

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

ALEC Department Materials and History

Agricultural Leadership, Education &
Communication Department

January 2003

Self-Study Report of the Department of Agricultural Leadership, Education and Communication

Follow this and additional works at: <https://digitalcommons.unl.edu/aglecdeptmatls>



Part of the [Other Public Affairs, Public Policy and Public Administration Commons](#)

"Self-Study Report of the Department of Agricultural Leadership, Education and Communication" (2003).

ALEC Department Materials and History. 1.

<https://digitalcommons.unl.edu/aglecdeptmatls/1>

This Article is brought to you for free and open access by the Agricultural Leadership, Education & Communication Department at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in ALEC Department Materials and History by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Self-Study Report of the Department of Agricultural Leadership, Education and Communication

Prepared for

**Comprehensive Review
January 28–31, 2003**

Department of Agricultural Leadership, Education and Communication
Institute of Agriculture and Natural Resources

UNIVERSITY OF
Nebraska
Lincoln

Acknowledgments

The faculty and staff of the Department of Agricultural Leadership, Education and Communication initiated a collaborative process of developing this review document in August 2001. Since that time we have given much thought and effort in assembling this documentation in support of the department's progress since our last review in 1996, and in charting a future course for the department. This has been done in a spirit of camaraderie and joint visioning, all for the purpose of getting the most from the expertise of the review team.

While all faculty wrote some element of this document, particular thanks is extended to Professors Barbuto, Husmann, King, Moody, Fleming and Rockwell for their efforts in writing and rewriting sections of the document. Additionally, Professor Parsons is to be commended for his efforts in editing the document.

Our support staff, Janice Hamer, Sandra Jorgensen, and Carola Strauss, provided valuable assistance in assembling and verifying data for the document. Much appreciation goes to Betty James, my staff assistant, who has worked tirelessly to ensure that we were meeting our deadlines, and who assembled the final version and prepared it for distribution.

Last, a sincere "thank you" goes to Dean Darrell Nelson, Agricultural Research Division, for his guidance and patience on my "maiden voyage" through this departmental review process.

Susan Fritz
Associate Professor and Department Head

Section 1: Review Information

TABLE OF CONTENTS

	Page
Acknowledgments.....	i
1. Review Information.....	
Table of Contents.....	1-1
List of Figures and Tables	1-3
Glossary of Acronyms	1-5
Review Team	1-6
Schedule.....	1-7
2. Executive Summary	
Present Status.....	2-1
Departmental Goals and Action Plans.....	2-2
Current and Future Challenges	2-3
3. Introduction, Program Goals and Rationale	
Introduction.....	3-1
Vision and Mission Statements.....	3-1
Program Goals	3-1
Rationale.....	3-2
Interrelationships with Other Units.....	3-3
Current and Future Issues	3-4
4. Background	
Administrative Structure.....	4-1
Department Structure and Committees.....	4-5
AgLEC Personnel	4-5
Policies Related to Faculty	4-13
Facilities and Equipment	4-15
Financial and Material Resources.....	4-16
5. Undergraduate Academic Programs	
Introduction.....	5-1
Degree Structures.....	5-2
Program Goals and Rationale	5-12
Basic Programs and Curriculum Data.....	5-14
Faculty Responsibilities and Interrelationships with Other Units	5-18
Students	5-19

	Page
Curricular Changes	5-21
Program Development	5-25
Areas in Which the Program Excels	5-25
Areas Requiring Improvement.....	5-27
6. Graduate Academic Programs	
Introduction.....	6-1
Degree Structure	6-1
Program Goals and Rationale	6-3
Basic Programs and Curriculum Data.....	6-5
Faculty Responsibilities and Interrelationships with Other Units	6-8
Students	6-10
Curricular Changes	6-17
Program Development	6-23
Areas in Which the Program Excels	6-23
Areas Requiring Improvement.....	6-23
7. Research and Scholarly Activity	
Introduction.....	7-1
Research Goals and Rationale	7-1
Program Development	7-3
Areas in Which the Program Excels	7-3
Areas Requiring Improvement.....	7-3
Record of Research and Scholarly Activity of the AgLEC Faculty	7-6
8. Outreach	
Introduction.....	8-1
Examples in Which the Program Excels.....	8-1
Additional Accomplishments Since 1996 Review	8-2
Program Goals and Rationale	8-5
Areas Requiring Improvement.....	8-6
9. Faculty Biosketches and Supplemental Materials	
Biosketches – Current Faculty	9-1
Biostetches – Former and Retired Faculty.....	9-10
IANR Strategic Plan	9-16
AgLEC Departmental Action Plans, 2000-2005	9-29
AgLEC Departmental Action Plans, 1995-1999	9-33
Assessment Grid: Ag Leadership Teaching Option	9-43
Assessment Grid: Ag Education Agricultural Leadership Option.....	9-46
Assessment Grid: Agricultural Journalism Major	9-47

