
University of Nebraska-Lincoln

**Department of Agricultural Leadership,
Education and Communication**

Final Review Report

April 20-23, 2010



National Institute of Food and Agriculture

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I. BACKGROUND

The Department of Agricultural Leadership, Education, and Communication Review

In 2009, the University of Nebraska-Lincoln Institute of Agriculture and Natural Resources (IANR) and the Department of Agricultural Leadership, Education and Communication (ALEC) requested a review of the ALEC programs and activities by the USDA National Institute of Food and Agriculture (NIFA). The Department's last review was conducted in 2003. Much of the background information pertaining to the review process is contained in the 2010 Self-Study Document produced from input by the entire faculty and many of the staff, based on more than a year of thoughtful discussions. Readers are directed to the Self-Study for more details.

Why review Agricultural Leadership, Education and Communication at UNL? Policies of the University of Nebraska Board of Regents and the Nebraska Coordinating Commission for Post Secondary Education require that departments undergo periodic program reviews. The timing was right with pending retirements, changes in departmental structure, the addition of a number of new faculty, new programs, and a new department head. This review will provide an opportunity for the new department head and faculty to receive an external and experienced analysis of ALEC's current state and planned strategic directions. The Department was seeking recommendations to maximize future efforts to change programming in teaching, research and extension that more effectively serve UNL students and the citizens of Nebraska. This is a time of growth for the Department of Agricultural Leadership, Education and Communication, and it is the Department's desire that the review team's feedback help them to capitalize on the opportunities and provide guidance in future decisions that can leverage their talents to the greatest possible mission-related position..

The Department strives to meet goals that address critical education, leadership, and communication issues facing agriculture, rural, urbanizing and urban communities in a state with an economy dominated by agriculture. ALEC must have a scientifically and educationally sound curriculum that prepares students for careers and to become life-long learners. The Department is tasked to increase student numbers and to effectively communicate science-based research knowledge that will positively impact the State of Nebraska and the central Great Plains region. The Review Team was charged to provide sound advice towards obtaining the Department's goals without significant increase in faculty size.

The Review Team

The review team was composed of five external members and four internal members:

External Members

Dr. James P. Dobrowolski – Team Leader
United States Department of Agriculture
National Institute of Food and Agriculture
1400 Independence Avenue SW, Stop 2210
Washington, DC 20250-2210

Internal Members

Dr. A. Dwayne Ball
Associate Professor of Marketing
College of Business Administration
Academic Planning Committee
CBA 324 Lincoln, NE 68588-0492

Dr. Tracy Hoover
Penn State University
Professor and Department Head
Department of Agricultural and Extension
Education
114A Ferguson Building
University Park, PA 16802

Dr. Julie Johnson
Professor and Chair
Department of Child, Youth and Family
Studies
135B Mabel Lee Hall
Lincoln, NE 68588-0236

Mr. Dave King
Oregon State University
Associate Provost
422 Kerr Admin Bldg.
Corvallis, OR 97331-2119

Ms. Heather Borck
ALEC Graduate Student
Leadership Education
300 Ag Hall
Lincoln, NE 68583-0709

Dr. Florita Montgomery
West Virginia University
Extension Professor
505 Knapp Hall, P.O. Box 6031
Morgantown, WV 26506-6031

Ms. Paige Bek
Undergraduate Student
Agricultural Communications
300 Ag Hall
Lincoln, NE 68583-0709

The review team schedule appears in the 2009 Self-Study Report and the final copy is attached as an appendix. Over the course of four days (April 20-23, 2010), the Team conducted intensive interviews with faculty, staff, students, and administrators associated with the Agricultural Leadership, Education and Communication (ALEC) Department. The Review Team's initial findings were reported the morning of the fourth day (April 23, 2010) to the ALEC Department Head, Dr. Mark Balschweid, and University of Nebraska-Lincoln Administrators, Drs. John Owens, Vice Chancellor for Agriculture and Natural Resources; Susan Fritz, Associate Vice Chancellor IANR; Elbert Dickey, Dean, UNL Cooperative Extension; Steve Waller, Dean, College of Agricultural Sciences and Natural Resources; Marjorie Kostelnik, Dean, College of Education and Human Sciences; to communicate the Review Team's initial findings. Closing out the morning of the fourth day, the team presented the draft review report to the department head, faculty, and staff of the Department of Agricultural Leadership, Education and Communication.

The 2010 Self Study Document

The ALEC department head, faculty, staff, and others developed the Self-Study Document and a shared vision for the Department's programmatic areas in undergraduate and graduate academic programs, research and scholarly activity, and cooperative extension in agricultural leadership, education and communication. Supplementing the Self-Study Document was the Departmental Strategic Initiative: "Designing a Premier Communication Program in Agricultural Leadership, Education and Communication (AgLEC)," produced in 2009 that significantly helped the Review Team understand the strengths and challenges comprehensively across departmental programs. The Self-Study reflects the efforts and thoughts of the complete departmental community. The Review Team made extensive use of the Self-Study document and appreciated the considerable work of faculty, administration, students, and staff towards its development.

The Review Report

The Review Team document is divided into twelve sections. The first section provides the administrative background and context for the review. The second section is an Executive Summary of several key recommendations. The next nine sections focus on the strengths, challenges, and recommendations at the more functional levels of the Department: Department Faculty/Staff/Diversity; Undergraduate Education; Graduate Education; Research; International; Extension Education; Advisory Council; Development/Financial; Integration of Creative Staff; and the Review Agenda.

Comments relating to this document or the Review Team itself should be directed to Dr. James P. Dobrowolski, USDA-NIFA (jdobrowolski@nifa.usda.gov).

II. EXECUTIVE SUMMARY

The Executive Summary offers highlights of the review. It does not replace the more specific and detailed accounting of strengths, challenges, and recommendations the Review Team provided under each of the nine sections that follow the summary. Comparable departments of Agricultural Leadership, Education and Communication across the U.S. are experiencing similar challenges to those outlined in this report, particularly under the current economic climate.

UNL's ALEC Department has developed a nation-wide imprint on teaching and learning in agricultural education, particularly leadership for decades. They have engaged their clientele, and are responsive to industry needs. The Department has developed a culture of student service, teaching, and advising. Faculty members are engaged and interested. The Review Team observed faculty members to be positive and enthusiastic about their work, and all three missions of the Land-Grant University System, and demonstrated a proud sense of dedication and service to their students.

The ALEC Department is challenged by a lack of appreciation across campus for their scholarship of communication, education, and leadership. In addition, other departments outside and within the Institute of Agriculture and Natural Resources (IANR) do not always see the applicability of leadership content to their program areas. Some faculty members perceive their time for scholarship is overwhelmed by their service, advising and teaching commitments that restrict their ability to seek extramural funding. Of real concern is that the Department lacks focus, cohesion and direction as a unit. With a strong foundation and a desire to continue to move forward, the Review Team suggests that UNL's ALEC re-evaluate faculty time spent on service and advising with more consideration for grant seeking and research. ALEC faculty should examine the leadership course content to ensure that examples are relevant to many program areas (e.g. natural resources and animal science). And above all, the Department needs to set program priorities and direction as a unit.

