4-25-2007

April 2007 - Advisory Council Meeting

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AgLEC Advisory Council Meeting, April 25, 2007
Nebraska East Union

Program for New Members of the AgLEC Advisory Council

8:30 a.m. Dan Wheeler, Dick Fleming
AgLEC Advisory Council Operating Procedures
Some Significant Activities of the Advisory Council
History of AgLEC
Last Five-Year Review of AgLEC, Response/Change
Members of AgLEC, Responsibilities
Programs/Majors
Alumni Occupations

AgLEC Advisory Council Meeting

10 a.m. Welcome – Kevin Anderson, Vice Chair

Overview of Program – Dan Wheeler, Head

Career Development Events, Advance Training for FFA Members
Linda Moody, Coordinator
Dann Husmann, Agriscience Contest
Lloyd Bell, Sales Contest
Jason Ellis, Agricultural Communications Contest

11 a.m. Developments Since Fall 2006 Meeting – Dan Wheeler

Servant Leadership Conference

Student Recruitment Update
Undergraduate – Karla Baumert, Coordinator
Graduate – Jim King

Tammy Meyer
Executive Director, Nebraska FFA Foundation

11:45 a.m. Buffet Luncheon

12:30 p.m. Is there a pulse in your town?
Robert D. Stowell, Ord
Attorney
Community, Economic Development

Questions, Comments

1:30 p.m. Adjourn
Some Significant Activities of the AgLEC Advisory Council

   ♦ Review of Draft Review Documents
   ♦ Meeting with Review Team
   ♦ Review of Review Team Report
   ♦ Development of Strategic Plan
   ♦ Department Vision, Mission

★ Review/Involvement in Securing Positions, Support for Academic Programs/Distance Education as well as Implications of Proposed University Budget Reductions
   ♦ Meetings with IANR Vice Chancellor, College Dean, Extension Dean, Agricultural Research Dean

★ Ongoing Review/Recommendations of Department, Programs, Clientele Needs
   ♦ Undergraduate
      › Student Recruitment
      › Agricultural Education – adjust to changing needs
      › Leadership – development of option, support for major
      › Agricultural Journalism – revised major, full-time faculty member/coordinator
      › Development of leadership emphasis programs with other CASNR departments
      › Agrotourism Major
      › Hospitality Management Major

   ♦ Graduate
      › Student Recruitment
      › M.S. in Leadership Education with concentrations in Leadership Development, Teaching and Education Specialization, Distance Education Specialization, Nutrition Outreach Education Specialization
      › Ed.D. or Ph.D. in Human Sciences with specialization in Leadership Studies

   ♦ Meetings with Undergraduate and Graduate Students to discuss majors/programs and results of research

   ♦ Outreach/Extension
      › Distance Delivery of Courses
      › Meeting Needs of Local Communities/Groups
      › Educational Programs for Professional Groups

      › Review of Research, Outreach Directions, Programs, Grants

      › College, Department Name Change Deliberations
# AgLEC Faculty Appointments

## 2007

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Area of Expertise/FTE</th>
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<td>Barbuto, John E. Jr. (Jay)</td>
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<td>Barrett, Leverne A.</td>
<td>Professor</td>
<td>Leadership .75 Teaching .25 Extension</td>
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Current Information for the
Department of Agricultural Leadership, Education and Communication
November 2006

Background

The Department of Agricultural Leadership, Education and Communication (AgLEC) was established initially as the Department of Agricultural Education in 1918 following passage of the Federal Smith-Hughes Act in 1917. This act provided aid to states for "teacher training" as well as funds for establishing departments of vocational agriculture in local high schools. The department continues to be the sole official training center for agricultural education teachers in Nebraska secondary schools. Student teachers are placed in high schools across the state for full-time practice.

In 1992, the Department of Agricultural Education was merged with the Department of Agricultural Communications to become the current Department of Agricultural Leadership, Education and Communication. The department's vision is "Excellence in serving the needs of agriculture and natural resources in leadership, education and communication." The mission is "to foster human capacity in leadership, education and communication through innovative teaching, research, and outreach." Members of the faculty report to a department head and, depending on their appointment, are accountable to the respective deans of the College of Agricultural Sciences and Natural Resources (CASNR), the Agricultural Research Division (ARD), and the Cooperative Extension Division (CED); as well as to the Vice Chancellor of the Institute of Agriculture and Natural Resources (IANR) at the University of Nebraska-Lincoln (UNL). AgLEC faculty appointments are listed in the supporting documents.

Undergraduate/Graduate Degree Programs

The department currently offers two undergraduate degrees – Agricultural Education with a Teaching Option or an Agricultural Leadership Option, and Agricultural Journalism. Students in Agricultural Journalism can specialize in Advertising, Broadcasting or News-Editorial and select options in Agriculture and Natural Resources Policy, Production Agriculture and Agriculture and Natural Resources Public Relations. Currently, there are 47 first majors in Agricultural Education and 21 first majors in Agricultural Journalism. In addition, the department also has undergraduate minors in Leadership and Communication, Environmental Communication and Environmental Education at the undergraduate level. The department offers several undergraduate courses that serve many non-majors each year (e.g., interpersonal skills, leadership in small groups and teams, dynamics of effective leadership in organizations and ethics in agriculture and natural resources).

At the graduate level, the department offers a Master of Science in Leadership Education and an interdepartmental Doctoral Program in Human Sciences and Leadership Studies. The areas of concentration for the masters degree are leadership and human resource development, teaching and extension education, distance education, and nutritional outreach. There are 73 students enrolled in the masters program and 31 enrolled in the doctoral program.

AgLEC has taken a leading role in CASNR in the development and delivery of courses via distance. Today, with careful advising, graduate students can complete a Masters of Science in Leadership Education by taking advantage of the ever-increasing number of distance-delivered graduate courses. Some of the course development and delivery has been initially supported by modest internal grant dollars. Faculty have made an enormous commitment to embrace distance delivery as a means to address education needs of a wider graduate student audience than traditional, on-campus delivery affords.
Collaborations

Another high priority of faculty has been to increase collaborations inside and outside the university. Therefore, a pervasive tone of collaboration and inclusion permeates the department. AgLEC faculty have engaged in educational efforts with other departments in CASNR and divisions of IANR, several departments in the College of Education and Human Sciences, College of Architecture, Center for Great Plains Studies, Center for Applied and Rural Innovation, and Extended Education and Outreach. As a result, arrangements have been made to cross list courses, develop joint undergraduate minors, joint graduate specializations and engage in multi-disciplinary, multi-agency research and service projects. In some instances, AgLEC has taken the lead in these relationships; in others, the department has provided the pedagogical or theoretical basis for the work of collaborative teams. Regardless, AgLEC has made substantial strides in establishing itself as a viable partner with much to contribute to teaching, research and outreach/service.

Espirit de corps

Espirit de corps is embedded in a culture that has held teaching as a paramount objective throughout the history of the department. Based on that belief system comes a standard of teaching excellence. Faculty conversations can be heard about teaching where ideas are shared, advice is requested and given freely. There is a climate of support which was indicated in the latest Gallup survey. AgLEC faculty and staff recorded some of the highest scores in IANR and UNL.

Incentives for Teaching Excellence

Promotion and tenure are strong incentives for faculty on tenure lines. Teaching portfolios are part of the promotion and tenure package. Our department has a past history of faculty being promoted to full professor based on a record of excellent teaching. The department is fortunate to have a college dean who supports excellent teaching. New applicants are required to submit a record of teaching excellence along with a teaching philosophy, and a demonstration of their teaching. Teaching evaluations are an important criteria for salary increases. Senior faculty are dedicated to excellent teaching by what they say and do; this encourages junior faculty to excel as well. The majority of AgLEC faculty have received recognition and awards for teaching at the university, college, and national levels.

Development of Good Teaching and Curriculum Innovation

Doctoral students who are planning on teaching are given the opportunity to teach an introductory course that has a strong mentoring component. A senior faculty member meets frequently with this group to share teaching ideas. They receive feedback from classroom observations and are encouraged to participate in our college teaching course. The college teaching course that was developed years ago continues to attract faculty and students from other departments. The college and department have continuously supported the purchase and installation of the latest technologies to enhance teaching, i.e., a state-of-the-art classroom with PolyCom distance delivery capability.

Faculty are encouraged to use the latest research on student learning and teaching. Heavy emphasis is placed on matching theory with practice. Some examples that could be observed in departmental classrooms are: a) a day long simulation where students must demonstrate learned skills, b) in-class and out-of-class experiential activities, c) field trips, and d) PowerPoint presentations are enhanced with sound and videos. All students are required to be part of an internship experience with on-site supervision by faculty including biweekly reports via Blackboard.
Faculty have a history of seeking grants to improve teaching. Earlier grants from the Fund for the Improvement of Postsecondary Teaching (FIPSE), W.K. Kellogg Foundation and a USDA six-year national effort to change the reward system. A current grant from USDA to develop an interdisciplinary curriculum across CASNR encourages students in learning communities to continue the cohort learning groups throughout the four-year experience.

The impact of department teaching can be measured in several ways. Students consistently rank our courses in the top percentile across the college. Many of our courses, undergraduate and graduate, are electives for students across the campus and are consistently filled to capacity. Other departments such as Navy and Air Force ROTC have selected our courses because of the quality of the curriculum and teaching. AgLEC faculty mentor other faculty in Extension workshops on teaching and develop new courses in motivation, inner-cultural aspects, and power and influence.

Teaching Improvements

During the academic year 2005-06, AgLEC began an examination of the curriculum of one of our core courses, ALEC 102 Interpersonal Skills for Leadership. The course typically offers six to eight sections per semester and is a requirement for many CASNR majors as well as some non-CASNR majors. To ensure that the course continues to meet the changing needs of our students and potential employers who might employ them, data is being gathered and examined from a number of sources. Course evaluations from all sections have been compiled from two semesters. Informal interviews with employers of CASNR majors were conducted to determine the most pressing interpersonal needs for the job market. An AgLEC masters student is conducting a follow-up study for a thesis project to formalize employer feedback. Some changes have been implemented after examination of initial data and an IRB-approved study is being conducted to determine the effectiveness of these changes.

