with FAPRI's name has been proven to be an advantage and a detriment. With a portion of funding provided by federal appropriations over the past 25-years, it has often been to the advantage of the FAPRI units at both Iowa State and Missouri to rely on support from senators and representatives from both states. A multi-state collaboration also provides FAPRI the opportunity to pursue competitive grants that are not available to single-institute organizations. The disadvantages are the challenge posed when non-collaborative research is associated with both units and determining intellectual property. Entrepreneurial processes pursued by a single FAPRI unit can have unintended consequences on the other FAPRI unit or dissimilar missions of the two units can provide challenges to entrepreneurial processes.

Networks

FAPRI-MU and ALOT increasingly rely on networks of individuals and organizations cultivated over time. Each organization looks to alumni to provide a portion of these networking opportunities. ALOT's network is primarily associated with the state of Missouri and with individuals, private organizations and businesses. FAPRI-MU's network has a state and national focus and is associated more with commodity and

agricultural organizations, federal agencies, other universities and elected or appointed officials. In addition, each organization is impacted by the constant turnover in leadership or staff within each network and must capitalize on entrepreneurial opportunities when appropriate, realizing these opportunities may be short-term or inconsistent. Each organization has been vigilant with respect to funding sources and maintaining objectivity related to either class member selection or project selection, with each realizing that funding uncertainty and current economic situations can challenge these funding principles.

Building Leaders Within and Champions

The negative aspect of building leaders from within the organization is similar for both ALOT and FAPRI-MU. Building leaders from within can limit the influx of new ideas or innovative methods that are necessary for an entrepreneurial organization. Each organization has a plan for a portion of leadership transition with FAPRI-MU's focused on the leadership team within the organization and ALOT's focused on the constant, 3-year transition for board members. This team leadership approach can provide additional entrepreneurial opportunities as members are able to draw from a more diverse group of strengths and minimize individual weaknesses. In addition, a majority of the leaders have spent some time away from FAPRI-MU, bringing new ideas and concepts with them when they return.

ALOT and FAPRI-MU have both benefited from revolving champions that may come and go throughout the lifecycle of the organization. Each has also had a few individuals who have remained lifelong champions. Challenges in funding have created opportunities for champions to emerge for both organizations. Both organizations may

face some selection bias from members that are already committed to the mission or common cause prior to their association with the organization. With a larger alumni base the opportunity for more champions exist for ALOT where longer-term relationships within the organization may create opportunities for a stronger commitment within FAPRI-MU.

Summary of Conclusions: Application

This chapter has provided an overview of the findings from this research study with respect to ALOT and FAPRI-MU, highlighting shared entrepreneurial factors and distinct organizational cultures. While these results have provided an historical perspective, are interesting and hopefully helpful to each organization and their current stakeholders, what information has been gleaned that contributes to the existing literature or provides guidance to similar organizations or even to these organizations as they continue to evolve? This research has contributed to the understanding of the relationship between organizational culture and entrepreneurial processes. Figure 5.1 depicts the relationship between organizational culture and entrepreneurial processes for ALOT and for FAPRI-MU.

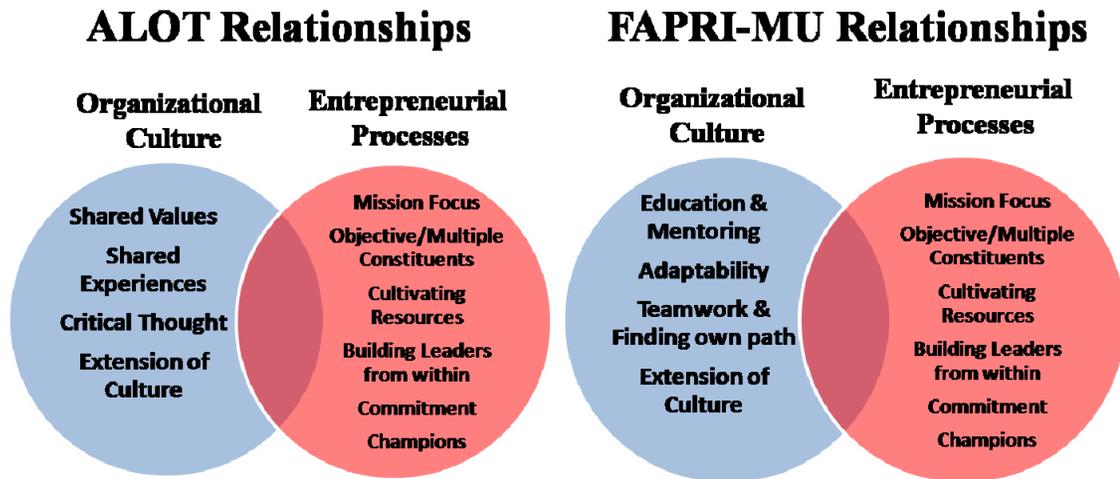


Figure 5.1. Relationship between organizational culture and entrepreneurial processes.

Taken individually, the culture or the entrepreneurial processes for either organization provide a one-dimensional view. It is the unique combination of these two components that provide an in-depth perspective of how these organizations have survived, and thrived. If we draw from information presented by Takeuchi and Nonaka (2004) as well as, von Krogh, Nonaka and Nishiguchi (2000) with respect to knowledge creation within an organization, we find multiple references to *relationships*. In many instances the references are to relationships between organizational members or with members outside the organization. However, von Krogh, et al. (2000) provide another perspective on relationships and innovation that also informs this study. These authors suggest that most innovation within organizations take place as a result of “an unfolding chain of relationships” (p. 154).