While the Department has a welcoming culture and the undergraduate student, staff and faculty population roughly matches the cultural make-up of the population in the State of Nebraska, efforts to increase departmental diversity deserves continued attention. ALEC needs to prepare their students to live and work among diverse cultures through the application of innovative approaches to diversity recruitment and with faculty "stepping out of their comfort zones." Though faculty members are facilitating diversity workshops, the Department does not have an articulated diversity strategy. The Review Team suggests that ALEC

continue to pursue a cultural balance in ALEC by engaging two-year institutions with diverse cultures, producing web and other recruiting materials that are inviting to underrepresented groups, and striving to provide additional role models for multicultural students.

The undergraduate program has a strong and nationally recognized curriculum for the education of agricultural leadership, education and communication professionals that is accredited by the Teacher Education Accreditation Council (TEAC). Undergraduates feel that faculty attention and interaction are high through curriculum advising and that the faculty has a genuine passion for teaching. Students felt they had a strong connection to the Department through active student organizations such as Agricultural Communicators of Tomorrow (ACT), Agricultural Education Club/Alpha Tau Alpha (ATA), and FFA Alumni, although there is no student club for Agricultural Leadership. The Department is striving to make Agricultural Leadership a stand-alone major, introduce a Leadership minor that promises great capacity, and to expand the Agricultural Journalism program as a graduate program. Recent retirements, low enrollment, and an aging infrastructure have called the efficacy of maintaining the Industrial Technology (IT) curriculum into question. Students seemed confused over the departmental degree programs, numerous options, and how the Hospitality, Restaurant, and Tourism Management (HRTM) fit with the rest of the Department's offerings. The Review Team suggests that ALEC reduce the number of options and expands their emphasis on Education, Leadership and Communication, push the IT program to the community colleges with better facilities, and begin the process to determine if ALEC is the best fit for HRTM options.

ALEC's graduate students generally are satisfied with their experience in the Department. Graduate education does align well with the three signature areas in Leadership, Education and Communication. There exists real opportunity for the newly incorporated Communications (CII) staff and facilities to impact graduate education (e.g., courses, internships, advising, and research). The Team recommends that ALEC develop and require a signature core of ALEC courses in the PhD/EdD graduate programs, particularly in research and statistics. Part-time graduate students need faculty help to make connections and build relationships with their advisors and ALEC should provide a colloquium that is required for all graduate students during their first semester. Graduate student recruiting can be enhanced if the Department showcases faculty scholarship with on-line biographies and five year research conceptual frameworks that reflect Departmental foci.

ALEC's research reputation and productive history in Leadership is a significant strength for the Department, with the potential to attract collaboration with other institutions across the country. Departmental scholarship provides evidence that faculty have the potential for ongoing productivity. Since ALEC devotes only 1.5 FTEs to Research, dedicated faculty time for scholarship, grant writing, and serving on Agricultural Research Division (ARD) projects or contribute to multi-state projects is limited. There appears to be a lack of congruence between grantsmanship productivity and departmental research goals presented to the external Review Team. It appears that some faculty members who do not subscribe to seeking extramural funding are limiting the capacity of the Department to reach its full potential. Appointments may have to be shifted to better reflect Departmental goals, and to reward and recognize effort in teaching, research, and extension. Significant funding exists at the Dean's level to allow faculty to establish travel abroad programs and for students to participate in an international educational experience. Faculty members are encouraged to incorporate their international experiences to enhance classroom education for students. Students need to be made more aware of these international opportunities and faculty need to share their international experiences with colleagues.

ALEC has linked *Communication* with *Leadership* to create a competitive advantage in outreach- with significant potential to improve agricultural literacy and add value to integrated research and extension

projects on-campus, and offer non-credit programming to businesses. Extension faculty members exhibit strong and positive relationships with stakeholders within Nebraska, and are effective at reporting their research efforts back to the communities that fund them. Faculty members measure their success by change in stakeholder's attitudes, knowledge and behavior. The Review Team felt that risk communication to be one of the Department's key outreach strengths, and provides significant utility to *integrated* grant opportunities that are becoming more important to the USDA and NSF portfolios. Both communication and leadership programming could clearly improve entrepreneurship both across campus, off-campus, and across the state for agribusiness and other industry. Since evaluation is part of the expertise portfolio of both extension and research faculty, it is our recommendation that either an evaluation specialist be identified or supervisory care be exercised to ensure that non-tenured faculty do not become overwhelmed with this responsibility. Key to maintaining an extension presence with expertise in leadership and communication into the future is incorporating extension education opportunities into the existing graduate programs and providing extension graduate assistantships. Finally, the Review Team recommends greater effort toward building partnerships between extension and research colleagues to expand funding opportunities.

Since the last review, a departmental advisory council was established with individuals from a variety of backgrounds (also outside of UNL) to provide industry grounding and who are willing to address tough departmental problems. However, the advisory council members had a difficult time articulating a holistic view of the ALEC Department's potential across all independent educational segments within the Department. Concomitantly, the Department seems to be willing to implement recommendations put forth by the advisory council. Currently, the Department is missing an opportunity to utilize the council as an advocacy group for ALEC. Critical to moving forward is to identify ALEC's competitive advantage in leadership and communication for the council, and to ensure that advisory council members are clear about ALEC's programs, program interrelationships, outputs and potential outcomes.

Significant development initiatives across the UNL campus such as the Water for Food Initiative and the University-wide Capital Campaign have the potential to infuse additional programmatic funding. Other potential revenue sources for the Department could include: 1) expansion of the leadership program outside of UNL, 2) greater focus on distance education, and 3) a successful integration of the Communications and Information Technology (CIT) programs and staff, formerly an independent program within the IANR. Currently, development activities are fragmented and the development officer assigned to the Department is only part-time with a background that restricts broad-based efforts at increasing revenue. The Department should become more involved with the University's Office of Development to expand private giving for graduate student support, and state-of-the-art science space to support key entrepreneurial research, education, and extension efforts.

Finally, a significant cross-cutting issue for ALEC involves the effective integration of the CIT creative staff into the Department. This change, clearly supported by the IANR administration, could significantly assist ALEC to address broader opportunities to serve new clientele and generate revenue. CIT consists of a highly competent staff with complimentary creative skills to the ALEC faculty and staff that clearly could expand their capabilities to successfully attract extramural funding. Key actions that could assist with CIT integration is an honest assessment of CIT's capabilities, the creation of a business model and plan, and continued facilitation of communication among ALEC and CIT faculty and staff.

