September 1996

Self-Study Report: 07 Research and Scholarly Activity

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Section 7:
Research and Scholarly Activity

INTRODUCTION

The Department of AgLEC is committed to a strong program of research and scholarly activity, which is complementary to its programs of teaching and outreach. In recognition of this programmatic initiative, as a part of the 1995-1999 strategic planning process, the department created and empowered a separate faculty committee to be exclusively concerned with research and scholarly activity. The Research & Scholarly Activity (R&SA) Committee (which consists of both departmental faculty and members external to the department) assumed duties previously included in the mandates of the departmental Graduate Committee. This action reflected special faculty concern regarding the status of research and scholarly activity in the unit and a commitment to increased attention and productivity.

The purpose of the R&SA Committee is to assist the AgLEC faculty in producing a quality and quantity of research and scholarly activity consistent with its role in a major research university. In the future, the faculty may find it useful to provide some sort of qualitative assessment of individual research and scholarship efforts similar to assessment done in the department teaching improvement process. Given that the formal R&SA peer review process is relatively new, the faculty has chosen to limit the committee's commentary to content feedback to proposals submitted by individual faculty members. The committee will make an annual report to the department head as to the extent to which individual faculty members have proposed and produced research and scholarly activity as defined in the committee procedures. The department head will utilize this report when considering the matter of merit pay or other allocations of rewards or assignments.

Research and Scholarly Activity Program Goals and Rationale

The AgLEC faculty seeks to match its reputation and tradition of excellence in teaching with a complementary level of achievement and recognition in research and scholarly activity. Faculty members seek to be outstanding creators, as well as disseminators of knowledge. To facilitate that process, the faculty has established the following goals in regard to research and scholarly activity.

Goal 1. Empower the Research and Scholarly Activity Committee to:

a. Identify and establish research priorities for the department, encourage and assist faculty in establishing programs of research and scholarly activity, and assist faculty in
identifying and executing research projects associated with other action plans and/or classroom research;

b. promote active grantsmanship by AgLEC faculty, by identifying and facilitating additional funding sources for research support;

c. provide peer review for individual research proposals and projects.

Rationale. A consistent frustration for the faculty has been the oft-repeated criticism that the research and scholarly activity productivity of the department is perceived as inadequate or lacking by administrators and others. As a first step in reversing this undesirable situation, the faculty has created and seeks to empower a R&SA committee to assist in research and scholarly activity. The primary thrust of the committee is to provide resources, support, and encouragement for faculty efforts and to create a contingency between accomplishments and organizational reward structures.

Goal 2. Sustain and strengthen the departmental peer review and scholarly activity process, which requires each tenured or tenure-track faculty member, without regard to Agricultural Research Division (ARD) appointment, to propose at least one scholarly activity during each academic year, and to produce at least one item of scholarly output each year (peer reviewed publication, peer reviewed presentation, peer reviewed proceedings, or other item approved by the Research and Scholarly Activity Committee).

Rationale. As noted above, the first and most important step in vitalizing faculty efforts in research and scholarly activity is a process of positive encouragement and support in the form of peer review and the establishment of clear goals and objectives.

Goal 3. Facilitate team research and propose AgLEC team projects to the ARD. In addition, collaborate with other IANR social science units, such as the Department of Agricultural Economics, on shared research interests and initiatives.

Rationale. Improvements in AgLEC levels of productivity in research and scholarly activity will have to be accomplished in a resource-constrained environment. Team research projects could have the effect of simultaneously dealing with the challenge of scarce resources, leveraging faculty capabilities, and creating a greater awareness of departmental activity.

Goal 4. Develop and sustain active research programs resulting in scholarly contributions in the following areas: leadership development in agriculture and natural resources, distance education, teaching and learning, agricultural education/literacy, and communications.