Figure 5.2 provides a graphical depiction of just a few of the dynamic chains of relationships that have existed for FAPRI-MU and ALOT over the past 25 years. Using the same cultural and entrepreneurial components depicted in Figure 5.1, we can see that

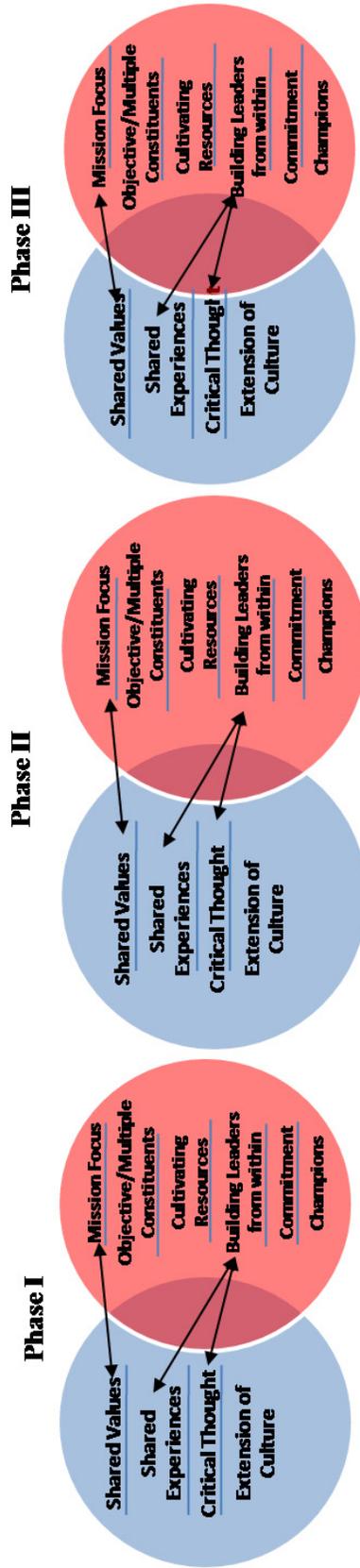
at various points in time, the relationship – depicted in the Venn diagrams where the two circles intersect - varies in strength as well as in respect to which specific components are most relevant. Internal and external forces will impact these variables as well as the strength of the relationship.

With respect to ALOT, the strongest and most consistent relationships are (a) between shared values from the cultural realm and mission focus from the entrepreneurial realm and (b) between shared experiences and critical thought in the cultural realm with building leaders from within from the entrepreneurial realm. With respect to FAPRI-MU the strongest and most consistent relationships are (a) between education and mentoring in the cultural realm with building leaders from within and objectivity from the entrepreneurial realm and (b) teamwork and ability to find own path in the cultural realm with commitment in the entrepreneurial realm.

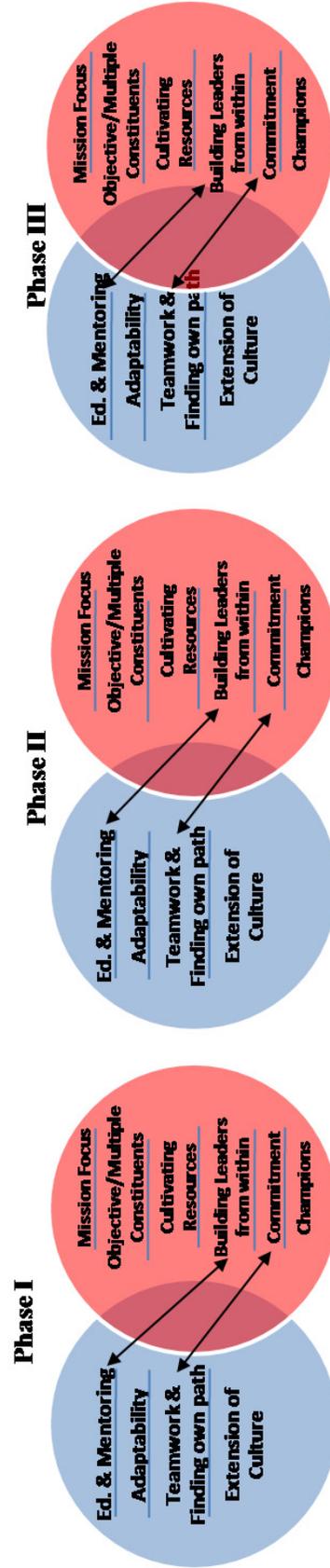
This research indicates that the most challenging times for these organizations were when the relationship between organizational culture and entrepreneurial processes was weak. A focus on communication and fostering of activities that accentuate the cultural components conducive to entrepreneurial processes should serve these organizations well. Put another way, providing an environment in which the relationship between an evolving culture and evolving entrepreneurial processes can continue and evolve would be beneficial.

Further research regarding these relationships will provide additional insight into what relationships exist for other components or realms related to educational entrepreneurship and what settings are most conducive to fostering these relationships. These questions will be further discussed in Chapter Six.

ALOT Relationships throughout time



FAPRI-MU Relationships throughout time



Note: Organizational Culture represented by blue circle on left and Entrepreneurial Processes represented by red circle on right. These components are dynamic and constantly evolving as are the relationship between them. This diagram represents the most prevalent relationship during each phase of organizational evolution. The arrows represent the most frequent relationship between variables, although all relate at various levels and points in time.