LIST OF FIGURES AND TABLES

	Page
<i>Figures</i>	
4.1 University of Nebraska Organizational Chart	4-2
4.2 IANR Organizational Chart	4-3
4.3 Location of University Campuses, Research and Extension Centers	4-4
4.4 AgLEC Administrative Structure	4-7
<i>Tables</i>	
3.1 AgLEC's Interrelationships with Other UNL Units	3-3
4.1 AgLEC Faculty	4-9
4.2 AgLEC Staff	4-9
4.3 Faculty Tenured in AgLEC, but Budgeted Elsewhere	4-10
4.4 Part-time/Contract Teachers, Spring 2002.....	4-10
4.5 Graduate Assistants, Spring 2002.....	4-10
4.6 Courtesy Appointments	4-11
4.7 Adjunct Appointments	4-12
4.8 Faculty Transitions 1996-2002	4-12
4.9 Faculty FTE 1996-2002	4-13
4.10 Average Faculty Salaries by Rank, 1997-1998 and 2001-2002	4-15
4.11 Percent Faculty Salaries are Above (+) or Below (-) the Peer Average.....	4-15
5.1 Current AgLEC Undergraduate Course Offerings	5-2
5.2 Number of Course Sections, Registrations, Average Class Size, and Student Credit Hours, Fall Semesters 1996-1997 and 2000-2001	5-14
5.3 Number of Class Registrations, Student Credit Hours, and Student Contact Hours by Level, Fall Semesters 1998-1999 and 2002-2003	5-16
5.4a Student Credit Hours per FTE Instructional Faculty by Level (Graduate Assistants Excluded), Fall Semesters 1996-1997 to 1999-2000.....	5-16
5.4b Student Credit Hours per FTE Instructional Faculty by Level, Fall Semesters 1996-1997 to 1999-2000	5-17
5.5 Student Credit Hours by Course Level, Fall Semesters 1996-1997 through 2002-2003	5-17
5.6 Number of Bachelor's Degrees Awarded, 1996-1997 through 2000-2001	5-18
5.7 Current Undergraduate Teaching Responsibilities of AgLEC Faculty	5-18
5.8 Undergraduate Majors by Gender, Age and Enrollment Status (Full or Part-time), Fall Semester 2001-2002.....	5-20
5.9a Majors in Agricultural Education, Fall Semesters 1997-1998 and 2001-2002	5-20
5.9b Majors in Agricultural Journalism, Fall Semesters 1997-1998 and 2001-2002	5-21
5.10 Program and Course Changes in the Undergraduate Curriculum Since 1996.....	5-23
6.1 Current AgLEC Graduate Course Offerings.....	6-2
6.2 Courses Listed in the Graduate Bulletin but Not Recently Offered	6-3
6.3 Number of Graduate Class Registrations, Student Credit Hours and Student Contact Hours, Fall Semesters 1998-1999 to 2002-2003.....	6-6
6.4 Graduate Student Credit Hours per FTE Instructional Faculty by Level, Fall Semesters 1996-1997 to 1999-2000	6-6

Tables

6.5	Student Credit Hours by Course Level, Fall Semesters 1996-1997 through 2002-2003	6-7
6.6	Number of Course Sections, Registrations, Average Class Size, Student Credit Hours, Fall Semesters 1996-1997 and 2000-2001	6-7
6.7	Number of Masters Degrees Awarded, 1996 through 2001	6-8
6.8	Teaching Responsibilities of AgLEC Graduate Faculty	6-8
6.9	AgLEC Graduate Faculty with Courtesy or Joint Appointments	6-9
6.10	1996-2002 Masters of Science and Ph.D. Graduates (most recent listed first)	6-10
6.11	Masters-Level Graduate Students by Race, Full and Part-time Status, and Gender (as of Summer 2001)	6-13
6.12	AgLEC Masters Candidates 1996-2002	6-13
6.13	Doctoral-level Graduate Students by Race, Full and Part-time Status, and Gender (as of Summer 2002)	6-16
6.14	Doctoral Candidates 1996-2002	6-16
6.15	Course Changes in the Graduate Program Since 1996 Review	6-17
7.1	ARD Faculty in AgLEC	7-2
7.2	Research and Scholarly Activities of AgLEC Faculty, 1996-2001	7-3
7.3	ARD Appointments in AgLEC 1996-2002	7-4

GLOSSARY OF ACRONYMS

Some acronyms are used frequently throughout this document. Although we have indicated the entire name or title in conjunction with the acronym the first time it appears, repeated acronyms may not always be clear to readers. Please refer to this list if you are unsure about the correct reference for an acronym.