III. DEPARTMENT FACULTY/STAFF/DIVERSITY

The University of Nebraska, Lincoln

The University of Nebraska–Lincoln (UNL) is the flagship institution of the University of Nebraska system. UNL was founded in 1869 as a land-grant university under the provisions of the Morrill Act. For the first 99 years of its existence, the University was synonymous with the Lincoln campus. The University of Nebraska, Lincoln was the first institution west of the Mississippi River to award doctoral degrees — the first was granted, in physics, in 1896. The discipline of ecology was born at UNL, and the campuses reflect that tradition, being recognized as botanical gardens and arboreta.

The UNL Core Values influence the strategic planning, management, and programming for both the IANR and the ALEC department:

- Learning that prepares students for lifetime success and leadership;
- Excellence pursued without compromise;
- Achievement supported by a climate that celebrates each person's success;
- Diversity of ideas and people;
- Engagement with academic, business, and civic communities throughout Nebraska and the world;
- Research and creative activity that inform teaching, foster discovery, and contribute to economic prosperity and our quality of life;
- Stewardship of the human, financial, and physical resources committed to our care.

The IANR

The Institute of Agriculture and Natural Resources focuses on four areas: academic programs, research, extension, and service. IANR is composed of the College of Agricultural Sciences and Natural Resources (CASNR), the Agricultural Research Division (ARD), University of Nebraska–Lincoln Extension, and the ARD and UNL Extension components of the College of Education and Human Sciences (CEHS). In 1973, the Nebraska Legislature passed LB149, leading to the formation of IANR in 1974. UNL is mandated to support a statewide mission for research, education and extension in agriculture, natural resources, and related sciences. Research and extension in agriculture and natural resources occur through ARD and UNL Extension. Resident instruction responsibilities are assigned to CASNR, where learning is student-centered and where diverse basic and applied natural, life, earth, and social sciences are integrated into the context of a global society and environmental stewardship. The first priority of the University of Nebraska and each of its campuses is teaching, with special emphasis on teaching undergraduates. The stated vision and mission of UNL's IANR influences programming for the ALEC Department (from the IANR Strategic Plan 2008-2016):

The Institute of Agriculture and Natural Resources serves Nebraska by providing inter nationally recognized science and education to assure the state's competitiveness in a changing world.

To fulfill this vision with its firm focus on Nebraska, we must achieve world-class excellence in: the life sciences, ranging from molecular to global systems; sustainable food, fiber, and natural resource systems that support a bio-based economy; economics and environments for a sustainable future; and human capital development of children, youth and families.

IANR accomplishes this mission by:

Advancing knowledge along the continuum from fundamental research to application and education necessary to meet the current and emerging needs of the state; preparing professionals for the future; creating and implementing solutions to critical problems; expanding partnerships across UNL, the NU system, and beyond; cultivating public-private partnerships.

The ALEC Department

The Department of Agricultural Leadership, Education and Communication (ALEC) was established at UNL in 1918 as the Department of Agricultural Education. The Department's current configuration, formally established in July 1992 through the mergers of the Department of Agricultural Communications and Agricultural Education, includes five distinct academic programs, Agricultural Education-Teaching Option, Agricultural Education-Leadership Option, Agricultural Education-Industrial Technology Option, Agricultural Journalism, and the Tourism component of the Hospitality, Restaurant and Tourism Management (HRTM) program. The department also houses non-academic organizations that include the Nebraska FFA Foundation Executive Director and the Executive Director for the Nebraska Human Resources Institute (NHRI).

ALEC is a small department with eight tenure track faculty, two non-tenure track faculty, one faculty emeritus and four office professional staff all housed in the departmental main office complex in Agricultural Hall. Twelve other individuals on UNL's campus have a courtesy appointment within ALEC. ALEC's programs are tied together philosophically by *Leadership* where faculty engage in teaching, research and service activities that develop the leadership potential of teachers, communicators, tourism professionals and community members.

The Department is administered by Dr. Mark Balschweid, department head, who reports to the dean and associate deans/directors of the IANR. Integral to the Department is strategic planning that produced vision and mission statements and program initiatives among faculty at annual retreats. The vision and mission of the Department provide a backdrop for the review:

The Department of Agricultural Leadership, Education and Communication develops human potential through: excellence in teaching, expanded scholarship and research, outreach to communities, and international engagement.

To develop agricultural leaders, educators, journalists and other professionals through teaching, research and extension/education.

Since the last review, the Department successfully conducted a national search for a new department head. ALEC has added two new programs by adopting the Industrial Technology Education Teacher Preparation Program, formerly housed in the College of Education and Human Sciences (CEHS), and adding a joint program in Hospitality, Restaurant, and Tourism Management (HRTM) shared with the Department of Nutrition and Health Sciences in CEHS. The Industrial Technology Education program consists of one faculty member. ALEC's portion of the joint program in HRTM includes one faculty member, with a second, new, HRTM faculty member to join ALEC in August 2010. In 2007, ALEC received the University-Wide Departmental Teaching Award, the highest departmental teaching award across all four campuses in the Nebraska University system. The department created and filled a new tenure track faculty position in Agricultural Communication as part of the Agricultural Journalism program administered collaboratively with the College of Journalism and Mass Communication (CoJMC). In a 2008 strategic realignment, the Industrial Technology Education Program was transferred from the Department of Teaching, Learning and Teacher Education (TLTE) in CEHS to ALEC which resulted in the establishment and filling of a non-tenure track faculty line. The Department also led the effort to establish a university-

wide Leadership Certificate Program initiated in fall 2008. ALEC has collaborated with the Nebraska Department of Education to fund and house the Nebraska State Agricultural Education Specialist within the department. This position aligns state supervision and teacher education responsibilities in agricultural education for Nebraska and is scheduled to be filled by August 2010. Finally, the CIT service unit was eliminated and remaining staff and resources are incorporated into ALEC, effectively doubling the departmental budget and adding an additional 37 individuals to the unit.

In terms of general faculty and departmental issues of concern, the reorganization of the former Communications and Information Technology (CIT) unit into ALEC and how the new staff and programs will integrate with existing programs in teacher education, leadership, HRTM, and journalism are paramount. It is uncertain what the overall vision and theme of the reorganized unit should be. Increased operating capital is needed to support the increase in Agricultural Communications faculty from one to four. Recent retirements of two leadership faculty and the requirements of other units for ALEC's leadership courses as a minor (HRTM, PGA Golf Management, Naval ROTC) has resulted in greater pressure placed upon undergraduate leadership courses. ALEC is a social science department with a large majority of the faculty FTE devoted to teaching and faculty are stretched to the limit with oversubscribed courses, too many advisees, and no formal research appointment that restricts their ability to seek extramural funding and reduces their scholarly potential in research. No consistent theme, strategy, or process exists to build a sustained and deliberate international focus in teaching, research and extension. Secondary Agricultural Education and Industrial Technology Education teacher preparation have become more complex in recent years with national and state certification mandates. Additionally, the program is seeing an increase in the number of provisional and non-traditional students seeking teacher certification. While these methods help meet local agricultural and industrial technology education needs at the secondary level, they are time-intensive and create pressures on faculty beyond the traditional teacher preparation program. Concern remains for the procedural requirements of such things as teaching the *Methods of Teaching* course, performing on-site visits, and mentoring alternatively certified teachers. Rural and urban communities, in Nebraska and regionally, have growing needs for non-traditionally certified teachers while the Department seeks to continue to meet the needs of those enrolled in the on-campus, undergraduate programs.

