**Summative Assessment Job Analysis Proposal**

**Director of Agricultural Programs**

**[School District]**

[Name]

[Date]

**Introduction**

The school district's essential effort is to ensure that every child graduates ready for the workforce or for further education. Students need to learn the skills and knowledge necessary to become contributing members of communities. School district employees are vital to the success of the students, schools, and communities.

Considering the creation of a new managerial position for the school district, this document describes a proposal and a comprehensive job analysis for the Director of Agricultural Programs role. This comprehensive job analysis will provide essential information for this role and how the role can assist the school district with adapting to the changing demands in the realm of student agricultural education, experiential learning environments, nutritional departmental support, facility departmental support, and academia departmental support while offering flexibility and sustainability to these vital areas. This document can be realized as a living document because change is inevitable in organizations, especially within the public realm.

This proposal document provides a basic concept and is warranted for strategic management involving some degree of flexibility to attain the described goals, considering the descriptions of the desirable outcomes and achievements. The role is strategically housed in a cross-departmental management model, with duties and expenses divided between the mentioned departments. Portions of the job description include an examination of the applicable strategic management characteristics and the different strategic management models considering the application of the different techniques.

As the submitter of this proposal and a leader in these vital areas, a deep understanding of the functional aspects of the organization and the topic matter are both extensively well-known and understood. As part of this study, three participants were interviewed, collaborated, and shared much knowledge and expertise compounded throughout this proposal document. The school district is continually evolving, and the current leadership owns and continues to develop a managerial structure to better adapt to the constantly changing demands of the system. This document is respectfully submitted for consideration with approval or denial viewed very positively. Recognizing the function of challenging school leadership with new ideas offers the possibility of continual improvement and the sustainability of a top-notch school district supporting the local community where the students will grow and mature into future leaders within a global society.

**Position Description**

**Director of Agricultural Programs, [School District]**

**T**he Director of Agricultural Programs (DAP) is a full-time management position that reports to the Assistant Superintendent of Operations. The DAP is a salaried, 12-month position with fluctuating hours to accommodate the seasonal workload. The DAP is the principal resource for agricultural-related activities, functions, and education, which involves the school district and the local community. The DAP will provide strong leadership and support to the daily operations in combination with the [Nutrition Department, Facilities Department, School and Community Relations, Operations, the District Office, and Teaching and Learning]. The DAP will assist in the strategic planning process to set goals and strategies, ensuring they align with the district's mission, activities, and vision. The DAP is accountable for carrying out these responsibilities by the direction and policies established by the Assistant Superintendent of Operations. The DAP provides recommendations to the Assistant Superintendent of Operations. It will provide leadership in organizing and developing a high-performing team that will drive continual improvement by utilizing technological solutions to achieve the goals and objectives.

The DAP will provide support to the Nutrition Department. The DAP is responsible for the sustainable operation of all of the school farms in support of the curriculum of the different educational programs for each school. The food that is produced will be distributed to benefit the HSSD students, families, and partner organizations, as directed by the school nutrition director. The role requires taking the initiative on many fronts, working as a team member with the teachers, and exercising good judgment in fulfilling the responsibilities of the essential job functions while complying with board policies and procedures accordingly. The DAP is responsible for coordinating local procurement and developing the supply chain for the different USDA school meal programs. The DAP will facilitate and develop local food procurement documents and develop and strengthen connections with various meat and dairy councils, local farmers, tribes, distributors, processors, aggregators, food hubs, and school food authorities. The main goal is to assist the school Nutrition Department with procuring fresh, local food products for consumption within the school systems and supporting the USDA school meal programs.

The DAP will provide support to the Facilities Department. It will perform functions on an as-needed basis related to snow removal, landscaping, lawn maintenance, outside cosmetic beautification, gardening, plant health, rotor tilling, watering, planting, orchard management, water testing, and any other agricultural-related duties that may surface.

The DAP will provide support to the School and Community Relations Department, the Operations Department, and the District Office Department. It will also support and collaborate with the Director of Communications by contributing to blog posts, photos, newsletters, updates on the district website, agricultural announcements, and expertise for public relations with news media outlets.

The DAP will provide support to the Teaching and Learning Department. The DAP will provide support to all schools within the school district. The DAP will manage the summer school sessions course for six-week classes for approximately 300 students ranging from kindergarten to 8th grade (K-8). The DAP will organize, facilitate, coordinate, plan, and build the curriculum and provide leadership to the adult staff, consisting of teachers, AmeriCorps members, counselors, and high school student helpers. The DAP will be responsible for the management of twenty-nine hydroponic grow towers, with at least one located at each school, to provide fresh produce and educational opportunities to students and staff covering agriculture and how food is produced.