Figure 5.2. Relationship of culture and entrepreneurial processes throughout time.

CHAPTER SIX

IMPLICATIONS FOR RESEARCH AND PRACTICE

Introduction

This research study was designed to provide insight into the entrepreneurial processes and organizational culture contributing to the 25-years FAPRI-MU and ALOT have been providing public services at a university, state, national and international level. Findings from this research may provide additional insight and discussion points for each of the organizations involved in the study as well as for the institutions involved with the creation and/or continuation of each organization. This chapter will begin with an examination of further research as supported from this study. This will be followed by a discussion of specific implications for practice with respect to (a) FAPRI-MU; (b) ALOT; (c) centers and institutes within the University of Missouri; (d) other state leadership programs developed from the W. K. Kellogg Foundation and (e) higher education in general.

Implications for Further Research

As discussed in Chapter Five, this research has provided a framework to explore the impact on educational entrepreneurship from the evolving relationship between organizational culture and entrepreneurial processes within higher education. Only two lenses were used to address the research questions posed in this study. Further study of these organizations from a political, organism or leadership framework might indicate additional relationships of importance, and if combined with culture and entrepreneurial processes, could reveal a primary vector of relationships.

The findings of this study indicate a strong likelihood that studying ALOT and FAPRI-MU from a knowledge creating framework could provide additional insight and detail into the *how* and *why* the organizations have evolved and been successful over the past 25 years. Additionally, leadership for both FAPRI-MU and ALOT is more representative of dispersed leadership. A study of how this impacts culture, entrepreneurial processes and the evolving relationship between the two could prove informative. Another research focus not addressed by this study is the diversity or lack of diversity present in ALOT class membership or FAPRI-MU leadership and staff with respect to gender, race and ethnicity.

As mentioned previously, examining the culture of each organization in more detail could also reveal additional layers or components of organizational culture that have contributed to entrepreneurial processes. This research focused on a shared perspective of culture and further research, involving a larger population and wider diversity of members from each organization's history, might provide perspectives of culture from conflict and ambiguity (Martin, 2002). These perspectives could highlight additional sub-cultures within each organization.

The findings of this study also provide a framework for studying existing centers within DASS or the University of Missouri to see if the relationships found to be sustaining for FAPRI-MU and ALOT are also present in other centers or hybrid units. Although not counter to the overarching culture at the University of Missouri, these two organizations have been most successful when provided the flexibility to operate in an environment not representative of a typical University department or unit. Perhaps this flexibility is what is necessary to allow for the relationship between the organizational

culture within the center to effectively and efficiently relate, communicate and evolve with the necessary factors to contribute to entrepreneurial processes. As discussed in Chapter Five, a successful administrative plan for entrepreneurial centers such as FAPRI-MU or ALOT may need to allow for room, or flexibility, for appropriate chains of relationships to unfold (von Krogh et al., 2000) in order for innovation to continue.

The fact that ALOT has been a stand-alone, not-for-profit for almost 15 years suggests that perhaps a study of continuing, adult education programs within or outside of a higher education setting could prove informative. This also suggests a refinement in the definition provided within this study related to educational entrepreneurship to include entrepreneurial processes outside the realm of higher education.

Implications for Practice: FAPRI-MU

This research study began while FAPRI-MU was in the early phases of a leadership transition process started in 2007. In addition FAPRI-MU was completing a reduction in staffing and discontinuing a research thrust area in late 2007 and early 2008 and federal appropriations were continuing to be debated with respect to projects deemed earmarks. In addition FAPRI-MU was involved in a 5-year academic review of the center in April 2008. All of these components contributed to a reflective environment within FAPRI-MU with respect to mission, goals, research direction and funding opportunities. The completion of this research and implications for practice will hopefully provide insight to the leadership team as it works to strategically plan for the next 1-,3-, and 5-year time frames. The primary implications for practice for FAPRI-MU are associated with: (a) mission refinement and retention; (b) exploration of innovative opportunities

and (c) managed personnel growth or retention with a focus on adaptability. Each of these implications are further described in the sections below.

Mission Refinement

FAPRI-MU's stated mission has remained relatively unchanged since 1983 and the findings of this study suggest this commitment to a more narrowly defined mission is beneficial for an organization like FAPRI-MU. However formally recognizing the educational commitment to teaching, research and outreach for a broader constituent base could provide a more accurately stated mission. Additionally, relating how these three focuses can contribute to a fourth focus of economic development that has recently been announced by MU President Forsee could prove beneficial. Formally recognizing these refinements and working with researchers and staff to verify the mission will help to increase commitment to a common cause and the public interest. Sharing this mission and corresponding values will provide boundaries for researchers developing new or unique project thrusts to ensure funding and research are consistent with the overall mission of the organization. In addition, the FAPRI units at the University of Missouri and Iowa State University need to revisit the founding charter from 1984 and determine if any new procedures or protocols need to be established or if any existing procedures and protocols need to be re-affirmed with respect to collaborative and non-collaborative research and overall mission.