Faculty and Department Strengths:

- Many faculty members in the Department of ALEC are nationally and internationally prominent and have produced undergraduate and graduate students that populate major universities, research centers, for-profit, and not-for-profit enterprises across the U.S. and around the world.
- Faculty members have developed a nation-wide imprint on teaching and learning in agricultural education, particularly leadership, for decades. They have engaged their clientele, and are responsive to industry needs.
- The Department has a culture of student service, teaching, and advising.
- The Department is working to function with an open, and more participatory administrative environment.

- Department heads in the IANR unanimously lauded efforts by the ALEC department head to promote collaboration among departments.
- Faculty members are engaged and interested.
- There is a proud sense of dedication to service to their students.
- Faculty members are positive and enthusiastic about their work, and all three missions of the Land-Grant System.
- More discretionary money is provided to ALEC than any other unit in IANR.
- Sabbatical/Enhancing Expertise opportunities are offered by the university but not necessarily used by the ALEC faculty.
- The focus of the department, leadership, education and communication, can provide value to internal and external stakeholders.

Faculty and Departmental Challenges:

- Not all colleagues across campus appreciate the scholarship of communication, education, and leadership provided by ALEC.
- Other departments do not always see the applicability of leadership content to their program areas.
- Some faculty members perceive their time for scholarship is overwhelmed by their service, advising and teaching commitments, restricting their ability to seek extramural funding.
- The Department lacks focus, cohesion and direction as a unit.

Recommendations for Faculty and Department:

- Use CIT (creative staff) to promote the scholarship of leadership and communication to target audiences. Write CIT faculty and staff into new grant opportunities in the competitive advantage area of Leadership, Education and Communication.
- Re-evaluate faculty time spent on service and advising then redirect towards grant seeking and research.
- Consider increasing peer-reviewed publication output to 1.5 per year.
- Examine leadership course content to ensure that examples cover many program areas (e.g. natural resources and animal science).

- Department needs to set program priorities and direction as a unit.

Department Head Strengths:

- Most faculty and staff are supportive of the department head; they feel he is an effective administrator who is responsive to questions and requests for direction.
- Clerical staff and stakeholders feel that he is accessible, and an able, supportive listener. He helps prioritize efforts for non-tenured faculty.
- Unit heads and department chairs are extremely supportive of his efforts.

Challenges for Department Head:

- Identifying a new mission and vision for the new departmental configuration with faculty, staff and students.
- Designing and approving a focused strategic plan with faculty, staff, and students.
- Developing a team working towards common goals.

Department Head Recommendations:

- Discussions surrounding the mission, vision and strategic plan should be facilitated by an outside facilitator. This would ensure fairness and long-term continuity in the department by developing a collaboratively acceptable departmental strategic plan.
- Explore the possibilities of having Dean Marjorie Kostelnik or someone with similar skills and understanding of the issues facilitate or serve as an advisor for the integration of creative staff with ALEC.
- Faculty requested more “cluster mentoring”, particularly important for non-tenured faculty.

Diversity Strengths:

- Gender balance has improved with new faculty hires, since the last review.
- The Department appears to have a welcoming culture.
- ALEC participates in the MANRRS (Minorities in Natural Resources and Related Sciences) program.

- Approximately 10 percent of the graduate students are culturally diverse.
- Faculty has attempted to attract diverse undergraduate students through contact with local urban schools, 4-H, and FFA.
- Faculty is advising international students.

Diversity Challenges:

- While the Department’s undergraduate student, staff and faculty population roughly matches the cultural make-up of the population in the State of Nebraska, this deserves continued attention.
- Need to prepare students to work among diverse cultures.
- Faculty is facilitating diversity workshops but do not have an articulated diversity strategy in ALEC.

Diversity Recommendations:

- Continue to pursue a cultural balance in ALEC by engaging two-year institutions with diverse cultures, producing web and other recruiting materials that are inviting to underrepresented groups, and striving to provide additional role models for multicultural students.
- Strive to maintain gender diversity and promote cultural diversity in the advisory groups to the Department.
- Student diversity (urban, ethnic, gender) should be greater. Recruitment of a diverse student population will necessitate innovative approaches and faculty stepping out of their “comfort zone.”
- Establish diversity as part of the departmental strategic plan with conversations about diversity successes and challenges at each faculty retreat.
- Distribute and discuss diversity statistics with faculty, graduate, and undergraduate students on a regular basis.
- Work to ensure a welcoming atmosphere for native Nebraskans, out of state, and international students.

- Dedicated physical space for graduate and undergraduate students might bring ALEC together in a more welcoming culture.

Clerical Staff Strengths:

- The clerical staff has a professional development program with subsidized registration fees.
- The clerical staff feels valued; mutual respect exists with the faculty. These relationships are underpinned by trust and pride in their work.
- Longevity of employment and loyalty exists for clerical staff in the Department.
- Staff members attend faculty meetings and are now “in the loop.” Staff feels that group meetings outside the Department are positive. The department head has an open-door policy.
- Training opportunities are wide open; staff can choose to take university courses toward a degree, and formal/informal professional training.
- Staff has the flexibility to plan and implement their own “lunch and learn” and retreats.
- Clerical staff is invited to attend the departmental retreat.
- They have the opportunity to belong to professional organizations such as the University Of Nebraska Office Professionals Association (UNOPA).

Clerical Staff Challenges:

- Department head is currently the immediate supervisor of clerical staff and they work through challenges together. No complete desk manuals for the staff to smooth the transition to new staff.
- Only limited cross-training for the accounting and budgeting.
- Workload distribution needs to be revisited when a new staff member is hired.
- UNL does not have a clear promotion policy for clerical staff.

- Three-quarters time staff employees working twelve months of the year do not get tuition remission for staff or family.

Clerical Staff Recommendations:

- Staff needs to be involved with ALEC strategic planning.
- Clerical staff should be involved in workload distribution re-evaluation before hiring a new clerical staff member.
- Promotion policy needs to be clearly articulated to staff.
- Involve staff in the development of a consistent and fair workload plan for clerical personnel.
- Encourage staff to consult with other departments to learn their process for workload distribution.