Rationale. A traditional and inherent strength of the department is its multi-disciplinary faculty and content areas. A strong departmental research program should take advantage of this opportunity and ensure that the various disciplinary areas are represented in research and scholarly activity output.
FACULTY RESPONSIBILITIES AND INTERRELATIONSHIPS WITH OTHER UNITS

ARD Appointed Faculty

Table 7.1 ARD Faculty in AgLEC

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>FTE</th>
<th>Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Ossie Gilbertson</td>
<td>.25 FTE</td>
<td>Impacting Agricultural Literacy of Elementary Students and Teachers</td>
<td>1 May 1994 thru 30 Apr 1999</td>
</tr>
<tr>
<td>Associate Professor Bill Brown</td>
<td>.25 FTE</td>
<td>The Determinants and Uses of Leadership Influence in Agriculture and Natural Resources</td>
<td>9 June 1995 thru 31 May 2000</td>
</tr>
<tr>
<td>Associate Professor Jim King</td>
<td>.25 FTE as of 7/96</td>
<td>In preparation</td>
<td></td>
</tr>
<tr>
<td>Associate Professor Kay Rockwell</td>
<td>.25 FTE as of 7/96</td>
<td>In preparation</td>
<td></td>
</tr>
<tr>
<td>Professor &amp; Head Earl Russell</td>
<td>.30 FTE as of 7/96</td>
<td>In preparation</td>
<td></td>
</tr>
</tbody>
</table>

Other Faculty

As stated in the 1995-99 action plan and affirmed in the departmental guidelines, tenured and tenure-track faculty budgeted in AgLEC are expected to "propose or update at least one research or scholarly activity during each academic year and to produce at least one item of research or scholarly output each year (as defined)."

Faculty on temporary or full-time special appointments in AgLEC are encouraged to engage in research and scholarly activity, as are faculty with tenure homes in AgLEC, but budgeted elsewhere. The Research and Scholarly Activity Committee seeks to assist all AgLEC faculty members without regard to the nature of their appointment.

AgLEC enjoys a unique position as one of the few social science oriented units in the Institute of Agriculture and Natural Resources. As such, discipline colleagues and research opportunities must be sought from outside the organizational boundaries. These are some examples of recent activities in this area:

- In 1996 AgLEC Professors Baset, Brown (ARD), and Lunde were joined by Forestry Fisheries and Wildlife Professor Ronald Case (ARD) in submitting to the ARD an Interdisciplinary Team Research Proposal, "The Timing of Task Performance: Implications For Productivity in Ag/NR Academic and Work Groups." Although the project was not selected for ARD support, the team
has reformulated it, added Educational Psychology Professor Ken Kierwa to the team, and submitted a major grant proposal to the McDonnell Foundation.

- Associate Professor Bill Brown and Engineering Professor Fred Choobineh have been awarded a $152,500 "Manufacturing Excellence" research grant from Lucent Technologies to study social and technologic manufacturing systems.

**PROGRAM DEVELOPMENT**

**Record of Research and Scholarly Activities in AgLEC**

Table 7.2 summarizes AgLEC’s five-year record of research and scholarly output. Individual faculty records in research and scholarly activity are collected at the end of this section.

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</thead>
<tbody>
<tr>
<td>Referred Articles</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Non-Referred Articles</td>
<td>16</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Books</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Papers Presented</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>20</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td>Proceedings/Abstracts</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

**Areas in Which the Program Needs Improvement**

Although able to point with pride to previous accomplishments in the area of research and scholarly activity, the AgLEC faculty has concluded that research efforts in the department lag behind productivity in other areas, and that special effort is needed to strengthen this area. In addition to a general desire to increase research and scholarly activity productivity, the faculty resolves to increase the opportunity for communications faculty to be engaged in graduate education and research, and to increase the overall percentage of faculty members with appointments in the Agricultural Research Division.

We recognize these six areas in which our research and scholarly activity efforts could be improved:

- The department has a relatively low percentage of ARD appointments (less than 10% of tenure/tenure-line faculty FTEs).
Table 7.3 ARD Appointments in AgLEC, 1990-1997

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty</td>
<td>10.18</td>
<td>10.86</td>
<td>11.87</td>
<td>10.27</td>
<td>10.22</td>
<td>13.92</td>
<td>13.85</td>
</tr>
<tr>
<td>ARD Faculty</td>
<td>1.03</td>
<td>.98</td>
<td>.73</td>
<td>.53</td>
<td>.56</td>
<td>1.30</td>
<td>1.30</td>
</tr>
<tr>
<td>Appointments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Research</td>
<td>10.10%</td>
<td>9.02%</td>
<td>6.10%</td>
<td>5.20%</td>
<td>5.40%</td>
<td>9.33%</td>
<td>9.38%</td>
</tr>
</tbody>
</table>

- The department has a relatively low level of support for research (currently one .49 FTE graduate student who is assigned to work exclusively with ARD faculty) as compared to other IANR units.