Critical Thinking Project

In 2004 two graduate students, supervised by the department head, conducted a study to determine if active learning practices from one of the undergraduate courses resulted in an increase in critical thinking skills. The outcome was favorable showing that critical thinking skills did improve by the end of the semester. The graduate students, both of whom are now employed as faculty at UNL, are in the process of repeating this study with a larger sample and expanding the scope to include other variables such as overall grade point average, expected grade in the course, emotional intelligence and intercultural sensitivity. Results of this research will help our teaching methodology.

New Courses in AgLEC

In response to student demand, AgLEC undertook a project to expand the leadership and spiritual leadership curriculum this past year. Informal interviews and surveys were conducted with several of our existing students. Leadership faculty examined this data along with a survey of leadership courses at comparable programs at higher education institutions. The result was the creation and approval of three new leadership courses in our department: Leadership and Motivation; Leadership, Power and Influence; and Leadership and Diversity. The courses are being offered at both the graduate and undergraduate levels (400/800). Additionally, an existing course, Supervisory Leadership, which was being offered at the graduate level, was expanded to include an offering at the undergraduate level as well. During the 2006 fall semester, the first of the three courses was offered and filled immediately. Great interest is already being expressed for the other two courses, which will be offered in the spring of 2007.
Teaching Conference Participation

Dr. Lloyd Bell has been actively involved in "brain-based research" to increase effectiveness and comprehensiveness in his courses. Recent participation in the 2005 Public Information Resources, Inc. (PIRI) Learning and the Brain Conference provides a concrete example how information and knowledge gained from this experience have been integrated in his courses. The conference targeted rewiring the brain and focused on using brain plasticity to enhance learning and treat learning disorders. Since Dr. Bell teaches courses specifically designed to train current or future teachers, the relevance of this knowledge becomes immediate, as undergraduate and graduate students are able to integrate these concepts into their discussions and debate. Courses directly impacted by Dr. Bell's involvement in "brain-based research" are ALEC 413 Program Planning and ALEC 805 Advanced Teaching Strategies.

Dr. Dann Husmann is currently involved in the UNL's Peer Teaching Project. This project is designed to allow instructors of a specific course to take a close look at the desired outcomes for students. The course Dr. Husmann is using in this project is ALEC 234 Planning Leadership and Experience Programs and will be taught during the spring semester of 2007. Dr. Husmann has also been involved in a national project designed to redesign the methods course delivered in undergraduate programs offering agricultural education (preparing students to be teachers in agricultural education at the secondary education level). He has collaborated with colleagues from other land grant institutions in the nation in developing and designing a methods course which could be shared among all institutions who prepare agricultural education teachers.

Dr. Leverne Barrett regularly attends the National Association of Colleges and Teachers of Agriculture (NACTA) conference. His involvement in these conferences over the past few years has affected his classes by engaging students in determining, for example, the weight of each assignment within a wide parameter, involving the inclusion of more humor in classes (via videos), and increasing the number and amount of experiential activities in classes he teaches.

Contribution and Impact of Teaching Scholarship

AgLEC makes several strong contributions to scholarship on instruction. For example, Dr. Fritz and others produced a highly regarded textbook currently used by more than 112 UNL students in ALEC 102 and students at other universities. Dramaturgical teaching by Dr. Barbuto has been presented nationally, teaching in ALEC 302 formed the base for these methods. Transformational leadership, a concept studied by Drs. Barbuto, Fritz, Wheeler and several graduate students, is the basis for UNL workshops on "transformational advising." Dr. King has studied the use of multimedia in online teaching and the research forms the basis for two doctoral dissertations. Instructional strategies research is leading to a book examining online instruction. Dr. Bell's research on diversity is proving useful for inservice teachers. Dr. Wheeler has been a major player in the Professional and Organizational Development in Higher Education Network serving as president and developing workshops to improve teaching.

Use of New Technologies

Faculty in AgLEC make good use of new technologies and new teaching methods to improve instruction as evidenced by very positive CIEQ scores (instructional evaluations by students). Video and audio conferencing software was used by Dr. Wheeler to connect students in his cross cultural leadership class to students in Mexico during a summer session. Dr. Bell employs PolyCom (video over IP) to teach students throughout Nebraska while Dr. Fritz and others used satellite systems to teach a freshman interpersonal skills class to Nebraska College of Technical Agriculture (NCTA) students. Dr. Husmann
makes use of Breeze to communicate with students; additionally, he digitally videos students demonstrating teaching techniques and then produces DVDs for student feedback and portfolios. Dr. King teaches distance education using Blackboard, embedded videos, and wide ranging instructional strategies. Students in his ALEC presentation and multimedia classes post PowerPoints, graphics, text, and audio files for grading. Dr. Barbuto uses Blackboard with streaming video in his distance classes and focuses on online, small group discussion; he also has produced several training modules on DVD. Dr. Matkin used the discussion function in Blackboard to have students complete journaling assignments. Dr. Barrett posts PowerPoints with audio on Blackboard for his ALEC 202 students while Dr. Moody has her ALEC 305 students use PolyCom to present practice lessons, readying them to teach in Nebraska schools. The range of instructional strategies make learning more available and multi-dimensional.

Support for Advising/Mentoring/Student Associations/Internships

**Advising** – All undergraduate students are advised by unit faculty. Not only do undergraduates receive faculty advising for semester course selection, they also receive direct faculty advising on such matters as substitution/waiver decision making, securing scholarships and other financial assistance, student loan extensions, and advice for dual majoring and minors. Most advising is provided by an open door policy. Several faculty members, Dr. Lloyd Bell and Professor Emeritus O.S. Gilbertson, have been recognized for outstanding undergraduate advising through receipt of the L. W. Crowe Outstanding Undergraduate Student Advising Award presented annually by CASNR.

During the fall 2006 semester, Dr. Jay Barbuto has planned and conducted an advising series for the entire UNL campus on Transformational Advising. The series is comprised of five sessions on such topics as full range advising, individualized consideration, intellectual stimulation, inspiration motivation, and idealized influence. In a mentoring capacity, Dr. Barbuto has included undergraduate and graduate major students, Jody Soester and Joanna Story, respectfully.

Graduate advising is conducted in the same one-on-one procedure as undergraduate advising. Upon entry to the Leadership Education graduate area, students are immediately assigned to a graduate faculty advisor. To facilitate student transition into the program, a noon seminar (ALEC 904 Seminar in Leadership) is conducted each semester for the purpose of acclimating students to graduate terminology, expectations, courses, and a review of research ideas and practice.

**Mentoring** – Undergraduate mentoring occurs in AgLEC as a natural extension of the advising process. All majors (Agricultural Education-teaching, Agricultural Education-leadership, Agricultural Journalism) require a capstone experience of either student teaching or internship. Throughout the curriculum, course work is related to capstone experience, which is related to professional entry. From the beginning of the freshman year, students receive mentoring on professional expectations, are directed toward successful professional role models, and their work is critiqued in relation to professional expectation. Students are introduced to professional organizations and receive both face-to-face as well as media contact with professional publications. In the case of beginning agricultural education teachers, a collaborative mentoring program (ALEC 804) between AgLEC, the Nebraska Department of Education and the Nebraska Agricultural Educators Association, supports new graduates in their transition from student to professional status.

Graduate mentoring begins during the advising process and intensifies as specific professional student interest becomes evident. ALEC 904 Seminar in Leadership provides initial mentoring dialogue. Then, through advisor and committee direction, professional meetings and publication opportunities are recommended. Collaborative research and presentation opportunities between student and faculty provide insight toward professional expectations. ALEC 995 doctoral seminars provide an opportunity for doctoral students to work closely with a faculty member on research projects.
Should a graduate student indicate teaching interest, the first step is to apply for a teaching assistantship. If accepted, the student is assigned to teach an undergraduate section of ALEC 102 Interpersonal Skills in Leadership. Instructors of this course assemble weekly to discuss teaching and management questions. It serves as a support network for beginning teaching assistants. Another aspect within instructional mentorship is the graduate program requirement of ALEC 805 Advanced Teaching Strategies. This provides all students with a solid foundation of college teaching methods and strategies. If preferred, a student can follow ALEC 805 with a practicum teaching experience, ALEC 905. This continues the instructional refinement initiated in ALEC 805 through continued peer mentoring. A third enhancement for professional growth through peer mentoring is formally supplied through an independent study activity of professional portfolio development.

**Student Associations** – Student associations are supported at all levels of the program. The Graduate Student Association (GSA) operates with officers who regularly attend departmental faculty meetings. During faculty meetings they report on GSA activities and comment on departmental issues of relevance and interest.

Undergraduate student associations consist of the Ag Ed Club, which also maintains national membership with Alpha Tau Alpha, the UNL FFA Alumni Chapter, and the Agricultural Communicators of Tomorrow (ACT). Each of these student associations is actively advised by a departmental faculty member. These associations regularly participate in meetings of their respective regional and national affiliates. Both ACT and Ag Ed Club have hosted regional affiliate meetings on the UNL campus in the last five years. These student associations maintain active programs of work that include professional development meetings as well as community service activities. The associations enjoy the financial support of AgLEC in facilitating their activity agenda.

**Internships** – The tradition of AgLEC offers a formal approach to undergraduate student planning and completion of internships. In all three majors, a capstone experience of 10 to 16 weeks for major completion is required. This experience begins on campus under the direction of an assigned faculty member. During this time period, students document the purpose and objectives for their internship. It is on the basis of the student purpose and objectives that an internship is selected. Students are involved in the selection and often will visit several internship sights before a final selection is made. A contract of understanding between student, department and internship site is formalized prior to initiating the internship. During the internship, students file weekly reports on their progress. At least one on-site visitation (three in the teacher endorsement program) by the supervising faculty member is conducted during the internship period. At the conclusion of all experiences, a debriefing is conducted with selected faculty members. The purpose of the debriefing is to measure student attainment of intended purpose and objectives and to assess relevance of course work instruction in relation to actual internship experience.

Prior to the capstone experiences, students will begin early field experiences during the second semester of their freshman year. The purposes of early field experience is to ground theory with real world professional experience, assess student satisfaction of major selection to real world employment opportunities, and to adjust course selection decisions based upon personal assessment of necessary skill competency.