Exploration of Innovative Opportunities

Utilizing innovative approaches to maintaining the organization's mission has proven beneficial to FAPRI-MU throughout the 25-year organizational life cycle. This entrepreneurial process is going to continue to remain a necessity, especially as

university, state and federal resources become scarce in the continuing worldwide recession occurring in 2009. The primary challenge for FAPRI-MU will be to *only* pursue innovative opportunities that are in alignment with the refined mission and supported by the culture of the organization. This may also be an opportunity for FAPRI-MU to look for innovation within the university setting as well as in the external environment. Opportunities to define intellectual property, engage in fee-for-service activities and embark on research with a multi-disciplinary or multi-faculty approach may further the mission and provide funding stability. However, FAPRI-MU needs to continue to be equally vigilant with internal innovative opportunities with respect to mission alignment. Ignoring the public-service component of FAPRI-MU's mission and history could prove detrimental in the long-run.

Managed Personnel Growth and Retention

Successful personnel growth and retention for FAPRI-MU will require recognition of the culture within the organization. FAPRI-MU has a culture encompassing education and mentoring with students serving an important role in this cycle. Additionally, FAPRI-MU has a culture of adaptability and change with respect to technology, roles and research thrusts. Individuals within the organization need to be encouraged and recognized for efforts to further the teamwork environment and for adjusting their role in response to internal and external environmental changes. In light of recent staffing reductions, leadership transition and university and FAPRI-MU funding uncertainty, individuals need to also receive reassurance of their importance to the organization and be allowed to participate in decisions regarding potential entrepreneurial opportunities.

Attention should be given to the values and preferences of new employees brought into the organization. A commitment to teamwork and an ability to remain adaptable and flexible are qualities that should be sought to help identify potentially successful members of the organizations. Efforts to build leaders or employees within the organization should be explored as should efforts to introduce innovative or unique ideas within the organization, perhaps through more temporary or adjunct activities and affiliations. Continuing to work with university administrators and constituents is also necessary to help bring in the bigger picture outlook necessary for entrepreneurial opportunities.

Implications for Practice: ALOT

The ALOT organization was and is experiencing more organizational stability with respect to individuals and organizational direction at the time of this research study than perhaps FAPRI-MU or than compared to ALOT's history. The current US and world economy will provide entrepreneurial challenges and opportunities for ALOT and many other not-for-profit organizations. Implications for practice that might benefit ALOT include: (a) maintaining mission; (b) exploring opportunities to increase production agriculture involvement; (c) increasing awareness of wider constituent base and (d) 5-year curriculum review.

Maintain Mission

One finding of this study suggests ALOT should continue to remain focused on its current and historical mission to provide an agricultural leadership program for the state of Missouri to promote agriculture and rural communities. ALOT's leadership program provides opportunities for shared experiences and seeks individuals with shared

values with respect to furthering Missouri agriculture. These tenets need to remain a focus of the program as they appear to contribute to alumni commitment and creating champions of the organization. As the current board and director recognize, this factor has remained one of the reasons ALOT is still in existence and why the organization continues to thrive.

Increase Production Agriculture Involvement

The ALOT board expressed concern regarding the declining or stagnating number of full-time agricultural producers in each leadership class. In keeping with a culture of adaptability and flexibility, ALOT may need to examine alternate approaches to increasing involvement of agricultural producers. Perhaps offering one or two scholarship opportunities for full-time producers might increase participation. However, the financial needs and time conflicts for today's agricultural producers are relatively similar to what they have been over the past 25-years and offering scholarships to a few might decrease participation of a larger group of individuals. Perhaps an informal or formal survey of Missouri agricultural producers or collaborative efforts with existing commodity and farm organizations would provide insight into the primary reasons full-time producers may be participating less in the leadership program.

Alternately, ALOT may want to focus on the increasing number of part-time agriculture producers involved in the organization. In my class of 25 members, we had very few members who did not at least have a small component of their income originating in production agriculture. As the diversity of agriculture and the state of Missouri increases, so will the diversity of those individuals applying for the ALOT leadership program. If the mission is to promote agriculture and growth in rural

communities, this mission may be met by an increasingly diverse group of full- and part-time agriculture producers and by groups of rural advocates.

Increase Awareness in Wider Constituent Base

ALOT has relied on the alumni for recruitment of candidates for future classes. This process has been successful in maintaining a quality pool of applicants with a commitment to the mission or common cause of ALOT. However relatively low-cost opportunities exist to increase or widen this constituent base. By creating a mentoring program that would involve current ALOT alumni with current college students, ALOT could further its educational focus and begin to build a pool of applicants for future classes. Building leaders from within the organization appears to have proven successful and perhaps building applicants from within might also provide entrepreneurial opportunities. An alternate approach might be to include a small number of student interns from colleges and universities throughout the state of Missouri to participate and assist with some of ALOT's activities.

With a mission focused on rural communities, ALOT has an untapped opportunity to further involve communities in ALOT activities. One option would be for each ALOT class to adopt a community with a 2-year goal of contributing toward the adopted community's growth. Events that would increase the interaction of ALOT alumni, current ALOT classes and a wider constituent base of rural communities might prove useful in maintaining the mission of the organization and continuing to increase interest in the leadership program throughout the state.

Curriculum Review

Academic units and centers in colleges and universities undergo 5-year reviews to discuss many educational aspects including curriculum. Although not formally affiliated with any one university in the state of Missouri, ALOT works collaboratively with several universities to provide various sessions for each class. Involving faculty and administrators from colleges and universities throughout the state in a 5-year curriculum review might increase buy-in and participation and provide an influx of new ideas with respect to program content and delivery. ALOT alumni connections with respective universities could increase this collaboration. Departments and programs focused on agriculture could be one group of collaborative partners for curriculum review as could the five universities providing curriculum and instruction for the Educational Leadership and Policy Analysis (ELPA) cohort that I have been involved with for my doctoral studies. While coordinating this curriculum review could be cumbersome, the outcome could prove beneficial for continued success of the ALOT leadership program.