- As detailed in Section 6, the department is in the process of strengthening its graduate program. A expanded graduate program is seen as an essential complement to a strong program of research and scholarly activity.

- Some AgLEC faculty do not come from traditions which emphasize research.

- AgLEC faculty with high teaching loads have difficulty finding time for research. AgLEC research productivity expectations for non-ARD faculty (1 peer-reviewed proposal and output per year) exceed ARD standards for .25 ARD faculty (1 referred journal article every 18 months).

- The sort of social science research done by AgLEC faculty is not always well understood and supported in an environment dominated by research in the biological and physical sciences.

**Strategies for Improvement**

- *Increase percent of faculty with ARD appointments.* As of July 1, 1996 two additional faculty members have been reassigned to the Department of AgLEC. Both of these faculty members have .25 FTE assignments in the Agricultural Research Division and the department head has declared a .30 appointment in the ARD as well. This addition of .80 FTE in the department more than doubles the previous amount of formal assignment to research. However, this new total of 1.30 FTE appointments in the ARD is still viewed as less than the critical mass needed to sustain an active and vital research program. Other faculty members with interest in research appointments are encouraged to participate in collaborative projects to demonstrate their capabilities and to seek research assignments as they become available. The departmental objective is to have approximately 25 percent of all AgLEC tenure/tenure-line faculty FTEs (approximately 3.5 FTE) assigned to research appointments, with those fractional appointments spread over several faculty in no less than .25 FTE increments.

- *Strengthen the graduate program and its interconnection with research and scholarly activity.* Efforts to enlarge and enhance the graduate programs offered through AgLEC are described
elsewhere in this self-study document. These efforts are seen as a particularly excellent way to involve faculty members who have traditionally been focused on undergraduate teaching in a program characterized by interaction with graduate students and involvement in research.

- **Actively engage the faculty committee devoted exclusively to the promotion and support of Research and Scholarly Activity in the department of AgLEC.** The departmental Research and Scholarly Activity Committee was established in the fall of 1995, consisting of the two AgLEC faculty members with ARD appointments, one other AgLEC faculty member, the department head serving in an ex-officio capacity, and two external members (Professor David Marx from the Department of Biometry and Associate Professor John Allen from the Department of Agricultural Economics).

In November of 1995 the faculty approved a preliminary set of operating procedures for the Research and Scholarly Activity Committee, and further affirmed the role of the committee in May 1996 with approval of the departmental operating procedures.

- **Clearly define what constitutes future research and scholarly activity in AgLEC.** In November 1995, the Research and Scholarly Activity Committee proposed a definition of research and scholarly activity to the faculty. After due consideration and the integration of several suggested modifications, in January of 1996, the faculty approved a definition and statement of commitment in regard to research and scholarly activity in AgLEC. See page 7-8 for the full text of the statement.

- **Tie research and scholarly activity productivity to formal and informal reward structures.** The Research and Scholarly Activity Committee will report annually to the department head as to the extent to which individual faculty have proposed and produced research and scholarly activity. The department head will utilize this report when considering the matter of merit pay or other allocations of rewards or assignments.

In 1994, a departmental award of merit recognizing outstanding performance in research was established. An annual call for nominations (self-nominations are encouraged) is announced in the spring and the award is made at the fall departmental retreat.