**Modes and Styles Appropriate to the Discipline** – The agricultural education-teaching major faculty maintain a monthly meeting agenda with the agricultural education consultant staff of the Nebraska Department of Education. Through that agenda, the issues of the profession are in constant dialogue of state leadership. Both entities maintain regular attendance and participation in regional and national conferences of the profession to assure coordination with the national dialogue.

The agricultural education-leadership program is recognized as the national leader in the agricultural leadership curriculum area. The program maintains an active research agenda and continues to expand the
The agricultural journalism major is a joint program with the UNL College of Journalism and Mass Communications. This broader faculty affiliation provides interface with communication modes and style in current practice within advertising, broadcast and news editorial areas. A similar comprehensiveness is attained within CASNR regarding agricultural science and natural resources as it relates to production agriculture, agricultural policy, or public relations.

Quality of the Major/Program

Members of the External Review Team in 2003, the last five-year review, described AgLEC as one of the "leading departments in the country." The Review Team's report included the following assessments.

"The AgLEC faculty is a highly dedicated, hard working, student-oriented faculty group that functions efficiently and effectively as a team. The faculty is service-minded, responsive, and creative in providing solutions to opportunities and challenges. In addition, this is a very personable, approachable faculty team that genuinely enjoys interactions with students and all client groups. A positive attitude prevails throughout the department and a strong sense of family and community is evident. Faculty members are engaged in teaching, research and outreach/service regardless of their formal assignment. The involvement of adjunct and emeriti faculty has been very positive, since budget constraints have limited opportunities for growth and expansion of department programs. Faculty members appear to have strong connections with constituent groups and develop positive, long-term relationships with students that carry into students' professional careers. This faculty team has a problem solving orientation, always searching for ways to strengthen programs in the department. Faculty members in the unit have invested a great deal of time and energy in planning programs and targeting outcomes."

"Student/client satisfaction with the program is high. The department reaches across the State through its distance-delivered masters degree program. This significant investment typifies the faculty view that the unit must be responsive to needs of the clientele. Students recognize and appreciate the approachability of the faculty and enjoy the family-style atmosphere in the department. In addition, the department receives excellent support from its external Advisory Council" the External Review Team reported.

The department's strategic plan for 2003-08 is included in the supporting documents.

Quality of Program for Non-Majors

Members of the department take pride in serving all students. Many of the courses are extremely popular among non-majors. Steps are taken to ensure serving the needs of students adequately and in the best possible ways. For example, ALEC 102 Interpersonal Skills for Leadership is required for all Electrical Engineering students. The department has conducted interviews and examined feedback from Electrical Engineering students. A masters level student is conducting a research project on how to best meet the needs of these students in ALEC 102 and other courses they may take in AgLEC. As a result, faculty members believe the course has been improved not only for Electrical Engineering students but for all students enrolled through tailoring examples to fit various disciplines.
AgLEC's curriculum committee frequently discusses the prevalence of non-majors in our undergraduate coursework and strategizes ways to make sure we are addressing the needs of non-majors in whatever ways possible.

AgLEC's leadership curriculum is intentionally planned to meet the various needs of students at three levels of leadership. The department offers courses in personal or interpersonal leadership, team or group levels of leadership, and finally in organizational or community leadership. Students learn from well respected and well published faculty and participate in a number of experiential activities designed to help them function in their own chosen careers. Many students take ALEC 102 as a requirement, but then continue on to other levels of leadership.

AgLEC offers a number of minors designed specifically for non-majors who are interested in graduating not only with a quality degree, but also the additional leadership skills and knowledge to increase their value in today's job marketplace. Students can choose a minor in Environmental Communication, Environmental Education, or Leadership and Communications. This past year AgLEC added three new undergraduate leadership courses to the curriculum based on research results from industry employers, student feedback and faculty observations.

Quality of Graduate Program

In a recent five-year departmental review our graduate programs were described as being the most advanced in the leadership field among peer departments. Over the past several years the department has revamped its graduate curriculum with more than ten new permanent course offerings. Enrollment in these courses has consistently approached or exceeded capacity. Our masters program has grown from just over 20 graduate students in 1998 to well over 100 graduate students today. This has been achieved while withstanding a reduction in FTE for graduate faculty.

Graduate students have won numerous teaching and research awards in collaboration with faculty supervisors and advisors. Additionally, several graduate students have attended and peer-reviewed for regional and national academic conferences. Some have peer-reviewed for academic journals. As part of degree requirements, all graduate students must pursue and submit a research publication during their programs. Upon graduation our students have consistently had multiple job offers to select from (ranging from faculty positions, consulting, cooperative extension, and industry) – which is a testament to both the quality of our program and the quality of students that it attracts.

Part-Time Faculty

AgLEC provides opportunities for quality doctoral students to obtain necessary teaching experience during their academic programs. Students are carefully screened for previous experience and credentials, and are offered teaching assistantships if they are eligible. AgLEC provides an in-depth teaching orientation and includes teaching assistants in department meetings and communication networks. Teaching assistants have offices in the same vicinity as faculty and have opportunities to interact and collaborate both formally and informally in this setting. Ongoing meetings and professional development activities are provided throughout the teaching experience. AgLEC prides itself in providing the very best experience for our undergraduate students whether their courses are taught by seasoned faculty or experienced doctoral students.

AgLEC offers courtesy appointments to select doctoral graduates who have met specifically-identified qualifications. This provides select recent graduates of our program as well as other highly qualified Ph.D. graduates on our campus an opportunity to utilize their skills and allows AgLEC to add course
sections or specialized coursework when the demand arises. Courtesy appointments are screened carefully, evaluated yearly, and though not guaranteed teaching appointments, are included in departmental communications and select meetings.

Quality of Teaching in Outreach Programs

The quality of teaching for faculty who have Extension appointments is measured via the Extension Accomplishments Reporting System (EARS). Each program conducted must have quality indicators of impact. Electronic EARS reports are reviewed annually by administration. If they can demonstrate sufficient impact on the audience the report is archived for public access. Our faculty have numerous accepted reports. Other faculty who do not have Extension appointments are frequently sought after to make presentations. Extension faculty have conducted in depth leadership work with communities through the Community Resource Development Action Team and collaboration with the Home Town Competitiveness Program.
## AgLEC Faculty Appointments

### 2006-07

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<th>Name</th>
<th>Rank/Tenure</th>
<th>% FTE</th>
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<td>(Jay)</td>
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<td>Professor/T</td>
<td>.75 Teaching</td>
<td>U. Nebraska, Ph.D.</td>
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<td>.25 Extension</td>
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<td>King, James W.</td>
<td>Assoc. Prof./T</td>
<td>.75 Teaching</td>
<td>Indiana U., Ed.D.</td>
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<td>.25 Research</td>
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<tr>
<td>Matkin, Gina S.</td>
<td>Senior Lecturer/NA</td>
<td>1.00 Teaching</td>
<td>U. Nebraska, Ph.D.</td>
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<td>Moody, Linda D.</td>
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<td></td>
<td></td>
<td>.70 Student Involvement</td>
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<tr>
<td>Wheeler, Daniel W.</td>
<td>Professor/T</td>
<td>.25 Teaching</td>
<td>SUNY-Buffalo, Ph.D.</td>
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<td>.25 Research</td>
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<td></td>
<td></td>
<td>.50 Administrative</td>
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</tr>
</tbody>
</table>

1 = Tenured; N = Non-tenured; NA = Not Applicable (non tenure-leading appointment).
AgLEC Faculty/Student Awards

John E. Barbuto, Jr. – 2006 Teaching Fellow, Initiative for Teaching and Learning Excellence, UNL
Lloyd C. Bell – 2006 Distinguished Teaching Award, North Central Region, American Association for Agricultural Education
Richard L. Fleming – 2006 Outstanding Cooperation Award, National Association of Agricultural Educators
Kurtis Harms – 2006 Scholarship, National Association of Farm Broadcasters

John E. Barbuto, Jr. – 2005 Teaching Fellow, Initiative for Teaching and Learning Excellence, UNL
Lloyd C. Bell – 2005 Outstanding Agricultural Educator Award, North Central Region, American Association for Agricultural Education
Amy Boren – 2005 Certificate of Recognition for Contributions to Students from the UNL Parents Association/Teaching Council; Farmers National Company Fellowship
Patricia J. Fairchild – 2005 Certificate of Recognition for Contributions to Students from the UNL Parents Association/Teaching Council
Richard L. Fleming – 2005 Outstanding Agricultural Cooperation Award, Nebraska Agricultural Educators Association
Susan M. Fritz, Connie Reimers-Hild, James W. King, Daniel W. Wheeler – 2005 Best Paper Award, Distance Learning and Administration Conference, University of West Georgia.
Gina S. Matkin – 2005 KUDOS Award, Board of Regents, University of Nebraska
Linda D. Moody – 2005 Chancellor's Exemplary Service to Students Award
Jennifer Moss 2005 Holling Family Award Teaching Assistant Teaching Excellence Award.

John E. Barbuto, Jr. – 2004 Excellence in Graduate Education from the UNL Office of Graduate Studies
Lloyd C. Bell – 2004 L.K. Crowe Outstanding Undergraduate Student Advisor
Patricia J. Fairchild and Jaclyn M. Gisburne – Best Paper award at the Distance Learning Administration Conference, Jekyll Island, GA.
Richard L. Fleming – CASNR Week 2004 Superior Academic Advising Award
Dann E. Husmann – 2004 Junior Faculty Holling Family Award for Teaching Excellence, College of Agricultural Sciences and Natural Resources, Institute of Agriculture and Natural Resources, UNL

Linda D. Moody – CASNR Week 2003 Outstanding Advisor Award Nominee; Awesome Advisor Award, Burr Hall
Richard L. Fleming – 2003 Certificate of Recognition for Contributions to Students from the UNL Parents Association/Teaching Council
Susan M. Fritz – CASNR Week 2003 Outstanding Advisor Award Nominee
Deana M. Namuth, Susan M. Fritz, Ashu Guru, Patricia M. Hain, Donald Lee, Carol A. Speth, Scott J. Nissen and Tracy M. Sterling – ADEC Excellence in Distance Education Award, Honorable Mention.