The DAP will provide support to additional areas. Ensuring gardens and aesthetic sites are managed and prioritized for robust educational value to the students and the plants are well maintained, healthy, and productive. The DAP will be responsible for planting, cultivating, fertilizing, composting, weeding, maintaining soil health and fertility, starts and plant propagation, crop rotation and planning, seed ordering, record keeping, irrigation, and harvesting. The DAP will ensure the farm infrastructure is in good condition and maintained. The DAP will work closely with and is guided by the high school agriculture teachers and other staff to support the curriculum and learning environment. The DAP will plan and implement activities and projects that support teaching student learning and engagement at the farm sites. The DAP will provide support with classes as needed. The DAP will manage harvest for distribution to students on-site during classes as taste tests, to district food service programs, culinary programs, weekend meal programs, school events, and other opportunities as appropriate. The DAP will ensure the highest food safety standards and produce hygiene. The DAP will collaborate with district staff and non-profit partners to train, mentor, and manage AmeriCorps service members day-to-day. The DAP will collaborate with district staff and non-profit partners to recruit and hire AmeriCorps service members. The DAP will manage and recruit volunteers and interns, as needed, with appropriate background checking, through the district Human Resource Department. The DAP will write grants as appropriate, welcome visitors to the farm and give tours, participate in school staff meetings as needed, support on-site fundraising and school events as needed, and contribute to blog posts, photos, and updates on the school farm website. The DAP will own supervisory duties and manage the AmeriCorps service members and adult volunteers within the community.

**Position Limitations**

Limitations of the DAP position range from physical to time scheduling. The DAP role may incorporate an offset timeline due to agricultural activities and the lack of other logistical employee coverage over the summer periods. The role is full-time, year-round. The DAP role requires the ability to work outdoors, tolerate varying weather conditions with frequent interruptions, and simultaneously supervise a variety of tasks. The DAP role will require the ability to stand, stoop, reach, and bend with the mobility of arms to reach and the dexterity of hands to grasp and manipulate large and small objects. The DAP role requires the ability to stand for long periods, walk for long distances, and be able to lift, push, and or pull objects, which may be approximately 50 pounds.

**Position Recommendations**

**Position Required Knowledge, Skills, and Abilities for Success**

The DAP recommended that the level of knowledge, skills, and abilities required for success in the new position be considered essential to the validity of the overall impact on all schools.

Education and Experience:

* Two or more years of agricultural experience (preferably at a teaching farm in a managerial position or educational farms).
* Experience with school-aged children in educational settings.
* Strong commitment to sustainable agriculture, as well as to the role of agriculture in educating children and cultivating the community.
* Skilled with Google Workspace.
* Advanced degree preferred: Master’s in Agriculture Sciences, Integrated Resource Management.
* Bachelor’s degree in Agriculture, Business Management, Dairy Science, or Environmental Science is required.
* An associate degree in Accounting or Finance is deemed appropriate.
* Completion of a two-year State Leadership Program.
* Experience managing a farm/ranch business, including livestock and crops.
* Significant leadership experience and demonstrated management success within a public, private, or non-profit organization.
* Supervisory experience in management or educational settings.
* Strong public speaking skills and professional presentations.
* Strong business operations experience includes budgeting, accounting, human resources, client development, marketing, sales, and management.
* Proven experience in creating public-private partnerships.

Personal Qualities and Abilities:

* Strong communication skills and a positive attitude and outlook.
* Able to communicate ideas and information effectively both verbally and in writing.
* Ability to engage comfortably with a wide range of people of all ages.
* Confident in training and supervising teams of AmeriCorps service members and volunteers.
* Energetic, hard worker with excellent organizational and management skills.
* Demonstrated willingness to accept feedback related to job performance and seek continual improvement.
* Demonstrated commitment to the principles of confidentiality.
* Ability to work with frequent interruptions and simultaneously supervise a variety of tasks.
* Innovative and entrepreneurial leader who can develop and implement sound strategies.
* Ability to communicate effectively and tactfully with a wide variety of constituents, both internally and externally.
* Possessing strong negotiating ability in a complex environment in the public domain.
* Imaginative, innovative, resourceful, and able to take alternative routes to accomplish a positive result.
* Diplomatically able to handle challenging or passionate interpersonal situations.
* Able to influence others to be excited and committed to furthering school district objectives.
* Able to demonstrate strong collaborative skills, strong organizational skills, the ability to prioritize and direct multiple projects and tasks, and a passion for the mission and vision of the school district.
* Able to work a flexible schedule that may include some nights, weekends, and holidays.
* Willing to be outdoors for periods of time in all types of weather.
* Valid CDL driver’s license required or the ability to obtain one.
* Ability to safely operate machinery for the Facilities Department.
* Provide training and educational sessions for the staff covering leadership, agricultural topics, education, operations, and other topics as assigned.
* Knowledge and experience with AmeriCorps Farm to School Programs.
* Successful Wisconsin State Patrol and the Federal Bureau of Investigation fingerprint clearance.
* State driver’s license in good standing.
* Full completion of the Safe Schools Annual Online Training.
* Knowledge and experience in PowerPoint, Word, Excel, Google, and basic business office functions.