Centers within the University of Missouri

This research study was only focused on two centers that originated at the University of Missouri, only one of which is still operating within the University umbrella. The results of this study may have implications for practice for other centers within the Department of Agricultural Economics and within the Division of Applied Social Sciences (DASS) as well as within the University of Missouri system. I am not indicating that all or even a portion of the findings of this study are applicable to other centers within the University of Missouri, the Department or DASS; however the implications of this study can prove useful to other centers and university administrators.

As center directors and university administrators recognize the unique relationship between culture of the university and the center with factors supporting entrepreneurial processes it might help with alignment of incentives and facilitation of these entrepreneurial processes. In addition, highlighting the successful components and organizational challenges of a few centers might help similar centers more quickly identify potential opportunities and avoid potential obstacles. As discussed previously, focusing attention on the flexibility, or allowing room for appropriate chains of relationships to unfold may prove useful to center directors and university administrators.

Other State Leadership Programs Funded by the Kellogg Foundation

Many of the tenets of the curriculum and design of the ALOT program in Missouri originated with the W. K. Kellogg Foundation. Not all of the state leadership programs started by funding from the Kellogg Foundation are still in existence today. Determining which factors have contributed to the success of some programs and the termination of other programs could prove beneficial to a foundation such as the Kellogg Foundation. Providing start-up funding or seed money is an important contribution by foundations and other philanthropic organizations. However it is often difficult to determine the best approach to increase long-term success of these programs. This study provides insight into only one program continuing to provide services quite similar to those originally intended by a foundation. However the findings suggest that cultural components and entrepreneurial processes may play a factor in determining successful continuation of foundation funded start-up programs. Further research could help determine what the relationship is between culture and entrepreneurial processes in a broader spectrum of not-for-profit programs and organizations.

Higher Education in General

As colleges and universities continue to adapt to scarce resources and unique opportunities for research, teaching and outreach, new centers, institutes or other forms of organizations will continue to emerge within the higher education setting. This study suggests that an awareness of center directors and university administrators of the cultural components and entrepreneurial processes most common to non-traditional academic units may prove useful in strategic planning and organizational growth and evolution. This study also suggests that these relationships will change and evolve over time and the culture that evolves will be dependent on individuals within the center, the academic department or discipline and university administration.

Summary of Implications for Practice

This research study has provided insight into the entrepreneurial processes and organizational culture related to FAPRI-MU and ALOT. Findings from this research may provide additional insight and discussion points for each of the organizations involved in the study as well as for the institutions involved with the creation and/or continuation of each organization. Specific implications associated with FAPRI-MU include: (a) mission refinement and retention; (b) exploration of innovative opportunities and (c) managed personnel growth or retention with a focus on adaptability. Specific implication for ALOT include: (a) maintaining mission; (b) exploring opportunities to increase production agriculture involvement; (c) increasing awareness of wider constituent base and (d) 5-year curriculum review. In addition this research indicates additional research with respect to centers at the University of Missouri and state leadership programs funded by the W. K. Kellogg Foundation could prove useful in determining beneficial

relationships between organizational culture and entrepreneurial processes in the long-term success of non-traditional programs within academic institutions.

Summary

This study has explored the relationship of educational entrepreneurship and organizational culture in the creation and evolution of academic centers within one Midwestern land-grant university facing resource constraints in the 1980s. Particular attention was given to: (a) synthesizing current entrepreneurial and organizational culture and evolution theory as it relates to postsecondary education; (b) ascertaining the implications of a qualitative, comparative, case study approach to analyzing entrepreneurship and organizational culture and evolution within a university setting and (c) presenting the application of and reflection on a qualitative, comparative, case study approach to researching educational entrepreneurship and organizational culture and evolution as they relate to the creation of two, not-for-profit centers affiliated within one, land-grant university.

APPENDIX A

Questions Asked to Participants

Educational Entrepreneurism in Higher Education: A Centered Approach

Phase I: Focus group and individual interview questions regarding the origination phase of the center. Length of interview approximately one hour.

1. What individuals and funding sources were first involved in the original concept?
2. What processes and organizational structure were first adopted?
3. What would you say the original relationship was between the center and the department? The college? The University?
 - a. Would this be more representative of a loose/autonomous association or a more formal, structured relationship?
 - b. What was the relationship among the first individuals involved?
4. If you were asked to describe the culture of the center – with respect to the look and feel or how things were done – could you describe that in a few sentences and what would they be?
5. Do you feel the culture of the University/College/Department was supportive of the center?
 - a. Did you feel your colleagues were supportive of the center?
6. Can you describe the internal and external environment surrounding the center as it pertained to funding, faculty and student involvement, academic rigor, and reputation?
7. What were two of the biggest challenges facing the new center?
 - a. What were two of the most rewarding experiences for the center within the first few years?
8. How many individuals were first employed by the center and how were their positions funded?
9. Are there documents or other individuals you feel would be pertinent to this phase of the study?
10. Do you consider yourself or this original organization innovative?