John E. Barbuto, Jr. – Holling Family Junior Faculty Family Award for Teaching Excellence
Lloyd C. Bell – CASNR NACTA Teaching Award of Merit
James W. King – NACTA Teaching Fellow
Linda D. Moody – nominated by students for the CASNR Outstanding Teaching Award
Richard L. Fleming – Sue Tidball Award for Creative Humanity Nominee
Linda D. Moody – Distinguished Service Award from the Nebraska FFA
S. Kay Rockwell – ACDI/VOCA, Certificate of Achievement for outstanding contributions to the International Agricultural Degree Program Development II Project in Russia, April 2001
Conferences Attended by AgLEC Faculty and Students

- Academic Chairperson Conference
- Agricultural Communicators of Tomorrow (ACT)
- American Association for Ag Education (AAAE)
- Association for Career and Technical Education of Nebraska (ACTEN)
- Association for International Agricultural & Extension Education (AIAEE)
- Association of Leadership Educators
- Community Outreach Partnership Centers (COPC)
- Distance Education Teaching and Learning
- Gallup Leadership Institute Summit
- Greenleaf Center Conference
- Institute of Behavioral and Applied Management (IBAM)
- International Leadership Association
- Mid-Winter In-Service Workshop for Nebraska Agricultural Education Teachers
- Midwest Academy of Management
- National Agricultural Education Inservice
- National Research Conference of American Association of Agricultural Educators
- National Science Teachers' Association Conference
- NCA-24 Ag Education Research
- Nebraska Department of Education (NDE) INVEST Conference
- Nebraska Distance Learning Association
- Nebraska Educational Technology Association
- Nebraska Agricultural Educators Association (NAEA)
- North American Colleges and Teachers of Agriculture (NACTA)
- North Central Region AAAE
- Professional and Organizational Development Network in Higher Education
- Servant Leadership Conference
AgLEC Student Achievements

Kristyn Harms – NAAE (National Association of Agricultural Educators, Inc.) Upper Division Agricultural Education Scholarship, August 2000; Chancellor’s Scholar (4.0 grade point average during entire academic career), May 2001

Lilian Gomez-Alvarez – 2003 North American Colleges and Teachers of Agriculture (NACTA) Graduate Teaching Assistant Award

Amy Rasmussen – 2003-04 National FFA Central Region Vice President, National FFA Convention; Outstanding Career and Technical Education Postsecondary Student Award, NASD CTE Conference, Washington, D.C.

Ann Gotschall, from Atkinson was honored as the 2005 Gamma Sigma Delta Outstanding Senior. This is the first time that a transfer student has received this honor. Ann received a degree in horticulture from SCC Beatrice and is currently majoring in teaching and leadership in AgLEC.

Scholarships

Amber D. Haugland, – $1,000 national scholarship from CropLife America; $300 undergraduate teaching assistant scholarship from the Capital City Kiwanis Club, 2003-04.

Jonathan D. Sellenrick – $500 NAAE Upper Division Agricultural Education Scholarship (presented at the ATA Conclave during the National FFA Convention last October in Louisville, Kentucky), 2003-04.
AgLEC Refereed Journal Articles – Published


Lane, Karyn (1999). *Environmental science in rural and urban elementary programs in Nebraska.* Honors and Environmental Studies Senior Thesis. (Susan M. Fritz)
AgLEC Funded Grant Projects


Bell, L. NN21 – Visionary Food Systems Curricula Action Team. Establishment of Governor’s Task Force on Agricultural and Natural Resources Education. $10,000. 1999-2000.


King, J.W. *Nebraska e-Learning Pilot Project*. Nebraska Department of Education. $20,000 Grant Period: January 1-August 30, 2004. Other Authors: J. Stitt, ESU 10; J. Jones, Nebraska Catalyst Project; C. Friesen, Lincoln Public Schools; E. Elfers, Wayne State University; C. DeFrey, Westside Schools; M. Landis, UNO.
King, J.W., & Reimers-Hild, C. Developing and Implementing an Advising Center for College of Agricultural Sciences & Natural Resources (CASNR) Distance Students. UNL Office of Extended Education & Outreach. $25,000. January 1, 2004-June 1, 2005.


### AgLEC Strategic Plan (2003-08)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Undergraduate Objectives</th>
<th>Graduate Objectives</th>
<th>Extension/Outreach Objectives</th>
<th>Research Objectives</th>
</tr>
</thead>
</table>

#### 1. Extend current collaborative relationships into more formal partnerships where promising and feasible.

1.1 Explore interests of other departments in offering the Ag Leadership option (Moody, Fritz) (2003-05)

1.2 Submit ALEC 201, 302, 305 proposals for IS designation (Husmann, Parsons) (2003-04)

1.3 Explore survival learning possibilities by collaborating with UHL Student Involvement (Baack, Moody, Fairchild) (2003-05)

1.4 Develop Family and Consumer Science, Industrial Tech Interests in co-enrollment in teacher education courses (Husmann, Bell) (2003-04)

1.5 Formalize partnerships through crosslistings, grants, etc. (EHS, Journalsm, CBA) (2003-08)

1.6 Recruit graduate students interested in research in leadership, and teaching and extension training (2003-08)

1.7 Strengthen associations with major leadership programs (Nebraska LEAD Alumni, community-based leadership programs, Nebraska and National FFA) (2003-08) 83-04 Leadership Grant (EHS) Con, 3 workshops; OLS Community Leadership Centers (EHS) 2 summits, Leadership Academy; Hartlingen Leadership Care Group (EHS) 1 workshop; HOPE Program IS Nebraska (EHS) 9 workshops; ALEC/NESE hosted National FFA Pilot of Life Knowledge Curriculum during Winter Intensive; Gretna 4-H Camp, Council Leadership Training (EHS); Nebraska Youth Development Leadership Symposium (SF, LFS) 5 youth.

1.8 Expand Leadership Academy recruitment (Wheeler, Barrett, Barbuto, Fritz) (2003-05)

1.9 Capitalize on the Leadership Academy as an Integrated Extension and A&Rs effort (Wheeler, Barrett, Barbuto, Fritz) (2003-05)

#### 2. Implement strategic planning. Focus department programs and efforts toward national prominence and recognition in target areas.

2.1 Retreat to develop strategic plan, revise vision, mission statements, and eventually action plan (2003-04)

2.2 Ensure clear linkages between the AgLEC and IANR strategic plans (2004-05)

2.3 Tighten the connection between faculty activities and the AgLEC mission (2003-08)

2.4 Explore strengthening youth-leadership development (Moody, Fairchild, Barbuto, Baack) (2003-05)

2.5 Publish innovations in teaching (2003-08)

2.6 Support FFA CDEs (2003-08) (Moody, Bell, Husmann)

2.7 Partner with National FFA on "Made for Excellence" curriculum development through ALEC 812 project (Fritz, Wheeler) (2004-05)

2.8 Launch a leadership initiative for agricultural education teachers in Nebraska, Iowa, Kansas (Bell, Barrett, Barbuto, Fritz) (2003-03)

2.9 Deliver cutting edge national, regional, and local conference presentations (2003-08)

1.10 Strengthen leadership and teaching and extension research associations with NDE, NCP, NRDC, NACO. (2003-08)

1.11 Pursue inclusion of distance and leadership questions on Rural Poll (King, Fritz) (2003-06)

1.12 Expand research contexts with particular attention on community contexts (2003-08)
<table>
<thead>
<tr>
<th>Goals</th>
<th>Undergraduate Objectives</th>
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<th>Extension/Outreach Objectives</th>
<th>Research Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Build the AgLEC research enterprise</td>
<td>3.2 Encourage wider student and faculty participation in undergraduate research projects (Honors theses, UCARE, etc.) (2003-08)</td>
<td>3.3 Implement research requirements across all graduate programs (Graduate Education and Research Committee) (2003-08)</td>
<td>3.10 Pursue seamless science education project support (Fritz, King, Rockwell, Bell) (2003-04)</td>
</tr>
<tr>
<td>3.1</td>
<td>Two thrusts: 1) leadership, 2) teaching and extension.</td>
<td></td>
<td>3.4 Publish 6th chapter requirement in Master and Doctoral programs (Graduate Education and Research Committee) (2003-04)</td>
<td>3.11 Reinstate an ARD departmental peer review process including ALEC 904 presentations (2003-08)</td>
</tr>
<tr>
<td>3.1a</td>
<td>Mix of basic and applied research with practical application to Nebraska citizens.</td>
<td>3.5 Require publishable products from ALEC 861 seminars (2003-08)</td>
<td>3.6 Tie student research to department needs and mission (2003-08)</td>
<td>3.12 Pursue research projects and funding in the following areas:</td>
</tr>
<tr>
<td>3.1b</td>
<td>Develop long-term, grant funded, community-based leadership programs combining research and Extension.</td>
<td></td>
<td>3.7 Have ALEC faculty review Federal grant proposals for networking and improved proposed writing (2003-08)</td>
<td>3.12a Antecedents of Leadership (Barbuto, Fritz) (2003-08)</td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td>3.8 The student research to department needs and mission (2003-08)</td>
<td>3.12b Inward Leadership (Wheeler, Barbuto) (2003-08)</td>
<td>3.12c Youth Development (Fairchild) (2004-05)</td>
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<td>3.3</td>
<td></td>
<td>3.9 Publish and use objective admission criteria for graduate admission (Graduate Education and Research Committee) (2003-04)</td>
<td>3.12d Distance Learning and Virtual Communities (King and Husmann)</td>
<td></td>
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<tr>
<td>3.4</td>
<td></td>
<td>3.10 Publish and use objective admission criteria for graduate admission (Graduate Education and Research Committee) (2003-04)</td>
<td>3.12e Teacher as Instructional Leader (Bell, Barbuto, Wheeler, King) (2004-05)</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td></td>
<td>4.1b Develop a brand (2003-04)</td>
<td>3.12f Value of Non-formal Community Programs (Rockwell) (2003-05)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Establish and maintain AgLEC as a vital and valuable unit in AWR</td>
<td>4.2 Employ Ag.journalism intern to publish semi-annual newsletter (2003-08)</td>
<td>4.5 Implement, assess and refine graduate recruitment strategies (Graduate Education and Research Committee) (2003-08)</td>
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</tr>
</tbody>
</table>
UNIVERSITY PRIORITIES

UNL has consistently maintained two overarching priorities for six years:

1. a competitive undergraduate program which contributes to the retention of Nebraska’s high school graduates and attracts graduates from other states;

2. a strong university research enterprise, driving economic growth, and engaged with Nebraskans so that they remain competitive.