ALEC The four-letter code used to designate courses offered by the Department of Agricultural Leadership, Education, and Communication. Used in this document in conjunction with course numbers.

AgLEC..... The informal abbreviation for the Department of Agricultural Leadership, Education, and Communication. Used in this document to refer to the department name.

A*DEC..... A distance education consortium

ARD Agricultural Research Division

CARI Center for Applied and Rural Innovation

CASNR College of Agricultural Sciences and Natural Resources

CED Cooperative Extension Division

CIT Communications and Information Technology

CLD Center for Leadership Development

EDAD Department of Educational Administration

ETV Educational Television

FTE Full Time Equivalent

IANR Institute of Agriculture and Natural Resources

NETCHE... Nebraska Educational Telecommunications Consortium for Higher Education

NHRI..... Nebraska Human Resources Institute

OPOD..... Office of Professional and Organizational Development

UNL University of Nebraska at Lincoln

VAED..... Department of Vocational and Adult Education

REVIEW TEAM

Members of the AgLEC Comprehensive Review Team	
Outside Reviewers	UNL Reviewers
<p>Dr. Ed Osborne* Professor and Chair Department of Agricultural Education and Communication University of Florida 305 Rolfs Hall Gainesville, FL 32611-0540</p>	<p>Dr. Derrel Martin, Professor Department of Biological Systems Engineering Academic Planning Committee 231 L. W. Chase Hall Lincoln, NE 68583-0726</p>
<p>Mr. Terry Meisenbach Director of Communications Cooperative State Research, Education and Extension Service (CSREES) United States Department of Agriculture Stop 2216, 1400 Independence Avenue, SW Washington, D.C. 20250-2216</p>	
<p>Dr. Jo Jones Associate Professor and Associate Director Ohio State University Extension 003 Agricultural Administration Building 2120 Fyffe Road Columbus, OH 43210</p>	<p>Jennifer Reimers Graduate Student Association Department of Agricultural Leadership, Education and Communication 300 Agricultural Hall Lincoln, NE 68583-0709</p>
<p>Mr. Ron Arp SVP/Senior Partner Fleishman-Hillard Inc. 2405 Grand Avenue Kansas City, MO 64108</p>	<p>Maggie Miller Undergraduate Representative RR 2, Box 273 Bayard, NE 69334</p>
<p>*Team Leader</p>	

AgLEC Comprehensive Review Schedule

January 28-31, 2003

Tuesday, January 28, 2003

		<u>Location</u>	<u>Leader</u>
7:30 p.m.	Review Team Meeting with Deans	Embassy Suites Executive Board Room	Dean Darrell Nelson

Wednesday, January 29, 2003

7:30 a.m.	Breakfast Meeting	East Campus Union	Ed Osborne
9:30 a.m.	Departmental Overview and Review Goals and Objectives	East Campus Union	Susan Fritz
10:45 a.m.	Break		
11:00 a.m.	Tour of AgLEC Facilities	Ag Hall	Susan Fritz
Noon	Lunch with Faculty	East Campus Union	Susan Fritz

Undergraduate Programs

1:00 p.m.	Overview of Undergraduate Programs	East Campus Union	Lloyd Bell
1:30 p.m.	Future Directions in Undergraduate Programs	East Campus Union	All faculty discussion with Review Team
2:30 p.m.	Break		
2:45 p.m.	Meeting with Undergraduate Students	East Campus Union	No faculty present
3:45 p.m.	Meeting with AgLEC Advisory Council	East Campus Union	John Malin
5:15 p.m.	Adjourn		
6:30-8:30 p.m.	Reception with faculty, IANR administration, AgLEC Advisory Council	Rockwell home 1411 Kingston Road Lincoln, NE Phone 484-5431	Kay Rockwell

Thursday, January 30, 2003

Location

Leader

Graduate Programs

8:00 a.m.	Overview of Graduate Programs	East Campus Union	Leverne Barrett
8:30 a.m.	Future Directions in Graduate Programs	East Campus Union	Graduate faculty discussion with Review Team
9:30 a.m.	Meeting with Graduate Students	East Campus Union	No faculty present
10:00 a.m.	Break		