**Position Evolution - Interactions: Students, Public, Vendors, Suppliers, Customers, and Staff**

The DAP role will evolve as the organization becomes more integrated and interactions and relationships develop with customers, vendors, and suppliers.

* Certification as a Wisconsin Master Gardener.
* Certification as a Master Beekeeper.
* Knowledge and experience with contract management.
* Knowledge and experience with project management.
* Knowledge and experience with supply chain management.
* Experience with USDA Child Nutrition Programs (CNP), USDA Foods Programs, school food service programs, and other similar state and federal food service programs.
* Experience developing resources and planning and conducting training on topics related to contracting, procurement, and program compliance.
* Education, training, and experience with technical and advanced Microsoft Excel functions, such as Pivot tables and data analytics.
* Experience with farm-to-school, local procurement, supplier development, networking with underserved communities, tribal communities, farmers, and producers. Networking with small businesses and other types of procurement or contracting outreach efforts.

**Position Summary to the Support of the School District Considering Scenario Complexity**

**Position Recommendations in Recruiting for the Role**

A recommendation to aggressively and transparently seek multiple applicants with the objective of a holistic approach in diversity to cast the broadest possible range of qualified applicants is desirable. Diversity, in a general sense, includes the terms covering ethnicity, race, gender, age, disability, and sexual orientation. The most comprehensive range of diversity is the inclusiveness of the necessary applicable knowledge, skills, talents, abilities, critical thinking, professionalism, and experience with addressing and working with the public at all levels, from pre-school to the doctorate level.

**Position Funding Considerations - Salary**

Consider grant writing to fund the role of the DAP. The DAP role can be offered as a limited-term employment position dependent upon the available grant funds. An annual salary ranges from $75,000.00 to $82,000.00, with the total amount divided between departments. Each department assumes 25% of the total salary, divided between the District Office, the Nutrition Department, the Facilities Department, and the Academics. In the case of obtained and received grant funds, the salary could be covered at 100%, or the possibility of matching funds may evolve.

# **Applications of Strategic Management Characteristics and Techniques**

The essential characteristics of strategic management include identifying the organizational strengths, weaknesses, opportunities, and threats, both internal and external while incorporating all stakeholders. The characteristics examine the available resources for efficiency and effectiveness in reaching goals from the short to the long term by adhering to organizational values and the mission statement. Ensuring that all four areas are considered and included provides a holistic outlook. Barney and Mackey (2018) stated, "Indeed, the strength of “strengths” (and the weakness of “weaknesses”) would be quite counterintuitive in this approach” (p.367).

* Strengths (Helpful and Actual): Internal attributes within the school, community, committee, and program help achieve the group's goals. Grant funds pay the salary. All schools benefit from the DAP role. Increased agricultural education and local foods within the school system.
* Weaknesses (Harmful and Actual): Internal attributes within the school, community, committee, and program harm achieving the group's goals. These need to be remedied, changed, or stopped. Teachers do not have working hours available during the summer months of June, July, and August due to employment contract limitations.
* Opportunities (Helpful and Potential): External conditions are helpful to achieving the group’s objectives. These need to be prioritized, captured, and optimized. Having available staff to introduce and support students from all schools to agricultural topics is crucial. Agriculture is taught as a limited subject at the high school level; thus, all grades from K-8 encounter missed opportunities during the important forming years of learning and experiential education in youth development.
* Threats (Harmful and Potential): External conditions harm achieving the group's goals. These need to be countered, minimized, or managed. Not having a teacher to teach the summer school gardening course is a missed opportunity to enlighten students about nutrition, gardening, farming, agriculture, and where food comes from, including all five food groups.

# **Conclusion**

Educating the public and the people of the future starts here. What could be more important than learning, observing, and participating in where food comes from, how to produce it, and the nutritional value of the food? This position will impact the local procurement, school gardens, hoop houses, field, hydroponics, summer school experiential learning in a hands-on environment. The DAP role will support all departments in multiple and integrated ways.

# **References:**

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