IV. UNDERGRADUATE EDUCATION

The Department of Agricultural Leadership, Education and Communication (ALEC) is valued by students and other university departments. However, that value is in danger of being diminished by increasing challenges. For example, ALEC is looking for ways to accommodate many competing demands. However, the demands are not being filtered through and adjusted by a well-grounded and well-supported strategic plan. As a result, the accumulating expectations and courses appear to create a patchwork quilt of confusing options and opportunities. This review provides salient points that should be considered as the department moves into assimilating and planning phases.

Undergraduate Education Strengths:

- The undergraduate students clearly value the education they are receiving and admire the faculty members who advise and teach them.
- ALEC has a long-standing national reputation among leadership scholars.
- ALEC faculty members have a passion for teaching.
- Students are pleased with their access to professors and teaching assistants.
- The Department leads the only secondary agricultural educator preparation program in the state. The program's graduates are needed to fill an increasing number of vacancies.

- The programs are nationally accredited by the Teacher Education Accreditation Council.
- ALEC collaborates with secondary agricultural educators and maintains links with the TEAM Ag Ed, which includes agricultural education State Department of Education consultants, the Executive Committees within the Nebraska FFA Foundation, the Nebraska Agricultural Educators Association, the Nebraska Vocational Agricultural Foundation, and the FFA Board of Directors.
- Strong student organizations include Agricultural Communicators of Tomorrow and FFA Alumni.
- Integrating the former Communication and Information Technology unit into ALEC creates capacity for value-added experiences for students and for the new fee-for-service structure.
- The leadership minor, as it becomes more popular across campus, promises greater capacity than it now enjoys.
- The goals to strengthen the “Ag Journalism” undergraduate program and then to create a graduate program will provide expanded career opportunities for future ALEC students.
- The goal to make agricultural leadership a stand-alone major will benefit students and ALEC.
- All leadership students must take the program’s diversity course, which is taught by a professor who pursues diversity issues as part of her research agenda.

Undergraduate Challenges

- ALEC offers too many courses and too many options, which leads to a variety of problems. For example, too few students are spread among too many classes, often leading to class cancellations. Students report they are frustrated as they try to accommodate course cancellations.
- The Industrial Technology program has a low student enrollment. The program’s future is challenged by retirements and poor facilities at UNL. Better facilities are made available to students at an area high school and community college. However, students report problems with distance and transportation.

- The leadership program does not have the prominence it claims in the name “ALEC” (Agricultural Leadership, Education and Communication). In ALEC programs of study, leadership is buried under agricultural education. The word “leadership” is missing from the college’s umbrella brochure, which specifies “programs of study,” “pre-professional programs,” and “related programs.”
- Similarly, the opportunity to study “communication” is not clear. ALEC provides courses for “communication” and for “journalism.” However, the study of communication—interpersonal communication—is integrated into leadership courses. Students interested in mass communications—such as broadcasting and news writing—find their interests under “journalism.” This could confuse potential students unless they review both the ALEC Undergraduate Programs & Career Opportunities brochure and the ALEC Minor in Leadership and Communication brochure.
- The leadership minor—the program and its benefits—is hidden in the Hospitality, Restaurant and Tourism Management brochure. The HRTM major does not seem to fit in ALEC.
- The merger of CIT and ALEC provides both great opportunities and challenges. The CIT staff and the new fee-for-service duties must find a beneficial place within ALEC’s new strategic planning process and the final plan.
- As are other UNL programs, ALEC is expected to define and develop its “spire of excellence”. One challenge appears to be defining and measuring excellence. How will UNL define and measure excellence for ALEC’s undergraduate education programs?
- ALEC does not have a process for tracking undergraduate minors or for tracking its graduates for both program evaluation and employment success.
- Overall, ALEC students have limited experience with diversity via diversity-related courses and diverse students and faculty.
- Students do not have an agricultural leadership club. ALEC also appears to be missing a “feeder” opportunity by not having a 4-H connection on campus or in Nebraska’s communities.

Undergraduate Recommendations

- The undergraduate program is affected by competing demands for faculty and staff resources. ALEC should employ a neutral facilitator and invite all faculty and staff to

help devise a strategic plan that is based on realistic expectations of all parties, including those of UNL administrators. If “spires of excellence” require external grants and revenue-generating programs, then those goals should guide the department’s planning.

- As ALEC prepares to select its spires of excellence, it should decrease the department’s multiple options and stress Education, Leadership, and Communication.
- ALEC’s benefits to students must become more visible. The leadership minor, for example, needs to be marketed more effectively across campus. Working with ALEC’s new fee-for-service communications unit, the department can build a comprehensive marketing plan aligned with the Department’s new strategic plan.
- The “agricultural journalism” program should be renamed “agricultural mass communications” to include the wide range of communication skills actually taught.
- As the Department builds its strength, it should prune weak programs and courses. The Industrial Technology Program should be discontinued.
- An introductory research course should be created. Undergraduate students need exposure to research methods for professional careers.
- Start the process to determine if ALEC is the best fit for HRTM options. ALEC should continue to provide the leadership minor. The benefits of that minor should be included in information about HRTM.
- Eventually, ALEC students may work anywhere in the United States or in the world. They must be able to work effectively with people whose lives are rooted in different majority and minority cultures. Incorporate the faculty’s international experiences into undergraduate and graduate curricula.
- Students need an undergraduate student space or office.
- Students will benefit from department-supported clubs—such as an agricultural leadership club—that can create opportunities for building networks and skills.
- Former students and their employers should be included in department outreach efforts. ALEC should keep in close communication with former students. Alumni and their employers should be asked if ALEC degree programs are meeting employment expectations.

- With likely additional budget cuts on the horizon during the next three years, it may become difficult to maintain the resources for high school agricultural education teacher training, even though it might be considered “political suicide” to quote an advisory committee member about cutting the program. Having a close association with the FFA Foundation provides the opportunity to raise the funds now for an endowed chair in agricultural teacher preparation. The FFA Foundation representative interviewed by the review team felt that raising the funds for this was realistic. It may be one way to keep the program viable in the face of additional cuts.

V. GRADUATE EDUCATION

The graduate program at ALEC provides students seeking post-baccalaureate work several options to meet their academic goals. Only 10% of graduate students are enrolled as full-time residence students, others are seeking degrees on a part-time basis. Course work is offered in-residence and at a distance. Students also have the option to pursue a Ph. D., Ed. D., or a Master of Science with a thesis or two non-thesis options. Recent changes to the admission policy for ALEC graduate degrees are designed to strengthen the graduate pool of candidates; allow the department to be selective in admission of students who share interest with the research scholarship of faculty; and focus on quality advising as the student to advisor ratio is made more manageable. There are opportunities to strengthen the Communication line of inquiry and experience base for students with the merger of the CIT staff and faculty. A core of ALEC courses in the doctoral programs will focus the department’s signature work in education, communication, and leadership. An additional set of core courses in research and statistics will raise the competitive advantage of ALEC graduates post graduation. The graduate program has the opportunity and capacity to be national and international leader in the preparation of graduate students.