Educational Entrepreneurism in Higher Education: A Centered Approach

Phase II: Individual interview questions regarding the major restructuring phase of the center. Length of interview approximately one hour.

1. Do you feel there was a period of time in which the center experienced a major restructuring phase?
 - a. What time period was associated with this restructuring?
 - b. What was the primary reason change was discussed?
 - c. What individuals were first involved in the restructuring decision?
 - d. Was an increase or decrease in funding associated with this decision?
2. Can you provide detail regarding the processes and structural changes that occurred at the time of restructuring?
3. What would you say the relationship was between the center and the department?
The college? The University?
 - e. Before the restructuring, during, and one-year after the change?
 - f. Do you feel the restructuring was due to a change in individuals within either the center or the University?
4. If you were asked to describe the culture of the center – with respect to the look and feel or how things were done prior to the restructuring and two years following – could you describe that in a few sentences and what would they be?
5. Do you feel the culture of the University/College/Department was supportive of the center at the time of restructuring?
 - g. Do you feel your colleagues were supportive of the center?
6. Can you describe the internal and external environment surrounding the center at the time of the restructuring effort?
7. What were two of the biggest challenges facing the restructured center?
 - h. What were two of the most rewarding experiences for the restructured center within the first few years following change?
8. Are there documents or other individuals you feel would be pertinent to this phase of the study?
9. Do you consider yourself or the restructured form of the center innovative?

Educational Entrepreneurism in Higher Education: A Centered Approach

Phase III: Focus group and individual interview questions regarding the current organizational design of the center/organization. Length of interview approximately one hour.

1. How long has the current structure of the center/organization been in existence?
 - i. How long have you been associated with the center/organization?
 - j. How would you describe the current center/organization?
 - k. What individuals are currently involved in the decision making for the center/organization?
 - l. How is the center/organization funded? Has this changed over time?
 - m. What processes are in place to govern leadership, structure, funding, membership or collaboration?
2. What would you say the relationship is between the center/organization and the Department of Agricultural Economics? The College of Agriculture, Food and Natural Resources? The University of Missouri?
 - n. How do you think this has changed over time?
 - o. What would you say the relationship is between the center/organization and its supporters, members/alumni, employees, or board?
3. Do you feel the current center/organization is promoted, impeded, or neutral to the individuals, structures, and processes from the past 20 years?
4. If you were asked to describe the culture of the center – with respect to the look and feel or how things are done – could you describe that in a few sentences and what would they be?
5. Do you feel the culture of the University/College/Department is supportive of the center/organization?
 - p. Do you feel the state of Missouri is supportive of the center/organization?
6. Can you describe the internal and external environment surrounding the center/organization with respect to funding, faculty and student involvement, academic rigor, reputation and/or curriculum?
7. What are two of the biggest challenges facing the center/organization?
 - q. What are two of the most rewarding experiences for the center/organization over the past year?
8. Do you feel the main focus of the center/organization is on education, research, self-promotion or some other factor or combination of factors?
9. Are there documents or other individuals you feel would be pertinent to this phase of the study?
10. Do you consider yourself or the center/organization innovative?

APPENDIX B

Documents Collected as Artifacts

Document	Description
DC1	Original FAPRI funding – grant award
DC2	FAPRI Cooperative Agreement between MU and ISU
DC3	Collection of resumes and employment records – FAPRI
DC4	Appropriations history from Federal Appropriations
DC5	Grant award document for Representative Farms FY90
DC6	Teagasc history
DC7	EPA Final Report – FAPRI-UMC #22-06
DC8	State of Missouri funding for Representative Farms – 1998-2001
DC9	Wilcox ELPA Assignment Winter 2007
DC10	Organizational Charts for FAPRI-MU 2007 and 2008
DC11	FAPRI-MU 5 year Review – Spring 2008
DC12	W. K. Kellogg Foundation History
DC13	Other Kellogg Foundation leadership programs
DC14	Collection of resumes and employment records – A LOT
DC15	ALOT Class I Participant Directory
DC16	ALOT Selection Process 1983
DC17	ALOT Curriculum 1983
DC18	ALOT Brochure 1983
DC19	ALOT 10 year Directory 1983-1993
DC20	ALOT Overview December 1994
DC21	ALOT Overview December 1994 Supplemental
DC22	ALOT Meeting Minutes Sept-Dec. 1995
DC23	ALOT Collateral Piece
DC24	ALOT Class VII Directory
DC25	ALOT Meeting Minutes Nov. 1996
DC26	ALOT Meeting Minutes Mar. 1998
DC27	ALOT Meeting Minutes May 1998
DC28	ALOT Class VIII Directory
DC29	ALOT Class IX Directory
DC30	ALOT director resignation letter
DC31	Current ALOT Directory
DC32	ALOT Dinner brochure
DC33	ALOT Application material
DC34	FAPRI-MU historical brochures
DC35	Articles of Incorporation – ALOT Foundation and Bylaws
DC36	The naming of ALOT
DC37	ALOT Prospectus from 1982
DC38	Missouri House of Representative Resolution recognizing ALOT
DC39	FY07 lack of earmark funding announcement
DC40	Current University of Missouri funding
DC41	ALOT Strategic Plan and Milestones 2003-2008
DC42	ALOT Bylaws 2006
DC43	WTO Cotton Case articles from 2004
DC44	ALOT 10 Year Anniversary report