- **Provide strong internal support and a tradition of peer review of research and scholarly activity.** Key elements of the effort to encourage and support research and scholarly activity have been formalization and strengthening of the internal peer review process for faculty proposals, manuscripts, and other outputs. Although an informal system of peer review was in place, it was variously utilized by faculty and occasionally superficial in content. In January 1996, guidelines for a more comprehensive and formalized peer review system were established, and in May the faculty voted to specifically tie the participation in this process to the formal merit pay award system. Since January 1996, eight proposals or outputs from six AgLEC faculty members have been reviewed.
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Research and Scholarly Activity in the Department of Agricultural Leadership, Education, and Communication

In AgLEC we seek excellence in both the dissemination and creation of knowledge. We recognize that research and scholarly activity can take many forms and we encourage innovation and exploration of new forms. We particularly encourage collaborative efforts and offer recognition to each named author/creator in every project. Although we recognize that there may be considerable overlap between teaching and R&SA, in general, research and scholarly activity:

1. creates or affirms knowledge.
2. is peer reviewed by fellow scholars.
3. is knowledge disseminated beyond the classroom or similar forum in a way that will have an impact on our field.
4. is permanently archived so as to be accessible by other scholars and practitioners. Journals or other publications maintained in libraries, the ERIC or other archived/accessible electronic data bases, and published conference proceedings are among the many ways in which this can be accomplished.

Guided by the Board of Regents Policy statement on the Relationship of Teaching, Research and Service at the University of Nebraska, and inspired by the work of Ernest Boyer, R&SA in AgLEC may take several forms:

- **DISCOVERY** or basic research reported in peer reviewed forums. An example would be an experiment on the nature of learning reported in a traditional peer reviewed academic journal.

- **INTEGRATION** or the bringing together of disparate facts or findings from many sources or disciplines, and bringing them together with a new perspective. An example would be the application of group dynamic theory to your use of learning groups in the classroom, presented at a peer reviewed conference of teachers and entered into the Educational Resources Information Center (ERIC).

- **APPLICATION** or the linking of expertise to practical problems. An example would be a report on a workshop on communication skills you gave to the members of a Commodity Board. You prepare a manuscript reporting on the results, submit it to a group of external peers for comments - their suggestions considered in your final revision, and then published in a commodity trade magazine.

- **TEACHING** or the process of actively seeking and imparting of knowledge, and making that meaningful and of consequence to other persons. An example would be a report on the use of the Internet or multimedia in the classroom, sent to a group of external experts in the field - their comments considered in revisions, and then reported in the popular press. Another example would be the joint publication of the research from a Master's Thesis or Doctoral Dissertation.

The examples are for purposes of illustration only; R&SA can take the form of creation or affirmation of new knowledge for its own sake, or it can be highly applied and interrelated with a faculty member's teaching or outreach. The key is that it be disseminated to have an impact! The traditional "gold standard" for academic researchers has been the peer reviewed journal article. We encourage the use of, but absolutely do not limit, the recognition of AgLEC R&SA to those forums. If you feel that the greatest impact for your work is not in a peer reviewed forum, but in trade magazines or the popular press, that is fine. We encourage you to choose the forum of output in terms of potential impact, but that, following in the traditions of scholarship, you submit your work to the scrutiny of appropriate colleagues and consider their suggestions. One of the key roles of the R&SA Committee is to assist faculty in that process.

ELIZABETH A. BANSET

Refereed Journal Articles:


Non-Refereed Articles


Banset, E.A. (1993, November). Redundancy: Or how being superfluous and otherwise repeating yourself can make your writing sound overly reiterative: Or the reasons why you shouldn't repeat again the same identical information in your written writing. *Writers Update*. Lincoln, NE: IANR.


Books


Chapters in Books


Proceedings

Invited Papers, Presentations, Workshops

*The Nuts and Bolts of Business Writing*, a half-day workshop presented at Mahoney State Park, Ashland, NE, June 12, 1996 (offered through College of Business Administration).

*Communicating with Students in Cyberspace: Untangling the Web*, a presentation to the Nebraska Teaching Improvement Council (Faculty College), Mahoney State Park, Ashland, NE, May 9, 1996 (with F.W. Brown).

*Practical Business Writing: Tips, Tricks and Tactics for Sometime Writers*, an all-day seminar presented at the Panhandle Education Center, Scottsbluff, NE, February 8, 1996 (offered through the Center for Leadership Development).

*Confessions of a Reluctant School Teacher*, after dinner presentation to the Fourth Annual National Conference on Rewarding Teaching, February 16, 1996, UNL.