Graduate Student Strengths

- Recent changes to admission will strengthen graduate student pool. Advising and admission criteria changes will assist the department in attracting students that will better align with faculty lines of inquiry.
- Graduate education does align with the three signature areas in the unit – Leadership, Education and Communication.
- Opportunities for Communications (CIT) staff and facilities to impact graduate education by providing additional and improved courses, IT internships, technical advising, and strong communications support for research and contracts.

Graduate Education Challenges

- Need for strong ALEC core of courses in PhD/EdD such as a signature set of core courses in research and statistics.

- There is a need for more flexible advising time and access. It is easier for full time students to meet with advisors, tougher for part time students to make connections and build relationships.
- A colloquium is needed and should be required for all graduate students the first semester enrolled, i.e., orientation to graduate school, research, scholarship, professional development, student research presentations, professional organizations, extension, human subjects. A suggested format could be offer seven classes and require student attendance at five.
- Dedicated space for graduate students that helps build a community of learners and promotes collaboration on research and projects. Include space for the Graduate Student Association.
- ALEC Graduate Assistantships are available but securing additional lines to recruit and support graduate students would help faculty productivity in their scholarship of teaching, outreach, and research.

Graduate Student Recommendations

- Greater and more effective mentoring is necessary for the growth and development of graduate students and their career objectives, as well as the reputation of the Department.
- Increase opportunities for graduate student research/engagement, as well as dissemination of their original research at professional conferences.
- Showcase faculty scholarship in recruiting quality graduate students through biographies and five year research conceptual frameworks that reflect departmental foci.

VI. RESEARCH

The Department has a long, rich history across the country for its early, pioneering reputation in research in the area of leadership. In addition, the department has, for many years, enrolled large numbers of graduate students in both the Master's and Ph.D. programs. ALEC has a reputation across campus for teaching courses that attract learners from other disciplines. However, attention must be given to the image across campus that some students have about ALEC degree programs. Some students who are enrolled in all program areas of the Department reported to the Review Team that they are enrolled in one of the less rigorous majors at the University. Such perceptions make it imperative that programs in agriculture and related sciences create and implement strategies for continuous quality

assessment. Attention must be given to focusing department-wide research and then directing dollars toward attracting Ph.D. students to carry-out research agendas.

Research Strengths

- ALEC's reputation and history in leadership has the potential to attract collaboration with other institutions from across the country.
- Number of publications in review and in press provide evidence that faculty have potential for ongoing productivity.
- Potential financial assistance and support from the college ARD office for multistate initiatives to improve funding success rates for multi-institutional and regional grant solicitations

Research Challenges

- 1.5 Research FTE limits dedicated faculty time for scholarship, grant writing, and ability to serve on ARD projects and contribute to multi-state projects.
- There is a lack of congruence between grant productivity and research goals presented to the external review team.
- Faculty who do not subscribe to seeking extramural funding, are limiting the capacity of the Department to reach its full potential.

Research Recommendations

- Pursue an increase in research FTEs.
- Discuss shifts in appointments to reflect departmental goals, and to reward and recognize effort in teaching, research, and extension. Perhaps consider shifting some of department head's research FTE to faculty line?
- Clarify expectations for promotion and tenure for those in the tenure/promotion track as well as for ALEC's P & T Committee.

VII. INTERNATIONAL

A strategic focus on international engagement has been a priority for ALEC since the last review. Prior to 2008, international efforts were more opportunistic, confined to individual faculty members, and occurred in association with extramural funding awards. Recently, more ALEC faculty members have become interested in activities supporting an international agenda. They identified building a sustained and

deliberate international focus in teaching, research and extension as an important challenge for the Department. Specifically an international emphasis produces additional issues:

- 1) *Should emphases focus on a specific country, international region, topic of study, or developmental level of students?*
- 2) *How are faculty formally recognized for international coordination efforts?*
- 3) *How does international work enrich faculty portfolios while not becoming a burden?*

International Strengths

- Funds are available from the Dean's office to allow faculty to establish travel abroad programs.
- CASNR offers each student a \$1500 scholarship to participate in an international educational experience.
- Faculty members are using their international experiences to enhance classroom education for students.

International Challenges

- Too much opportunistic travel for faculty exists. There is a need for a focused international program that involves more ALEC faculty and serves the Department, IANR, and UNL well.
- Effort must be made to ensure all students are aware of financing opportunities for study abroad.
- International experiences (students and faculty) are often not shared with colleagues.
- The principle restriction to study abroad is financing for students.

International Recommendations

- Faculty must demonstrate their commitment to global and intercultural experiences.
 - Fulbright, sabbatical, USDA's Foreign Agricultural Service (FAS) other short term travel and scholarship opportunities
- Share an array of short-term and long-term study abroad experiences – with promotional brochures.
- Take advantage of the University's international initiatives.

- Define the metrics that will be used to measure success of international programs (P & T, CASNR, share the impact).
- Prepare students for international experiences with resident based coursework for credit via different media including use of the “international video classroom” for global seminars and travel to local Spanish-speaking communities.

VIII. EXTENSION EDUCATION

Extension in this case means putting to use and measuring the impact of the research and scholarship of the department. In one case described to the review team, a full research program was mounted, the results applied in a community and then the impact was measured—but not once did the faculty member describe the project as “Extension.” To have a more successful Extension program in the ALEC department, a more systematic approach to outreach must be developed. Extension activities are occurring but they are apparently ad hoc in some cases and at the whim of the faculty member to follow through to the fullest evaluation of the impact.

Extension Strengths

- Linking *Communication* with *Leadership* creates a competitive advantage in outreach and extension.
- All research is reported back to the communities that fund them.
- Faculty who have Extension appointments appear to have strong relations with stakeholders within the state and the potential to expand relations nationally and internationally.
- Extension success is measured by change in attitudes, knowledge and behavior.
- Leadership outreach has significant potential to promote Ag literacy.
- The inclusion of risk communication can offer great value in the ALEC and IANR grant opportunities.
- Communication has cross-cutting opportunity to provide value to multiple content areas. Helping people use more effective communication has value on-campus in grant projects, and off-campus in non-credit programming for businesses and communities.

Extension Challenges

- Identifying new areas of Extension education needs, and prioritizing resources to address these emerging areas and on-going needs.
- How does consulting by ALEC faculty relate to Extension?
- Leadership Extension programs could help improve entrepreneurship in the Ag industry statewide.
- Extension grant funds need to be accounted for in a similar fashion as research funds to identify the overhead created.
- No evaluation specialist identified, but both faculty members with Extension FTEs in the ALEC Extension and outreach have evaluation expertise—expectations of them may affect their abilities to advance.
- Developing and training the next generation of Extension specialists.
- Limited ALEC FTE in Extension (0.5).
- Not generating Extension projects from ALEC research.