APPENDIX C

List of Transcripts

Transcript	Description
A1	ALOT Phase I Interview
A2	ALOT Phase I Interview
A3	ALOT Phase I Focus Group
A4	ALOT Phase II Interview
A5	ALOT Phase II Interview
A6	ALOT Phase III Focus Group
A7	ALOT Follow-up Interviews
F1	FAPRI-MU Phase I Focus Group
F2	FAPRI-MU Phase II Interview
F3	FAPRI-MU Phase II Interview
F4	FAPRI-MU Phase III Focus Group
F5	FAPRI-MU Phase III Interview
F6	FAPRI-MU Follow-up Interview

APPENDIX D

Original FAPRI Organizational Chart and Model Diagrams
as depicted in November 1983 Proposal

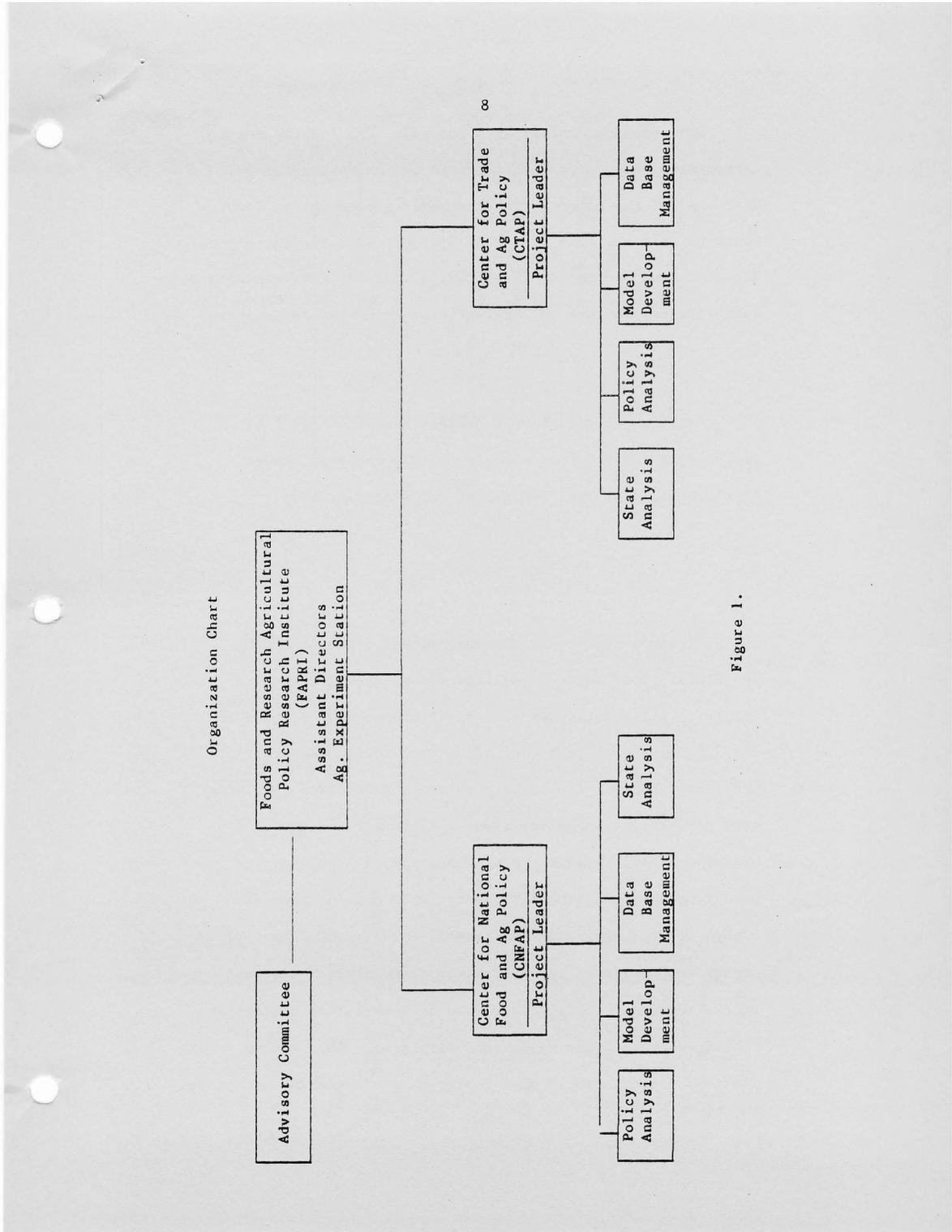


Figure 1.