Strategies that we have already implemented in support of these two priorities are to:

• Build programs for undergraduate education that will attract highly talented students (e.g., through UCARE, honors, ITLE grants to improve curriculum) while encouraging success for all students;

• Build outstanding competitive programs (e.g., through allocation of new resources, such as funding from the Programs of Excellence and external grants);

• Build and support programs that serve the economic needs of Nebraska (e.g., through investing in contemporary agriculture and programs in professional schools);

• Contribute to solving challenges facing Nebraska, the nation and the world (e.g., through such efforts as the Water Initiative, the Center for Energy Science Research, the Center for Children, Youth, Families and Schools); and

• Contribute to the quality of life in Nebraska (e.g., through supporting arts and music performance, creative writing programs, the Cather project, and Digital Research in the Humanities)

Strategic Priorities for the Coming Year

1. NCA Accreditation and Strategic Planning: UNL’s self-study documents the interrelationship of efforts in teaching, research, and engagement and focuses on the importance of matching programs with resources. As the focus of the accreditation, the strategic planning process should develop into one that reflects the realism, discipline and accountability that are important to success. There will continue to be meaningful discussion of priorities, opportunities, and strategies to move forward.

2. General Education Reform: A new program that coherently articulates our expectations will be implemented for the 2007 entering class. The program is to be practical, have clear objectives, and be based on learning outcomes: an “Achievement Centered Education.”

3. Undergraduate Enrollment: Develop an overall enrollment target, and foster creative efforts to expand enrollment, such as pursuing the potential of distance
education, of non-traditional students, and of academic units that have the capacity to grow.

4. Graduate Enrollment: Develop more specialized graduate programs, including through distance education and become more competitive for the top graduate students nationally, particularly in high priority programs.

5. Graduation and Retention Rates: Obtain better information on why students delay their graduation to determine if those decisions can be influenced. Determine if providing better financial planning advice might contribute to their success.

6. Research in the Life Sciences: To be at the cutting edge of life science research and education, UNL must develop a unified strategic plan for the life sciences. We must continue to forge alliances that build on existing strengths and identify in a systematic way the gaps in faculty expertise that must be filled.

7. Diversity: Recruit and retain faculty of color, increase the number of women and faculty of color in disciplines in which they are under-represented. A new diversity plan has been drafted and it will be made available for campus comment and discussion so that we can arrive at a common set of objectives and priorities. UNL will also reexamine the use of funds in support of diversity to ensure their effectiveness.

8. International Programs: In order to maximize the advantages to the University its international engagement, UNL should build upon and broaden existing relationships, and develop a more focused institutional program. The Lieding gift will make it possible to offer scholarship support for current, incoming, and law school students to study abroad.

9. The Web: Since the web is the most important way UNL can communicate to the world as an institution, all university units must transition web sites to the new templates and standards by August 2007.
Agriculture continues to be Nebraska's dominant industry, contributing more than $14 billion to the economy annually and accounting for 31% of all employment in the state. Yet serious challenges face our state's agricultural sector, challenges that the University of Nebraska-Lincoln Institute of Agriculture and Natural Resources (IANR) is uniquely positioned to help our citizens meet.

IANR consists of the College of Agricultural Sciences and Natural Resources, the Agricultural Research Division, and the Extension Division. We have 12 academic units that offer 24 undergraduate majors, 14 masters degree programs, and 11 Ph.D. programs of study. Through the Extension Division and the Agricultural Research Division, we have a statewide presence with 190 faculty stationed across Nebraska.

Strategic planning is an ongoing activity for IANR and is guided by a commitment to meaningful education, discovery, and extension education which serves Nebraska. Therefore, IANR planning is responsive to changes, outcome focused, interdisciplinary, seeks solutions to problems, fosters stewardship of the state's resources, and relies on stakeholder participation. Stakeholder participation is obtained through listening sessions. In 2003-2005, 35 listening sessions were conducted statewide and on campus. Since then, listening sessions have become an ongoing means of involving stakeholders in IANR's strategic planning with five sessions conducted statewide in 2005-2006.

Internal and external collaborations are important to the successful implementation of the plan. External collaborations include multi-state efforts with other land-grant universities which allow IANR to expand its opportunities by building on a foundation of mutual objectives and shared benefits that are unbounded by disciplinary or political borders.

As new opportunities emerge, the IANR Deans' Council considers their value in light of existing programs, the strategic plan, and resource constraints. Weekly, the Council discusses the IANR faculty hiring plan (reviews position requests, releases positions that address high priority needs, monitors search progress, participates in interviewing, and reviews offers to candidates).

Priority Goal 1: Redefine the College of Agricultural Sciences and Natural Resources (CASNR) to capture its breadth and diversity of academic programs and to ensure student success in the 21st Century.

Relation to Core Values: This priority supports the UNL core values of preparing students for life through learner-centered education, commitment to an uncompromising pursuit of excellence and creating a University culture that values diversity of ideas and people.

Accomplishments:
- In Fall 2005, CASNR had the largest percentage increase in enrollment of any college at UNL, and the largest absolute increase (42 students) in enrollment.
- Based on market research, a change was not made in the CASNR name. The research will be replicated in 3-5 years to determine if a change in the college name is warranted.
- New majors were approved in Insect Science; Hospitality, Restaurant and Tourism Management; and Landscape Architecture. The last two are joint majors between CASNR and the College of Education and Human Sciences and the College of Architecture, respectively. A Community Development specialization in the Master of Agriculture was approved.
• Piloted on-line assessment (PEARL) in partnership with the College of Education and Human Sciences.
• Veterinary Medical Education Program in final stages of approval at Iowa State University and University of Nebraska.
• Bachelor of Science in Agricultural Sciences and Bachelor of Science in Natural Resources degrees changed to Bachelor of Science in the names of the majors.
• Faculty hires: Ag Journalism, Companion Animal (Lecturer), Beef Specialist, Animal Geneticist, Microbial Ecologist, Instructional Biochemist, Biochemical Genetics (2), Statistical Scientist, Histologist (Lecturer), Reproductive Physiologist, Food Chemist, Fisheries Ecologist, River/Stream Ecologist, Biological Engineer, Non-ruminant Nutritionist and 4-H Professional Development Extension Educator.

Internal Actions:
• Change the curriculum, develop new degrees and new programs.
• Explore a new interdepartmental, undergraduate major in bio-renewable fuels.
• Increase the number of undergraduate and graduate students enrolled in CASNR degree programs.
• Increase the number of student scholarships and internship opportunities.
• Investigate additional linkages with P-12 programs.

Hiring Intentions: Tourism Marketing, Lodging Management, Biological Engineer, Veterinary Medical Parasitologist, Neurobiologist, Veterinary Immunologist, Veterinary Epidemiologist, Veterinary Gross Anatomist, Veterinary Pathologist, Veterinary Surgery and Anesthesiology, and Beef Cattle Clinical Veterinary (Temporary Lecturer).

Timeline: 2006-2008 Develop and implement successful new programs. Finalize negotiations to establish a joint Veterinary Medical Education Program with Iowa State to start in 2007.

Partners: CASNR alumni, NU Foundation, College of Education and Human Resources, College of Business Administration, College of Arts and Sciences, Hixson Lied College of Fine and Performing Arts, Nebraska College of Technical Agriculture, Nebraska community colleges, high school counselors and administrators, Extension Division, Agricultural Research Division, Kansas State University, Iowa State University, University of Missouri, Nebraska State Department of Education, Nebraska Science Teachers Association, National Science Teachers Association, Nebraska Cattlemen, Ag Builders of Nebraska.

Benchmarks: Increased enrollments in most majors. Stabilized enrollments in some majors. Increased scholarships and internship opportunities. New programs and specializations. Increased collaborations.

Priority Goal 2: Develop an integrated multi-disciplinary, multi-functional water resources program addressing Nebraska’s needs that provides statewide, national and international leadership in water quality and quantity management in the next decade.

Relationship to Core Values: This priority relates to a commitment to an uncompromising pursuit of excellence, stimulates research and creative work that fosters discovery, pushes frontiers and advances society, establishes research and creative work as the foundation for teaching and engagement, and engages with academic, business and civic communities throughout the state and the world.

Accomplishments:
• In 2005, nearly 700 users downloaded or purchased the Water Optimizer, a decision-support computer program to help farmers make better informed cropping choices when irrigation is limited.
The Republican River Basin Irrigation Management Project demonstrates research-based irrigation management strategies in farmers' fields and provides practical information for implementing these practices. In 2005, the 230 program participants estimated the knowledge gained was worth about $16,073 per operation, or nearly $2.9 million annually.

Extension partnered with the Nebraska Soybean Board to present Soybean Management Field days in 2005—participants represented 564,000 acres of cropland farmed or managed. Average value placed on knowledge gained and/or anticipated change in practices was $7.21 per acre with potential impact of $4,070,000.

Educated clientele on sustainable landscape practices and integrated pest management techniques to protect natural resources from the runoff of excess fertilizers and improper pesticide application through Creating a Horticulture Paradise.

Extension helped establish the Nebraska Onsite Waste Water Association. This Association sought state legislation to require state certification for on-site installers, pumpers, and inspectors starting in 2006.

In 2005, more than 630 voluntarily participated in extension training on-site wastewater management classes for professionals focusing on water quality/environment, engineering/groundwater and biology/soils.

Kansas State University and UNL continue joint research and extension programs to address atrazine levels in the Blue River Basin of Nebraska and Kansas.

Nebraska has taken the lead in drought mitigation education working with Colorado and Wyoming.

Through a partnership with USDA’s Risk Management Agency, the Groundwater Level Monitoring program is placing satellite uplinks on 52 rapid-response wells. This new technology will provide current well level readings online to anyone with a computer.