Extension Recommendations

- The Vision of Extension in ALEC should focus more on developing and measuring systematic capacity building in Leadership, Education and Communication.
- Goals (or objectives) in ALEC's Extension program should include improving:
 - Access the knowledge base of the department.
 - Partnerships with clients and constituents so that true engagement occurs—where you learn from partners as much as you teach them (i.e., reciprocal partnerships).
 - Scholarship of Engagement—to make sure the outreach information persists in ways that can be referenced by others.
- Need Extension FTE in leadership.
- Continue to build partnerships with state and other agencies, NGOs and other organizations towards partnering on projects.
- Explore ways to expand fee structures to more realistically address educational programming costs, using a more entrepreneurial approach.

- Focus on high priority needs and partner with research colleagues to expand funding opportunities where feasible, particularly with federal agencies requiring outreach deliverables.
- Consider expanding from current Leadership/Communication minor to a non-credit program of communication and leadership development for mid-level Ag industry managers (and others). This will utilize existing content and provide a new revenue flow. This will also require involvement of the new colleagues from CIT.
- Collaborate with colleagues in the Department to incorporate Extension education opportunities into the existing graduate program and graduate courses.
- Develop a graduate program in leadership and communications focused on Extension to begin to train the next generation of Extension specialists and local educators.
- Expand the current Extension assistantships to expose interested graduate students to the Extension experiences such as internships in county and regional extension offices.
- Expand public-private partnerships that improve urban programming.
- Use NIFA review process to prioritize existing and new areas of opportunity.
- Excellent time to expand the communication program by integrating the former CIT staff and curricula.

IX. ADVISORY COUNCIL/STAKEHOLDERS

The Department continues to excel in its strong working relationships with stakeholders in the state and region. This is particularly apparent in the relationship that ALEC has with their advisory council. ALEC established an Advisory Council in 1990 and the Department has updated operating procedures for the Council in 1998 and 2009. The Council is charged with helping to achieve continuous improvement in all facets of the department; specifically they advise, assist, and advocate enhancement in the quality of programs. When Council members recognize a programming need, they may initiate a recommendation to the department head and the IANR Dean's Council. Council membership consists of at least 15 representatives of the major program areas of the department, one member of the Agriculture Builders of Nebraska, Inc., and student club presidents for each undergraduate major, and one graduate student.

Advisory Council Strengths

- Individuals from a variety of backgrounds.
- Individuals who are willing to participate.

- A department that is willing to implement recommendations.
- Provide industry grounding.
- The Department reaches out to create opportunities for alumni to keep connected through membership.
- Strong support for industrial technology, agricultural education, eco/agritourism and communications.
- Advisory council has a rotating membership.
- Institutions represented other than University of Nebraska-Lincoln.
- Council is confident in the department's administration.

Advisory Council Challenges

- Members were uncertain of ALEC's competitive advantage.
- Members were individually focused on their areas of interest and appeared to "talk past each other" at times.
- Limited depth of understanding within program areas; even in their industry interests.
- Council, along with faculty and students, needs to reflect the diversity throughout the State.
- Some members felt their role on the advisory committee was to protect their individual areas of interest and had a difficult time being objective when asked about overarching issues such as balancing budget cuts.

Advisory Council Recommendations

- Develop a well crafted charter for the group to help them recognize the critical role they can play in helping provide input to critical overarching issues—as noted above, such as budget balancing.
- Provide members with knowledge of all department programs.
- Help advisory council to understand the relationships among programs.

- Use advisory council input to help identify more descriptive and accurate program titles (i.e., communication for journalism).
- Use the advisory council as an advocacy group for ALEC.
- Council needs to identify Extension programs based on stakeholder needs.

X. DEVELOPMENT/FINANCIAL

The recent financial downturn has caused the Nebraska legislature to reassess its fiscal commitment to UNR. UNL IANR has undergone two rounds of budget cuts during 2009 and 2010, including reduction in the funding of support for ARD scientists and realignment of the CIT, resulting in the Department's greater focus on non-state development funding. The connection and utilization of the IANR part-time development officer are not strong at the present, and this needs to improve. ALEC should expand their use of distance education, extramural training to insurance, agribusiness, and financial companies and institutions, and advertising their graduate leadership program to improve and diversify the Department's revenue streams. The ALEC Advisory Council, with solid knowledge of all ALEC programs and marketability, could be tasked with locating donor opportunities.

Development/Financial Strengths

- \$50 million Water for Food Initiative and the \$1.2 billion university-wide capital campaign could provide additional programmatic funding.
- CIT could become a potential revenue source with appropriate marketing.
- Leadership program could become a potential revenue source to domestic and international agribusiness.

Further explore distance education as a revenue source.

Development/Financial Challenges

- Development for the IANR is fragmented and the assigned development officer is only part time. Development officer's background and interests restrict broad-based efforts.
- Travel budgets are flat and have been flat since the last review.
- Research budgets have increased only slightly since the last review.

Development/Financial Recommendations

- Continue to work with the Office of Development to coordinate and expand private gifts for graduate student scholarships, space renovation, and relevant applied research and discretionary funds in ALEC.
- Work to improve internal funding capabilities to stimulate collaborative activities across the IANR and campus.
- Focus on building strong relationships with stakeholders, alumni, and others for future development and inform development officers about potential donors.
- As a department begin to think entrepreneurially.
- Pursue endowed chair in Agricultural Education (see Undergraduate Education).

XI. CROSS-CUTTING ISSUES: INTEGRATION OF CIT STAFF

Integration of the CIT staff will require clear articulation of administrative expectations and goals. The review team heard conflicting expectations for the outcomes of the integration. Some CIT faculty will teach. What are the expectations for others as they become allied with the ALEC faculty? For the integration to be successful, traditional restraints and expectations must be reconciled with the new world of cost recovery and entrepreneurial thinking.

Integration of CIT Staff Strengths

- Highly competent creative staff with a tradition and history of customer service.
- Complementary creative skills exist overall within the ALEC Department.
- Expertise in hands-on use of new media and social networks.
- Service orientation from creative staff can help ALEC understand and support broader opportunities for revenue generation (i.e., marketing for non-credit leadership training).
- Clearly the Administration and the Department head are sincerely committed to making this integration work.
- Creative framework of publication, web postings, and video production valued by the administration.

Integration of CIT Staff Challenges

- Overcoming anxiety and uncertainty about the decision to integrate CIT.
- Can a Service Center concept be successful with the number of people who remain?
- Rumor control...communication about the integration of CIT needs to be open and accurate.
- How do creative staff members get written into grant proposals (i.e., AFRI)?
- A free product will not be acceptable to the same target audience for a fee without some value-added aspects included. This will require a thoughtful and well planned market analysis and campaign. Support from IANR administration and department unit leaders is critical in making this a success.
- Creative projects for a fee will require business model development and business plan creation.