*Using E-mail and the Internet in the Classroom*, a presentation at the IANR Open House, October 13, 1995. Using UNCLASS! Accounts, a presentation to ALEC 405 students, August 24, 1995.

*Practical Business Writing: Tips, Tricks and Tactics for Sometime Writers*, a presentation at an all-day Management Development Seminar offered through the College of Business Administration, Mahoney State Park, June 19, 1995.

*Improving Your Business Writing Skills: Tips, Tricks and Tactics for Sometime Writers*, an all-day seminar presented to Nebraska Association of County Treasurers, Hastings, NE, March 15, 1995. (Offered through College of Business Administration)

*Departmental Plans for Rewarding Teaching*, panel presentation to the Third Annual National Conference on Rewarding Teaching, February 17, 1995, University of Nebraska-Lincoln.

*Confessions of a Reluctant School Teacher*, after dinner presentation to the Third Annual National Conference on Rewarding Teaching, February 17, 1995, UNL.

Presentations on practical applications of UNLINFO accounts to Gerald Parsons’ ALEC 200 classes, September 22 and October 20, 1994.

*As the Word Turns: Dr. Diction’s Guide to Clearer Writing*, seminar presented to faculty and students on the Soil and Water Panel, Department of Agronomy, UNL, September 12, 1994.

*Kinesethetics in the Classroom*, presentation to the CASNR Teaching Community, April 8, 1994.

*What Goes into a Teaching Portfolio and How to Evaluate It*, a presentation to the Second Annual National Conference on Rewarding Teaching, March 5, 1994, UNL.


*Progress of TQM Teaching Group*, a presentation to IANR Forum on Total Quality Management, December 2, 1993

*Teaching Technical Writing in High Schools* a seminar for high school teachers in Schuyler, NE, February 4, 1993 (with V. Book)

*Project: CLASS Reunion* of Animal Science faculty, industry partners and project leaders in UNL Animal Science Department October 8, 1992 (with D. Brink, V. Book, M. Beck)

Other Scholarly Activity

*Leadership Education in Colleges of Agricultural Sciences and Natural Resources: Stories and Experiences from the Field*, National Satellite Conference, UNL (with S. Fritz, F.W. Brown, J.P. Lunde), May 1996.


Membership in pilot group to explore possibilities of incorporating principles of Total Quality Management (TQM) into teaching, January 1993-January 1994.

Grants


LEVERNE A. BARRETT

Refereed Journal Articles


Chapter in Book


Papers Presented


**Proceedings and Abstracts**


Andelt, L., & Barrett, L. (1994, March). Identification of coping strategies used by personality temperament groups which facilitate success in high school students. In *Proceedings, Orchestrating Educational Change in the 90's—The Role of Psychological Type* (pp. 61-71). Gainesville, FL: Center for Applications of Psychological Types.


**Other Scholarly Activity**


7-11
Grants

A Collaborative Effort to Change the Reward System for Teaching - Phase II. Leverne A. Barrett, Project Director. USDA, 1996-1997. $144,580

Rewarding Teaching at Research Oriented Universities: A Dissemination. Leverne A. Barrett, Project Director. Fund for the Improvement of Postsecondary Education (FIPSE), 1995-1996, Renewal: $21,000; New: $15,000


Rewarding Teaching at Research Institutions—A Dissemination. Leverne A. Barrett, Project Director. Fund for the Improvement of Postsecondary Education, 1993-1994. $61,500

Project on Rewarding Teaching—PORT. Leverne A. Barrett, Project Director. UNL Administration. $5,000


From Regard to Reward: Improving Teaching at a Research-Oriented University. Leverne A. Barrett, Project Director. Fund for the Improvement of Postsecondary Education, 1989-1992. $207,000

LLOYD C. BELL

Refereed Journal Articles


Non-refereed Articles


Book


Chapter in Book


7-12
Proceedings and Abstracts


Other Scholarly Activity

Special Curriculum Modification Project


Invited Presentations/Seminars


Bell, L.C., & Woeppe, E. (1995, March). Biology endorsement for Agricultural Education instructors. Invited presentation at Nebraska Rural Community Schools Association meeting on Quality Rural Schools, Kearney, NE.