Internal Actions:

- Research-based information from IANR programs will be provided for individuals, groups, and decision makers that will enable informed decisions relative to use of limited water supplies and protection of water quality.
- Investigate and propose alternative crops that require less applied irrigation water or are adapted to non-irrigated production, that will fit into Nebraska cropping systems, and for which a market exists.
- Analyze opportunities for shifting from irrigated to non-irrigated production or other enterprises that will maintain economic viability and sustainability for producers and communities.
- Construct decision-making support systems that enable producers, policy makers, financial institutions, and others to make critical decisions regarding crop production and water resources use.
- Expand research and extension education programs that will increase the scientific knowledge base and public understanding of the occurrence, movement, and quality of ground water, the interrelationships between ground water and surface water; and the ecology of Nebraska’s ground water and surface water systems.
- Design research and extension education programs that analyze the water resource and economic impacts of existing or proposed public policies.
- Increase research and extension education programs that enable Nebraskans to protect ground water and surface water quality and respond to regulatory requirements.


Timeline: 2006-2008 Water-related research and education programs are ongoing.
Partners: Natural Resources Districts, Nebraska Department of Environmental Quality, Irrigation Districts, public power entities, municipalities, U.S. Corps of Engineers, U.S. Bureau of Land Management, U.S. Environmental Protection Agency, Ground Water Foundation, College of Engineering, UNL Water Initiative, College of Arts and Sciences, College of Education and Human Sciences, College of Law.

Benchmarks: Appropriate technologies will be in place for the management of Nebraska’s water, livestock waste, soil and range resources, and to mitigate environmental change. Nebraska’s natural resources will be inventoried to meet needs of managers. Provide Nebraskan’s with appropriate forestry, aquatic, and natural resources.

Priority Goal 3: Enhance economic opportunity and community revitalization efforts to create more opportunities for future generations, improve the quality of life for youth and families, and to attract talented and educated people to build their lives in Nebraska.

Relation to Core Value: This priority supports a commitment to uncompromising pursuit of excellence, stimulates research and creative work that fosters discovery, pushes frontiers and advances society, establishes research and creative work as the foundation for teaching and engagement, prepares students for life through learner-centered education, engages with academic, business and civic communities throughout the state and the world, and creates a University culture that values diversity of ideas and people.

Accomplishments:
• Participants in the 2004-2005 Ranch Practicum influenced decisions on 603,000 acres of range, hayland, and cropland, 42,200 head of cattle and 1,160 people through their ownership, consultation, and educational activity.
• 2005 Conservation Security Partnership informed and educated 1,500 crop and livestock producers about CSP Program. More than $5,700,000 was awarded to Nebraska producers for 2005. The total 5-10-year impact from the 1,092 contracts is nearly $11 million.
• Adoption of UNL’s heat stress reduction strategies in 2005 saved those in the cattle industry in northeast Nebraska and northwest Iowa between $10 million and $27 million.
• Market Journal, an educational agricultural television and Web program, reaches an estimated 12,000 Nebraska households weekly with an estimated annual value to agriculture of $26 million based on weekly viewership.
• Genetic engineering of Dicamba herbicide resistance in crop plants will provide growers a broader range of efficient and safe patented technology.
• From fall 2004 through January 2006, 235 court-appointed guardians attended training offered by Extension Educators and Nebraska Bar Association attorneys in eleven of the twelve judicial districts.
• Carbon sequestration research confirmed that the energy output from corn-based ethanol is ~30% greater than the fossil fuel energy input consumed in its manufacture.
• Studies determined that, on average, if a feedlot is feeding wet distillers grains plus solubles at 20% to 40% of the diet and is within 100 miles of the ethanol plan, the returns are $15 to $25 per animal fed for 150 days.
• Projections indicate a 50% ethanol processing expansion in Nebraska alone would retain another 10% of the corn crop within the state, increase corn production negligibly, and increase Nebraska corn price by about $0.04 per bushel. However, if ethanol production increased in the rest of the country at the same rate, Nebraska corn prices would rise further.
Internal Actions:
• Provide a perspective for communities to prosper in a regional environment.
• Increase entrepreneurship in Rural Nebraska.
• Expand research and education in energy sciences; establish the Nebraska Center for Energy Sciences Research.
• Develop strong people, strong families, and strong communities which lead to a more stable society.
• Increase value-added and new enterprise development, including livestock and crop-based products.
• Build the human capital and enhance the economic well being of Nebraskans.

Hiring Intentions: Tourism Marketing, Lodging Management, Beef Specialist/Animal Geneticist, Beef Nutritionist, Non-ruminant Nutritionist, Veterinary Parasitologist, and Swine Veterinarian

Timeline: 2006-2008 Enhancing rural economic opportunities is an ongoing programming thrust (2005-2008). Youth development curriculum 2006, entrepreneurship development will be an ongoing program, leadership development programs have been initiated in 2005, value-added and new enterprise development programs will be expanded in 2006-2008.

Partners: Nebraska Department of Economic Development, Nebraska Department of Agriculture, Nebraska Department of Labor, Nebraska Department of Insurance, Nebraska Health and Human Services System, Nebraska Business Development Center at UNO, University of Nebraska Rural Initiative, local economic planners, Lied Main Street Program, Nebraska Agricultural Leaders Council, Nebraska Public Power District, USDA Rural Development, Nebraska Association of County Officials, Nebraska Forest Service, College of Education and Human Sciences, College of Business Administration, College of Architecture.

Benchmarks: Nebraskans will have knowledge to make effective choices about their health, wellness, and food choices. Rural Nebraska will have viable communities. Nebraskans will have effective leadership skills. Nebraska's communities will have access to the tools they need for their economic development. Nebraskans will have the opportunity for diversity of life styles and community settings. Nebraska landscapes will support a diversity of agricultural enterprises.

Priority Goal 4: Strengthen food security, food safety, and nutrition programs to ensure that all Nebraskans have a secure and nutritious food supply that enhances wellness.

Relation to Core Values: This priority supports a commitment to uncompromising pursuit of excellence, stimulates research and creative work that fosters discovery, pushes frontiers and advances society, establishes research and creative work as the foundation for teaching and engagement and creates a University that values diversity of ideas and people.

Accomplishments:
• The Mobile Plant Diagnostic Laboratory, the nation’s most advanced traveling plant diagnostic lab, is now available to respond to any potential agrosecurity threat and to help farmers diagnose plant diseases on the spot.
• Results of beef muscle profiling have added $50 per head for US producers and processors.
• Over 1,600 youth participated in food safety programs.
• ServeSafe® for Employees has been offered to 200 Nebraska participants at the request of the Nebraska Grocery Industry Association.
• Extension Educators initially certified 753 private applicators (farmers/ranchers) in 2005 and recertified 12,000 private applicators.
In 2005, 6,500 individuals (915 teams) participated in N-Lighten Nebraska. Average weight lost by participants was 3.1 pounds, and average miles logged were 662 miles.

From October 1, 2004, through September 30, 2005, Nebraska's Food Stamp Nutrition Education Program (FSNEP) served 3,038 families, 3,235 youth, and 908 seniors.

In 2005, UNL food scientists' new test for soy flour became commercially available. The test will allow companies to rapidly and accurately detect minute traces of soy flour on equipment or in foods processed on shared equipment.

Faculty hires: Microbial Ecologist, Food Chemist, Molecular Nutrition, and Cereal Pathologist.

Internal Actions:
- Add new programs on bioterrorism and biosecurity issues to ensure the health of the livestock and crop production sectors.
- Enhance food safety research and education programs.
- Increase nutritional quality of foods.

Hiring Intentions: Biochemical Genetics, Biosafety Level-3 Core Facility Director, Veterinary Epidemiologist, Veterinary Immunologist, Neurobiologist, Biological Engineer, and Beef Cattle Clinical Vet (Temporary).

Timeline: 2006-2008 Much of this work spans 2005-2008. Some educational programs were initiated in 2005; the Doctor of Plant Health decision was pushed back to 2006-2007.

Partners: University of Nebraska Medical Center, Kansas State University, Iowa State University, Nebraska Department of Agriculture, Nebraska Department of Health and Human Services, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, College of Arts and Sciences, College of Education and Human Sciences, youth-serving organizations, non-profit organizations, schools, Nebraska Restaurant Association, hospitals and other health care providers, Nebraska Sports Council.

Benchmarks: Nebraska will have a safe, pathogen-free food supply. An appropriate array of products and food technologies will be available to Nebraska's ag-based industries.
History of the Department of Agricultural Leadership, Education and Communication

College of Agricultural Sciences and Natural Resources
University of Nebraska-Lincoln

Reprinted from "College of Agriculture of the University of Nebraska-Lincoln, The First Century" by Elvin F. Frolik and Ralston J. Graham. Published by the Board of Regents of the University of Nebraska, 1987, with subsequent updates.

Names of the Department

Department of Agricultural Education 1918-1920
Department of Agricultural and Home Economics Education 1920-1922
Department of Vocational Education 1922-1962
Department of Agricultural Education (2) 1963-1992
Department of Agricultural Leadership, Education and Communication 1992-present

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Period served</th>
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<tbody>
<tr>
<td>Harry E. Bradford</td>
<td>Head</td>
<td>1918-1919</td>
</tr>
<tr>
<td>Harry E. Bradford</td>
<td>Chairman</td>
<td>1919-1949</td>
</tr>
<tr>
<td>Claud E. Rhoad</td>
<td>Chairman</td>
<td>1949-1951</td>
</tr>
<tr>
<td>Howard W. Deems</td>
<td>Chairman</td>
<td>1951-1965</td>
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<tr>
<td>James T. Horner</td>
<td>Chairman</td>
<td>1965</td>
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<tr>
<td>John H. Coster</td>
<td>Acting Chairman</td>
<td>1965-1966</td>
</tr>
<tr>
<td>James T. Horner</td>
<td>Chairman</td>
<td>1966-1975</td>
</tr>
<tr>
<td>Roy D. Dillon</td>
<td>Interim Chairman</td>
<td>1975-1976</td>
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<tr>
<td>Osmund S. Gilbertson</td>
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<tr>
<td>Allen G. Blezek</td>
<td>Acting Head</td>
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<td>Earl B. Russell</td>
<td>Head</td>
<td>1995-2000</td>
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<tr>
<td>Susan M. Fritz</td>
<td>Head</td>
<td>2000-2005</td>
</tr>
<tr>
<td>Daniel Wheeler</td>
<td>Head</td>
<td>2005-present</td>
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</table>

Location of Headquarters

Headquarters for the Department has always been in Agricultural Hall.