Figure 1

PRICE LINKAGE MECHANISM

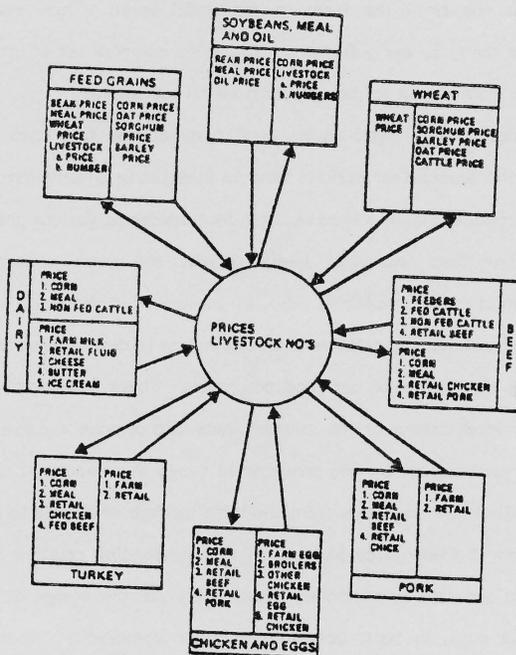
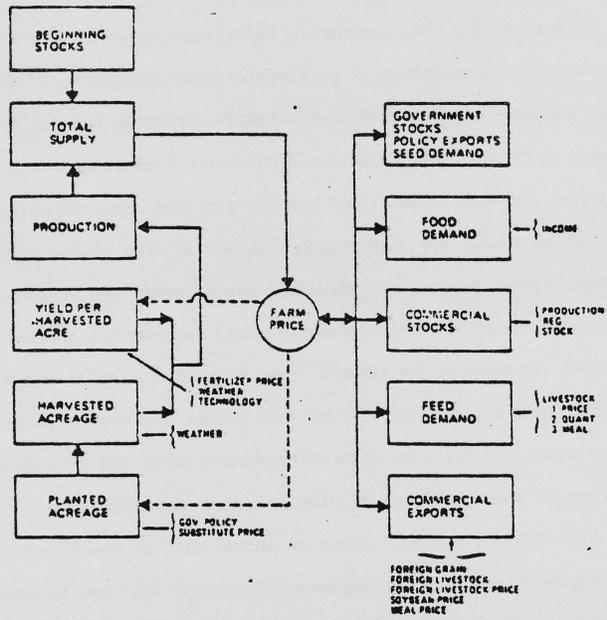


Figure 2

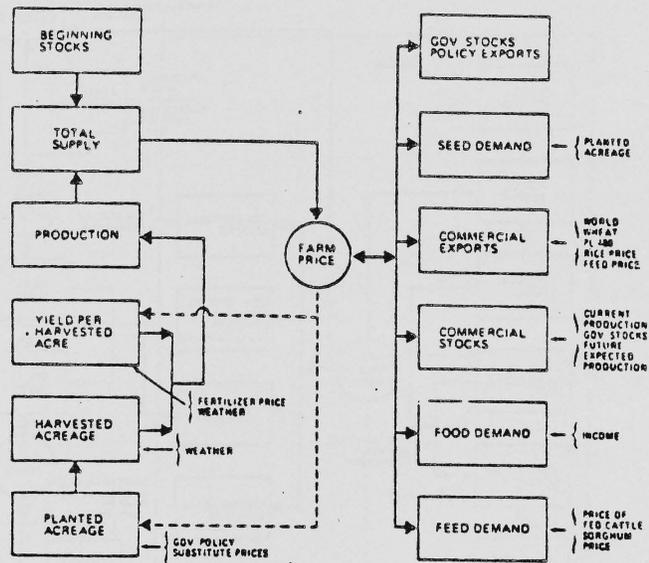
FEEB GRAINS (ANNUAL MODEL)
CORN, SORGHUM, OATS AND BARLEY



ENDOGENOUS VARIABLES									
1 CORN PRICE	7 OATS FED	13 OAT FOOD	PLANTED ACRES	HARVESTED ACRES	YIELD				
2 SORGHUM PRICE	8 BARLEY FED	14 CORN FOOD	16 CORN	21 CORN	25 SORGHUM				
3 OAT PRICE	9 CORN STOCKS	15 BARLEY FOOD	18 SORGHUM	22 SORGHUM	26 SORGHUM				
4 BARLEY PRICE	10 SORGHUM STOCKS	16 CORN EXPORTS	20 OATS	23 OATS	27 OATS				
5 CORN FED	11 OAT STOCKS	17 SORGHUM EXPORTS	21 BARLEY	24 BARLEY	28 BARLEY				
6 SORGHUM FED	12 BARLEY STOCKS								

Figure 4

WHEAT SECTOR (ANNUAL MODEL)



ENDOGENOUS VARIABLES

- 47 WHEAT FOOD
- 48 WHEAT FED
- 49 WHEAT SEED
- 50 COMMER EXPORTS
- 51 COMMER STOCKS
- 52 WINTER WHEAT ACRES
- 53 SPRING WHEAT ACRES
- 54 WHEAT PRODUCTION
- 55 WHEAT FARM PRICE

APPENDIX E

FAPRI-MU Academic Activities

Summary Statistics for FAPRI-MU Activities for 2007

- **MU course instruction – 7 courses offered in 2007 by FAPRI-MU Faculty**
- **Student advisees**
 - **5 masters**
 - **6 doctoral**
 - **5 additional students with FAPRI faculty on graduate committee**
- **Publications and presentations**
 - **11 published journal articles (2 more accepted and 4 submitted)**
 - **5 refereed presentation/proceedings**
 - **1 abstract and 1 submitted book chapter**
 - **22 bulletin/reports (includes FAPRI baseline and policy analyses)**
 - **12 extension publications**
 - **35 invited papers, presentations, proceedings, and seminars**
- **Extension and outreach –**
 - **3 targeted state-wide programs,**
 - **33 Extension Presentations/Workshops (about 1,878 participants)**
 - **26 other extension and outreach-related presentations**

These activities were accomplished by:

- **Faculty members – 6 (2 tenured, 1 tenure-track, 3 research)**
- **Research associates/program directors – 6**
- **Graduate students – 8**
- **Operations staff – 3**
- **Undergraduates - 2**

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VITA

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