Research Programs

10:15 a.m.	Overview of Research Programs	East Campus Union	Jay Barbuto
10:45 a.m.	Future Directions in Research Programs	East Campus Union	All faculty discussion with Review Team
Noon	Lunch with IANR Department Heads	East Campus Union	Don Beermann

Outreach Programs

1:30 p.m.	Overview of Outreach Programs	East Campus Union	Linda Moody
2:00 p.m.	Future Directions in Outreach Programs	East Campus Union	All faculty discussion with Review Team
3:00 p.m.	Break		

Other Input

3:15 p.m.	Meeting with AgLEC Support Staff	East Campus Union	Betty James
4:00 p.m.	Opportunity for Small Group/Individual Meetings with Review Team	East Campus Union	
5:00 p.m.	Adjourn		
Evening	Review Team Writes Preliminary Report	Embassy Suites	Ed Osborne

Friday, January 31, 2003**Location****Leader**

7:30 a.m.	Breakfast with Department Head	East Campus Union	Susan Fritz
8:30 a.m.	Exit Report to UNL Administration	East Campus Union	Ed Osborne
9:30 a.m.	Exit Report Work Session	East Campus Union	Ed Osborne
11:00 a.m.	Exit Report to Faculty, Staff and Students	East Campus Union	Ed Osborne
Noon	End of Review		

Section 2: Executive Summary

PRESENT STATUS

Agricultural Leadership, Education and Communication (AgLEC) is a department in the Institute of Agriculture and Natural Resources of the University of Nebraska-Lincoln. The department was established as a result of a 1992 merger between the departments of Agricultural Education and Agricultural Communication. The mission of the department is to foster human capacity in leadership, education and communication through innovative teaching, research, and outreach. The AgLEC faculty reports to a department head, and 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), depending on their appointment.

Offices of the department are located on the third floor of Agriculture Hall on the East Campus of the University of Nebraska-Lincoln. The majority of the faculty members are housed at that location, except those faculty in other departments with joint appointments in AgLEC. As of July 1, 2002, AgLEC faculty consists of nine full-time members; one member with a joint appointment in AgLEC and 4-H; three members whose academic tenure homes are in AgLEC but who hold budgeted positions in other units; nine members with courtesy appointments; two members with adjunct appointments; and in Spring, 2002, five contract/part-time teachers, and nine Masters-level and three Doctoral-level graduate assistants. Overall, faculty assignments are distributed among teaching, research, extension and administration in the following manner: 6.30 FTE teaching, 1.35 FTE research, 1.50 FTE extension and .60 FTE administration.

AgLEC offers academic programs in Agricultural Education and Agricultural Journalism at the undergraduate level. The department also offers minors in Leadership and Communication, Environmental Communication, and Environmental Education. Additionally, the department offers several undergraduate courses that serve hundreds of 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). Currently there are 64 first majors in Agricultural Education and 10 first majors in Agricultural Journalism. The department also offers a Masters in Science in Leadership Education. Currently there are 67 students enrolled in the Masters program. AgLEC also participates in the interdepartmental Doctoral program in Community and Human Resources, with the majority of the students advised in the department participating in the Specialization in Leadership Studies. Currently there are 24 enrolled in the doctoral program.

Since the last review there has been significant development and refinement of undergraduate and graduate programs (documented in Sections 5 and 6). Some of this development and refinement was the result of the recommendations of the 1996 review team. Because of the dramatic impact the team had on the direction of the department, Sections 5 through 8 begin with a brief discussion linking the 1996 review team recommendations and actions by AgLEC faculty.

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 the education needs of a wider graduate student audience than traditional, on-campus delivery affords.

Another high priority for faculty has been to increase collaborations inside and outside the university. Therefore, a pervasive tone of collaboration and inclusion can be found throughout this document. The reader will find that AgLEC faculty have engaged with other departments to crosslist 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, AgLEC 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 in teaching, research and service.

The area the department occupies appears to any visitor as a well appointed, inviting and up-to-date work place. Faculty and staff are grateful to the administration for their investment in the renovation of these offices over the past years. This investment has allowed for a substantial enhancement to our work environment. However, as attractive as our current environment is, we remain desperately short of needed space.

DEPARTMENTAL GOALS AND ACTION PLANS

Five-year action plans were developed in 1999 (See Appendix). These have been reviewed and revised during the past academic year to provide additional challenges and direction for AgLEC faculty (See Appendix). Our overarching objectives are directly related to the IANR Strategic Plan and link into *“enhancing the vitality of a changing rural Nebraska”* and *“developing leadership capacity in Nebraska.”* Additionally, the action plans represent the integration of teaching, research and extension efforts of the department’s faculty.