1James T. Horner provided continuing assistance in the preparation of this chapter.
The Formative Years
First Course – Agricultural Pedagogy
A.E. Davisson was the first professor of agricultural education. In 1907 he taught a course in agricultural pedagogy. Davisson was followed by Fred Hunter, and in 1912, Harry E. Bradford, principal of the School of Agriculture, was assigned to teach the college courses in agricultural education (1, pp 27-28).

A boost in the demand for teachers of agriculture came in 1913 when the Nebraska Legislature passed the Shumway Act. In 1915 the demand was again increased by passage of the Mallery Act, according to a Department of Vocational Education report written by Leroy D. Clements in 1963. These acts both offered state aid for schools teaching agriculture but made no provision for training teachers. The big incentive, however, came in 1917 with passage by the United States Congress of the Smith-Hughes Act. This law provided aid to states for ‘teacher training’ as well as funds for establishing departments of vocational agriculture in local high schools.

The College of Agriculture already had the teacher training machinery in operation. Upon designation by the State Board\(^2\) as Nebraska’s “official training center”, it was ready to assume the responsibilities. Bradford was selected as head of the Department of Agricultural Education to organize and conduct the new program (1, pp 27-28).

Practice Teaching Centers

Through the years 1907-1919 the courses in agricultural education were general and historical in nature with no attempt to attack the program of teaching methods. When the Department was enlarged in 1919, methods and organization courses were introduced and practice teaching centers were established in neighboring town high schools having vocational agriculture. The first practice centers were at Waverly, Eagle, Seward and Crete (3, pp 34-35 and 1, p 29).

According to Clements, “Among the earlier ‘critic’ teachers in local schools who helped with the practice teaching program should be mentioned the names of George A. Spidel, Byron McMahon, Richard M. Kildee, and Ralph W. Canada” (1, p 29).

The 1918 Agricultural College catalog listed two courses in Agricultural College catalog listed two courses in agricultural education. One was called history of vocational education and the other merely vocational education. The next year, 1919, there were four courses: 1) vocational education, 2) organization and administration of agricultural education, 3) methods of agricultural teaching, and 4) supervised teaching.

\(^2\)State Board of Vocational Education. The Smith-Hughes Act was accepted by the Nebraska Legislature and approved by the Governor on April 25, 1917. To be eligible for Smith-Hughes benefits a state was required to set up a State Board for Vocational Education and make formal application (1, p 15).
The 1920 program was known as Agricultural and Home Economics Education. Instruction in teaching home economics had been added with special women professors under Bradford's overall direction. By 1922 the offerings in this department had grown to 11 courses. It was then that the name of the Department was changed from Agricultural Education to the Department of Vocational Education (1, p. 29).

A reorganization in 1963 moved instruction in vocational home economics to the newly created School of Home Economics, and the name of the Department was changed back to Agricultural Education. Students majoring in home economics extension enrolled in the School of Home Economics, and those majoring in agricultural extension enrolled in the Department of Agricultural Education.

Courses in extension education had been taught first by Elton Lux and Ethel Saxton, and later by Duane Loewenstein and William D. Lutes. The extension major was administered by Cooperative Education (5).

Cooperation with Teachers College

"The University of Nebraska Teachers College on the downtown campus was...established in 1908", Clements wrote (1, p 28). "One branch of its work was given to (the) Department of Agricultural Education at the College of Agriculture. This cooperative arrangement was continued when the new Smith-Hughes plan was put into operation. The teacher education curriculum for agriculture was primarily at the College of Agriculture. Departmental staff members were also members of the...Teachers College staff. However, they spent most of their time at the College of Agriculture.

"The students in agricultural education were offered all the advantages of a small college coupled with those of a big university. They had intimate associations with fellow students and faculty on the College of Agriculture campus. At the same time they could take part in all University affairs and be a part of the larger group. As a result, a better student spirit developed along with broadening social experiences."

Present Administration Organization

Nationwide, about half of the agricultural teacher education units are administered in colleges of education. In 1969, the Nebraska agricultural education staff conducted a self-study with a view toward transferring to Teachers College. The study acknowledged that some problems arise for social scientists in a predominately biological and physical science environment, in terms of curriculum requirements for students as well as publication, promotion and research of staff members (6).

However, the study conceded that the benefits outweigh the costs in terms of close association with other departments in the College of Agriculture. These are the departments that provide research, instruction and support materials in the subject matter that agriculture teachers are preparing to teach.
At the University of Nebraska, some staff members in agricultural education have joint appointments in Teachers College and selected courses are cross listed. Within IANR, the agricultural education staff hold joint teaching-extension and/or research appointments.

Recently, staff members have had special appointments within IANR such as director of LEAD and as teachers of computer literacy, career education and honors seminars in the College of Agriculture.

Teaching

A Unique Role

The Agricultural Education Department was designated (and it remains) the sole official training center for vocational agriculture instructors for the State of Nebraska. The Department places student teachers in secondary schools for full time practice teaching for durations of eight weeks. The staff provides frequent on-site supervision (6).

This close contact with high school teachers and students puts the agricultural education faculty in a unique role. Studies have shown that more than half of the College of Agriculture students had been enrolled in high school vocational agriculture. The faculty has maintained an in-service education program, providing "a new teacher course" plus workshops and courses for secondary, post-secondary and College of Agriculture instructors.

Although the primary mission of the Department has been to prepare high school vocational agriculture and adult teachers, and more recently post-secondary teachers of agriculture, studies in both the mid 60's and mid 70's showed a wide range of employment by graduates.

About half initially entered teaching, and 30 percent remained in that field for five years. Generally, 15 to 30 percent pursued one of the following, depending on the agricultural economy: 1) production agriculture, 2) management and sales in agribusiness, and/or 3) college positions, including work as cooperative extension agents. Others enter a variety of vocations including government, military and foreign service (6).

The Graduate Program

The first master's degree in vocational education was granted to Clyde Walker in 1930. In 1962, Walker's occupation was shown as "Agr. Eng., General Electric Co." (1).

The next degree granted was to Vilas J. Morford in 1933. Morford's occupation in 1962 was "Vo. Ag. Teacher Training – Iowa State University" (1).

Sixty-two master's degrees granted between 1930 and 1962 (1) and 171 from 1963 through 1984 (7).
Through 1984, a total of 233 master's degrees in vocational or agricultural education had been granted.

Ph.D and EdD degrees are not granted in agricultural education, but doctorates are granted in teacher education through the Teachers College Administration is by the Graduate College.

Vocational Agriculture Contests
The Department has organized and coordinated high school vocational agriculture contests since they were inaugurated in 1918.

The first Nebraska public high school vocational agriculture judging contest was held in 1918 on the College of Agriculture campus when Howard J. Gramlich, chairman of Animal Husbandry, extended an invitation to departments of vocational agriculture located near Lincoln. The first contest consisted only of livestock judging. About 50 high school students competed. Since then the contests have been an annual event on the campus.

C.C. Minteer directed the contests from their inception in 1918 until 1950 when H.W. Deems assumed this responsibility. M.G. McCreight was coordinator from 1951 through 1973 (4, p 20).

Following McCreight as coordinators were, successively, Richard Douglass, Roger Gerdes, Leon Wissman, Lloyd Bell and Clifford McClain, who is presently coordinator — 1987 (5).

Shortly after the beginning of the livestock judging contests at the state level, other departments on the campus became interested. In 1987, 14 contests were conducted by the Departments of Animal Science, Agronomy, Horticulture, Entomology, Agricultural Economics and Agricultural Engineering (4, p 20).

Student Club

Alpha Tau Alpha, a national honorary agricultural education fraternity, plays a vital role in preparing students who plan to teach vocational agriculture. The fraternity was founded in 1921 by A.W. Nolan and a group of his students at the University of Illinois. There are now 43 chapters in training institutions throughout the nation.

Beta Chapter at the University of Nebraska was organized April 11, 1925. Loyal Rulla was the first chapter president; Franklin Allen the first secretary; and Bradford was advisor for the first group. Other early officers included L.N. Cyr, Orlando S. Bare, and George West.
On February 10, 1956, 46 members of the Vocational Agriculture Association of the University of Nebraska became charter members of the reorganized Beta Chapter.

Lewis Zamanek was president; Alan Hoeting, secretary; and H.W. Deems, advisor of this reorganized group. Since 1956, 431 persons have been initiated into the fraternity, making a total of 487 national members of Beta Chapter (4, pp 48-49).

Research

Research and creative activities have focused primarily on the practical, such as development of curriculum materials, improved teaching methods and student teaching, career opportunities and decision-making, advisory councils, computer literacy, and leadership development.

When U.S. Office of Education (USOE) research monies became available in 1964, the agricultural education staff was awarded the first grant — over $100,000 annually — for a four-year experimental project involving 24 Nebraska high schools. The purpose was to “assess approaches to preparing high school students for off-farm agricultural occupations.”

The Nebraska Research Coordinating Unit for all vocational education — funded at over $100,000 per year from the USOE — was developed and directed from 1965 to 1972 by agricultural education staff members. John K. Coster and James T. Horner directed the USOE projects.

Related Organizations

Future Farmers of America. The National FFA Organization held its first convention in November 1928 in Kansas City, Missouri. Nebraska was one of the 18 states represented at this first convention. Alvin Reimer of Dewitt, Nebraska, and from the Beatrice Vocational Agriculture Department, was named central regional vice president.

The first two chapters in Nebraska were chartered in November 1928 at Beatrice and Eagle under the advisorship of L.D. Clements and Clyde Walker, respectively. The State FFA Association issued 223 local charters from 1928 to 1984. In 1984 there were 135 active FFA chapters in Nebraska (4, p 33).

Nebraska Vocational Agricultural Foundation was incorporated January 24, 1968 to receive and administer funds for leadership development in Nebraska, especially the Future Farmers of America.