Inservice Education Facilitator


Instructional materials developed (Statewide)

Grants


ALLEN G. BLEZEK

Refereed Journal Articles


Non-Refereed Articles


Invited Papers and Presentations


Other Scholarly Activity

Participant, Annual Conference of International Association of Programs of Agricultural Leadership (IAPAL/LEAD Program Directors), Branson, Missouri, October 1995.

Participant and presenter, Nebraska Ag Ed Symposium, sponsored by the Nebraska Department of Education, Columbus, Nebraska, February 3-5, 1995.


Assistant Director and Presenter, Annual Conference of the International Association of Programs of Agricultural Leadership (IAPAL) (LEAD Program Directors), Nebraska City, Nebraska, August 1994.

Grants


Blezek, A.G. Capital construction campaign for a new meeting/assembly hall at the Nebraska Youth Leadership Development Center at Aurora, Nebraska, 1993. Amount raised: $268,000.


VIRGINIA A. BOOK

Refereed Journal Articles


Non-Refereed Articles


Grants

Project: CLASS (Communication Literacy in the Animal Sciences). With E. Banset, M. Beck, D. Brink, & K. Gilster. New Partnerships in Agriculture and Education (NUPAGE); funded by the W.K. Kellogg Foundation; $30,900 (Jan-June 1990); $7,750 (Jan-July 1991); $5,700 (Sept-Jan 1991); $5,700 (Jan-May 1992).

F. WILLIAM BROWN

Refereed Journal Articles


Books

Book Chapters


Presentations

Brown, F.W., & Banset, E. (1996). *Communicating With Students in Cyberspace: Untangling the Web*. A presentation to the Nebraska Teaching Improvement Council (Faculty College), Mahoney State Park, Ashland, NE, May 9.


Brown, F.W. (1995, May). The effect of academic advising on selected student outcomes. Presented at Nebraska Faculty College, Aurora, NE.

Brown, F.W. (1994, June). The effective use of participation in decision making. What have Vroom, Yetton and Jago told us and are they right? Presented at 1994 International Conference on Advances in Management, Calgary, Canada.


Proceedings


Other Scholarly Activity


Grants

Communities of Learning Into The 21st Century: A Plan for Revitalizing Nebraska’s Vision for Food Systems
Professional Education in the Year 2020. Co-authored with E.A. Banse, & Vice Chancellor I. T. Omtvedt.
The W.K. Kellog Foundation, 1996. Funded $1,500,000

Creating a World Class Manufacturing System. With F. Choobinet. A Research and Consulting Contract with
Lucent Technologies, Inc. Funded $152,500.


Building a Coalition to Develop and Implement a Program of Leadership Capacity Building for Secondary School

LAURA E. CASARI

Non-refereed Articles

Casari, L.E. (1993, October). Good writing could be poor judgment: What we talk about when we talk about writing.
Writers Update. Lincoln, NE: IANR.


Chapter in Book


curricula: Revitalization programs at three land grant universities. Bolton, MA: Anker Publishing
Company.

Other Scholarly Activity

Philbin, A.I. (Ed.), with Casari, L.E., Corso, G., Flammia, M., Fowler, J., Geonetta, S., Harris, R., Heba, G., Hirst,

Philbin, A.I. (Ed.), with Casari, L.E., Corso, G., Flammia, M., Fowler, J., Geonetta, S., Harris, R., Heba, G., Hirst,
Communication Quarterly 3(4), 435-463.

Philbin, A.I. (Ed.), with Casari, L.E., Flammia, M., Fowler, J., Geonetta, S., Heba, G., Oswal, S., Rothschild, J., &

ROY D. DILLON

Journal Articles

Dillon, R. D. (1992, October). A comparison of the number, type, and level of leadership involvement by two groups of students in the College of Agricultural Science and Natural Resources. Agricultural Education.

Papers Presented


SUSAN M. FRITZ

Refereed Journal Articles


Non-Refereed Articles


Books


Chapters in Books


Presentations


Proceedings


Abstracts

Fritz, S.M. Evaluating teaching effectiveness: One department’s experience. NACTA Journal, 40(3).