Integration of CIT Staff Recommendations

- Eliminate all limitations on entrepreneurial initiative to allow increased funding (i.e., individual grant development, non-credit programming development).
- Benchmark other university and private creative agencies to help advise about the process needed to be successful as a cost recovery “agency.”
- Administration should encourage grant writers to include creative staff in grant proposals (e.g. AFRI).
- Request business model development and business plan implementation training from the College of Business.

XII. APPENDIX 1: FINAL NIFA REVIEW AGENDA

ALEC Comprehensive Review Schedule
April 20-23, 2010

Tuesday, April 20, 2010

By 4:00 p.m. – Review Team arrives in Lincoln at Embassy Suites

5:00 p.m. – Charge to the Review Team by IANR Administration at Embassy Suites.

Invited – John Owens, Vice Chancellor for Ag. & Natural Resources, Susan Fritz, Associate Vice Chancellor IANR, Elbert Dickey, Dean, UNL Cooperative Extension, Steve Waller, Dean, College of Ag. Sci. & Natural Resources, Marjorie Kostelnik, Dean, College of Educ. & Human Sci.

5:30 p.m. – Dinner at Embassy Suites in the Executive Board Room

7:00 p.m. – Departmental Overview and Review of Departmental Goals and Objectives at Embassy Suites with Mark Balschweid, Professor and Dept. Head, ALEC

Wednesday, April 21, 2010

7:00 a.m. – Breakfast at Embassy Suites

Invited – Prem Paul, Vice Chancellor – Res. & Economic Development, Ellen Weissinger, Interim Sr. Vice Chancellor Academic Affairs, Rita Kean, Dean, Undergraduate Studies, Kim Espy, Assoc. Vice Chancellor for Research

8:30 – 9:30 a.m. – Overview and Future Directions of **Undergraduate** Programs at Nebraska East Union
Invited – Dann Husmann and All Faculty

9:30 – 10:30 a.m. – Team Debriefing Room A – meeting room at Nebraska East Union

10:30 – 11:00 a.m. – Meet Undergraduate Students at 300 AgHall
Invited – Undergraduate Students

11:00 – 11:30 a.m. – Tour of ALEC at 300 AgHall

11:30 – 1:00 p.m. – Lunch with Department Heads at Nebraska East Union

Invited – IANR Department Heads, Dennis Conley, Interim, Agricultural Economics, Mark Lagrimini, Agronomy and Horticulture, Larry Berger, Animal Science, Paul Black, Biochemistry, Ron Yoder, Biological Systems Engineering, Gary Brewer, Entomology, Rolando Flores, Food Science and Technology, James Steadman, Plant Pathology, Donald Wilhite, School of Natural Resources, Walter Stroup, Statistics, David Hardin, School of Vet. Medicine/Biomedical Sciences, Roger Terry, Communication Information Technology

1:00 – 2:00 p.m. – Overview and Future Directions of **Graduate** Programs at Nebraska East Union
Invited – Team Leader – Jim King and all faculty

2:00 - 2:30 p.m. – Meet with Graduate Students at Nebraska East Union
Invited - Graduate Students

2:30 – 3:30 p.m. – Team Debriefing Room A – meeting room at Nebraska East Union

3:30 – 4:30 p.m. – ALEC Advisory Council Meeting at Nebraska East Union
Invited – ALEC Advisory Council

4:30 – 5:30 p.m. – Team Debriefing Room A – meeting room at Nebraska East Union

6:30 – 9:00 p.m. – Dinner with Team at Misty's Downtown
Invited -ALEC Faculty

Thursday, April 22, 2010

Breakfast – on their own

8:00 – 9:00 a.m. – Overview and Future Directions of Research Programs at 103J AgHall
Invited – Team Leader - Jay Barbuto and all faculty

9:00 – 10:00 a.m. – Team Debriefing Room A – meeting room at 103J AgHall

10:00 – 11:00 a.m. – Overview and Future Directions of **Outreach** Programs at 103J AgHall
Invited – Team Leaders – Lisa Pennisi & Jason Ellis and all faculty

11:00 – 11:30 a.m. – Team Debriefing Room A – meeting room at 103J AgHall

11:30 – 1:00 p.m. – Lunch with ALEC Partners at Nebraska East Union
Invited – Alan Baquet, Director, Professional Golf Management Program, Rod Bates, Director, University Television, Charlyne Berens, Interim Dean, College of Journalism & Mass Communications, Larry Berger, Dept. Head, Animal Science Department, Rolando Flores, Dept. Head, Food Science & Technology, Tony Glenn, NE Dept. Educ, Ind, Manufacturing & Eng Systems, Lindsay Hastings, Interim Director, NE Human Resources Institute, Fayrene Hamouz, Associate Prof., Nutrition & Health Sciences, Rich Katt, Nebr. Dept. Educ., State Director; Nebraska Career Education, Donnell Johnson, NE Dept. Educ., NE FFA and State Dir., Student Leadership & Extended Learning, Linda Major, Assistant to Vice Chancellor, Student Affairs, Tammy Meyer, Executive Director, FFA Foundation, Jack Oliva, Dean, Hixon-Lied Fine & Performing Arts, Donald Wilhite, Director, School of Natural Resources

1:00 – 2:00 p.m. – Overview of **International** Program and Future Directions
Invited – Team Leader – Jason Ellis and all faculty

2:00 – 3:00 p.m. – Team Debriefing Room A – meeting room at 103J AgHall

3:00 – 3:30 p.m. – Meeting with ALEC **Support Staff** at 103J AgHall
Invited - Support Staff

3:30 – 4:30 p.m. – Opportunity for **Small Group/Individual Meetings** with Review Team at 103J AgHall
Invited – Individuals

4:30 – 5:00 p.m. – Team Debriefing Room A – meeting room at 103J AgHall

Evening – Review Team writes Preliminary Report at Embassy Suites

Friday, April 23, 2010

7:30 a.m. – Breakfast with Department Head at Embassy Suites
Invited – Mark Balschweid, Professor and Dept. Head, ALEC

9:00 – 10:30 a.m. – Exit Report to UNL Administration at Nebraska East Union
Invited - John Owens, Vice Chancellor for Agricultural & Natural Resources, Susan Fritz, Associate Vice Chancellor IANR, Elbert Dickey, Dean, UNL Cooperative Extension, Steve Waller, Dean, College of Ag Sci & Natural Resources, Marjorie Kostelnik, Dean, College of Educ & Human Sciences

10:30 a.m. – Exit Report to Faculty, Staff and Students at Nebraska East Union
Invited – All ALEC Department

Noon – End of Review