To accomplish these objectives the Foundation accepted, as its primary emphasis, the 27-acre Nebraska Youth Leadership Development Center near Aurora (often referred to in the early days as State FFA Camp). Before the Foundation was established, the camp (originally purchased for $30,000) was operated by a “camp committee” appointed by the Nebraska Vocational Agricultural Association.
According to M.G. McCreight, “Irving Wedeking of Aurora is to be credited with the major share of the leadership provided during the establishment and early years of the Foundation.” Others to join Wedeking on the original Foundation board of directors were Dean Jochem, Ainsworth, vice president; Ted D. Ward, Verdigr, secretary-treasurer; and Donavan Benson, Syracuse; Reuben Epp, Henderson; Myron Schoch, Lyons; Harold Johns, Bassett; Duane Dunning, St. Paul; Jim Boyle, Aurora; Stanley Olsen, Grant; Raymond Snyder, Lyman; B.E. Gingery of the state staff; and James T. Horner of the University of Nebraska-Lincoln.

The Nebraska Young Farmers and Ranchers Educational Association was organized November 24, 1962, at a meeting chaired by Marvin Schultis, a young farmer at Fairbury, Nebraska.

The first officers were Marvin Schultis, Fairbury, president; Marlin Frenzen, Fullerton, vice president; Kermit Bohling, Hooper, secretary; William Perrin, Schuyler, treasurer; Jack Underwood, Exeter, reporter; Burnie Gingery, Lincoln, executive secretary; and Glen Strain, Lincoln, advisor.

Among several goals are the development of competent, aggressive rural agricultural leadership and strengthening the confidence of young men in themselves and in their work.

An awards program was initiated in 1965 in four areas: livestock proficiency, crop proficiency, farm improvement, and outstanding chapter. The program has been underwritten by Ak-Sar-Ben and Farmland Industries.

Fifty-seven chapters have been chartered in Nebraska with a total membership of about 1,200. In 1980 Nebraska hosted the National Institute Conclave.

The Nebraska association is affiliated with a national association (4, pp 47-48).

Staff Recognition

Recipients of UNL Distinguished Teaching Award

Urban Wendorff – 1971 (also listed in Agricultural Engineering)
Allen G. Blezek – 1981
Laverne A. Barrett – 1986
Richard M. Foster – 1987

National Professional Society President

References


Department of Agricultural Leadership, Education and Communication
Advisory Council
Minutes from Tuesday, April 25, 2007

Council Members Present: Ken Anderson, Annie Doer, Craig Frederick, Mary Gerdes, Greg Gifford, David Grimes, Ryan Hassebrook, Tom Hermance, Dennis Kahl, Deanna Karmazin, Karen Kollars, Roger Kuhn, Angela Leifeld, Mike LePorte, Gayle Starr, Bud Stolzenberg, Tom Tabor and Bruce Williams (by phone).


Angela Leifeld called the meeting to order at 8:45 a.m. Introductions were made.

Update on Department
Wheeler reported that AgLEC has a new major Hospitality, Restaurant & Tourism Management with CASNR and CEHS. It will have 8 different focus areas and 2 within CASNR. Jason Ellis from Iowa State is our newest faculty member and is the Ag Journalism assistant professor. Next week we should be able to announce the appointment of the new tenure line assistant professor in Tourism & Marketing. Lloyd Bell has been promoted to professor. AgLEC will be hosting a Servant Leadership Symposium, Sept 6-8 for leaders who seek to develop a servant leader culture within their organizations. AgLEC recently received the university-wide distinguished teaching award at the honors convocation. Members of the department are invited to a luncheon on April 30 and will receive a $25,000 award. Several courtesy appointments will be open to teach AgLEC 102 courses. We have 11 undergraduate students graduating this semester. A special project this next year will be with the Agricultural Communication in Education leadership development program. The selection process was between 4 universities. Wheeler will retire in July 2008. The selection process should begin shortly for his replacement with a .50 FTE Teaching and .50 FTE Dept Head responsibility.

Career Development Events - Moody explained the CDE events started in 1917 with Animal Science hosting Livestock Evaluation. It has grown to 16 different events on campus and welding at Southeast Community College. We had over 3,000 students in attendance this year. The directors of each contest have stressed how much of an impact these events have on curriculum, programs and recruiting.

Husmann stressed how important it is having the high school students on campus and making that experience most enjoyable. He had over 74 teams in the Ag Science event. The Ag teachers receive the information in August to prepare their students for the contests. The CDE’s are working and do have a major impact on programs across the university.

Bell gave the committee a little sample of the questions on the Ag Sales event. He emphasized the importance of faculty going across the state to offer workshops. Teachers help influence new curriculum ideas and this is a joint effort to bring the latest information to the schools.

Ellis mentioned that he and three of the Ag journalism students attended the Agriculture Communicators of Tomorrow conference in Indianapolis. They decided to offer to host the 2008 conference and it was accepted. Ag Journalism enrollment is now at 24. Twenty-six teams were involved with the Ag Communications CDE involving graphic design, broadcasting, news writing, and press release writing. The broadcast students actually recorded their radio presentations in the CIT studio.
Servant Leadership Symposium - Jennifer Moss is the program coordinator for the symposium to be held September 6 - 8th in Nebraska City at the Lied Lodge and Conference Center. Moss said the panel discussion will focus on being stewards in the community and what does it mean to be a servant leader in an organization. Moss asked for input on other discussion topics. Leifeld mentioned that bullying has become such a major concern at the schools. Leaders need to get the kids involved to help empower them to address the issue instead of keeping it quiet.

Update on Student Recruitment – Baumert outlined the various recruiting efforts by the department. i.e., mailings to transfer, junior and senior high school students, FFA congratulations letters. Upcoming recruitment efforts include Nebraska Career Education Conference in Kearney, Nebraska Agricultural Youth Institute, State Fair and Husker Harvest Days.

King reported we have 17 new Master students and 4 of them provisional. Average GPA is 3.6 for the doctoral students recently admitted into our graduate program. A GPA of 2.75-3.0 is providential admittance. King presented a report of the advising load of the faculty which is slightly askew because the graduate chair is assigned as their advisor until reassigned when officially admitted. Retirements in the future will be affecting our leadership advisors.

Budget - Gifford stated that the Legislature's Appropriations Committee has approved a 4% increase in University funding. This amount must be approved by the full Senate and then survive a possible veto from the Governor. He suggested that this amount does not yet meet the amount needed for the university's entitlements and that any gap between required costs and state funding is passed on to students and Nebraska families in the form of increases in tuition. Gifford encouraged the Advisory Council members to support funding that meets the university's needs so that students have access to affordable education and so that programs, such as those in AgLEC, do not face budget reductions.

Nebraska FFA Foundation - Meyer moved into the AgLEC offices in late November. She reported it has been a great benefit to be housed in our area because of the synergy between agricultural education at the college and agricultural education and FFA at the high school level. She thanked the department for sponsoring the Agricultural Education Proficiency Award, which recognizes students who have a program outside of the classroom focused on agricultural education, extension and/or outreach. She also has secured funding for most of the Career Development Events this year and will be looking at ways to enhance that, with possible collegiate scholarships or travel dollars for the winning team to represent the state at the national competition in the fall. Meyer also reported that the Nebraska FFA Foundation board will be going through a visioning process this summer, including the discussion on how to keep students engaged with FFA through and after college.

Speaker - Robert Stowell, Attorney, from Ord, NE presented, "Is there a pulse in your town?" How do we bridge the gap between the "common town" and the "ideal town?" Some of the ideas discussed for bridging the gap included: explore Home Town Competitiveness model, importance of involving youth in community, communication, program leaders, diversity of leadership, engaging youth, educate to embrace change, and offer internships.

Adjourned 1:45 p.m.

Submitted by Kathy Bennetch
AgLEC Advisory Council Meeting, April 25, 2007
Nebraska East Union

Program for New Members of the AgLEC Advisory Council

8:30 a.m. Dan Wheeler, Dick Fleming
AgLEC Advisory Council Operating Procedures
Some Significant Activities of the Advisory Council
History of AgLEC
Last Five-Year Review of AgLEC, Response/Change
Members of AgLEC, Responsibilities
Programs/Majors
Alumni Occupations

AgLEC Advisory Council Meeting

10 a.m. Welcome – Kevin Anderson, Vice Chair
Overview of Program – Dan Wheeler, Head
Career Development Events, Advance Training for FFA Members
Linda Moody, Coordinator
Dann Husmann, Agriscience Contest
Lloyd Bell, Sales Contest
Jason Ellis, Agricultural Communications Contest

11 a.m. Developments Since Fall 2006 Meeting – Dan Wheeler
Servant Leadership Conference
Student Recruitment Update
Undergraduate – Karla Baumert, Coordinator
Graduate – Jim King
Tammy Meyer
Executive Director, Nebraska FFA Foundation

11:45 a.m. Buffet Luncheon

12:30 p.m. Is there a pulse in your town?
Robert D. Stowell, Ord
Attorney
Community, Economic Development
Questions, Comments

1:30 p.m. Adjourn
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May 2, 2007

Robert Stowell
Stowell, Kruml, Geweke & Cullers, P.C., L.L.O.
1545 M Street, P.O. Box 40
Ord, NE 68862-0040

Dear Bob:

Thanks so much for coming to the AgLEC Advisory Council meeting on April 25th. Your presentation gave the department some things to think about in terms of what we include in our courses and the kinds of experiences that we provide for students. Your knowledge, passion and sense of purpose were great exemplars for our students and faculty. I especially enjoyed watching you dive into the group of students and challenge them about their studies and goals.

We are pleased that Dr. Barrett has been involved in the leadership development process, and I could see some of the effects. If there are other ways the department can help, let us know.

I think it was a great time for your presentation as we have just added a new faculty member in tourism and marketing. There are many areas that lend themselves to community development that are a part of our department. Ord is an outstanding example of a community that decided it could and generated resources to make it happen. Best to you as you continue your journey.

Sincerely,

Daniel W. Wheeler
Professor and Head
April 26, 2007

Dr. Daniel W. Wheeler
Department Head of Agricultural Leadership Education and Communication
P.O. Box 830709
Lincoln, NE 68583-0709

Dear Dr. Wheeler:

I appreciated the opportunity to visit with you, your faculty, the advisory commission, and the graduate students. Rural communities in general, and Ord in particular, appreciate the interest you have in revitalizing rural Nebraska and the leadership you are exhibiting in that regard. I look forward to working with you in the future on any partnerships that might develop.

I also would like to thank you for the nice lunch and for the special gift which I will put to good use with all the meetings I attend. Again, thanks for all you do for rural Nebraska.

Sincerely,

ROBERT D. STOWELL

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