Other Scholarly Activity


Malcolm Baldridge Evaluator—1995 and 1996
Judge for the Livestock Publications Councils 19th Annual Writing and Critique Contest coordinated by the Brock Center for Ag Communications, Cal Polytechnic State University, San Luis Obispo, CA April-May, 1996. Prepared all of my critiques for publication in the 1996 proceedings.
Reviewed 11 proposals for NAERM, 1995; Reviewed 2 manuscripts for the Agricultural Education Journal.

**Grants**


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**OSMUND S. GILBERTSON**

**Refereed Journal Articles**


**Invited Presentations**


Gilbertson, O.S. *What did we accomplish? From Reward to Reward: How Has This Project Affected UNL?*, October 13, 1994.

Gilbertson, O.S. *Implementation in AgLEC.* Panel presentation at National Conference on Evaluating and Rewarding Teaching, February 17, 1995, Lincoln, Nebraska.

**Grants and Developmental Projects**

*Ag In The Classroom.* O.S. Gilbertson, Project Director. Funded by Nebraska Agricultural Awareness Foundation, 1996. $35,390

*Impacting Agricultural Literacy of Elementary Students and Teachers Through Teacher Workshops.* O.S. Gilbertson, Project Director, ARD Project No. NEB-24-031, 1995-1999.

*Ag In The Classroom.* O.S. Gilbertson, Project Director. Nebraska Agricultural Awareness Foundation, 1995. $33,705

*Integrating Agriculture Into Two Metropolitan Elementary Schools.* O.S. Gilbertson, Project Director. The W.K. Kellogg Foundation, 1994-1996. $30,000

*Ag In The Classroom.* O.S. Gilbertson, Project Director. Nebraska Agricultural Awareness Foundation, 1994. $31,500


*Agriculture In The Classroom.* O.S. Gilbertson, Project Director. Nebraska Farm Bureau Association, 1992-1993. $27,220
SHEILA KEPLER

Chapter in Book


Abstract


ANITA LEININGER

Book


JOYCE POVLACS LUNDE

Refereed Journal Articles


Books


Chapters in Books


**Abstracts**


**Proceedings**


**Other Scholarly Activity**

The following are national distributions and adaptations of "101 Things You Can Do the First Three Weeks of Class," appearing in *Teaching at UNL*, a publication of the Teaching and Learning Center, the University of Nebraska-Lincoln, August 1986:

- distribution to graduate teaching assistants and faculty, University of Georgia (fall 1995)
- permissions to adapt and reprint, Appalachian State University (fall 1995)
- Center for Faculty Development, University of Nebraska at Omaha (Fall 1994)
- University of Alabamas at Birmingham (Fall 1994)
- adapted in *On Getting Started*, publication of the EQUAL Commission for Enhancing the Quality of Undergraduate Academic Life at NYU, New York University (Fall 1994)
- Augsburg College, Minneapolis, MN (Fall 1994)
- California Mathematics Teachers Association (Fall 1994)

**World Wide Web Citations/Postings**


Povlacs (Lunde), J.T. 36 Things you can do the first three weeks of class [adaptation]. In Wright State University Center for Teaching and Learning, http://www.ies.uci.edu/~ids/36things.html.
Grants


TERRY MEISENBACK

Non-Refereed Articles


LINDA MOODY

Non-Refereed Articles


GERALD M. PARSONS


Chapter in Book


Invited Presentations


Proceedings/Abstracts


Other Scholarly Activity


THOMAS A. SILLETTO

Refereed Journal Articles


Non-Refereed Articles


**Papers Presented**


**Other Scholarly Activity**

Silletto, T.A. (1995). Survey of local teachers of agriculture in Nebraska, to identify laboratory changes made during teachers' tenure at their present schools. Unit Review Board project No. 95-03-290 EX. Data were used in developing the article in July 1995 *Agricultural Education Magazine*, 'How is the Workplace Changing For Teachers of Agricultural Education?'

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**GARY L. VACÍN**

**Refereed Articles**


Vacin, G.L. (1992). Will we manage...or be managed by...our technologies? *Quarterly Bulletin of the International Association of Agricultural Information Specialists*, 37(1-2).

**Non-Refereed Articles**


**Invited Presentations**


**Other Scholarly Activity**