ACTION PLAN 1 OBJECTIVES

- Research and disseminate advances in leadership theory and their applications in practice in collaboration with Extension’s Leadership Development Action Plan members, other AgLEC Affiliates, and the AgLEC Advisory Council.
- Extend leadership development efforts by establishing 2+2 and 3+1 agreements with postsecondary schools and the AgLEC Department; include K-12 setting.
- Support growth of the Governors’ Task Force on Agricultural and Natural Resources Education (ANRE).
- Increase the leadership capabilities of Nebraskans; adults and youth.
- Strengthen academic courses, minors, undergraduate/graduate programs and develop alternative certifications, and market AgLEC courses including minors and BS, MS and Ph.D./Ed.D. programs.
- Incorporate international components and global perspectives into the department’s academic research, and extension programs.
- Explore and strengthen collaborations with other CASNR departments.

ACTION PLAN 2 OBJECTIVES

- Develop and deliver programs that empower citizens to meet the needs of communities and the agricultural sector in collaboration with Cooperative Extension’s Community Resource Development, and the Leadership and Public Issues Education action teams.
- Gather and disseminate information on social science issues to support outreach programs.

- Employ innovative ways to package and present research information through formal and non-formal courses, programs and published materials.
- Address diversity issues and strategies that will be integrated into department curricula and outreach programs for youth and adults.
- Collaborate with AgLEC partners and stakeholder groups to conduct multi-disciplinary research, programming and evaluation.

CURRENT AND FUTURE CHALLENGES

Faculty have identified current and future challenges that need to be addressed to strengthen and improve the department. Briefly, these are identified in the following areas:

UNDERGRADUATE PROGRAMS

- Undergraduate students' technical competence
- Diminished career and technical education presence in Teachers College
- Staffing concerns in some areas of the undergraduate program
- Addressing challenges related to program growth
- Departmental facility limitations

GRADUATE PROGRAMS

- Staffing to address current and future program needs
- Establishing, and consistently, applying graduate admission standards
- Cooperation with other units
- Faculty release time for curriculum development
- Internships/practicums for doctoral students
- Expansion of doctoral-level course offerings
- Course rotation and cross-training of faculty
- Vitalizing Teaching and Extension Specialization

RESEARCH

- Wider faculty participation in research
- Expansion of space, staff, support and computers for graduate students
- Develop a professional leadership library
- Increase grant support for research efforts (particularly ARD)

OUTREACH

- Increase Extension appointments to meet growing demand
- Extend agricultural literacy efforts
- Expand Extension career awareness through approval and implementation of an undergraduate Extension Education Minor
- Broaden educational programs to assist people of all ages
- Initiate an AgLEC Associates program

Section 3: Introduction, Program Goals, Rationale

INTRODUCTION

The Department of Agricultural Leadership, Education and Communication (AgLEEC) was formally established in July 1992 through the mergers of the Departments of Agricultural Communications and Agricultural Education. In the last five years, the department has established a new identity at the university, statewide, nationally, and internationally. This identity encompasses faculty expertise in agricultural education, leadership development, distance education, extension education, and agricultural journalism. The blend of these areas of expertise has resulted in a vibrant, innovative department.

The factual information to support the evolution of the department over the past five years (Fall 1996 to July 1, 2002) is reported in this document, as well as frank discussions about the challenges related to elements of the program and the department. Unfortunately, because of a change in the university human resource reporting system, some tables could not be reported in their entirety.

VISION AND MISSION STATEMENTS

The AgLEEC department serves clients of IANR, especially those involved in agriculture, natural resources, the environment, and youth and community development. The AgLEEC faculty adopted these vision and mission statements on October 15, 1999:

Our vision –

Excellence in serving the needs of agriculture and natural resources in leadership, education and communication.

Our mission –

We foster human capacity in leadership, education and communication through innovative teaching, research, and outreach. We prepare effective teachers and leaders and create new knowledge to meet the needs of individuals and communities.

PROGRAM GOALS

Since the last review, AgLEEC faculty have been engaged in significant curriculum and project development, revision and delivery, with the intention of serving the human resource and educational needs of rural and urban stakeholders in education, business, government and industry. Departmental goals have been developed that complement the IANR Strategic Plan and capitalize on the talents of the faculty and the needs of our stakeholder groups. In general, goals have been set and achieved in the following general areas:

- the expansion and revision of undergraduate courses and programs,
- the enhancement of graduate education through course revisions and program development,

- the development of significant collaborative relationships in and outside of the university,
- a broadened delivery of credit and non-credit education through use of distance technology,
- the development and deployment of a departmental marketing plan, and
- the integration of departmental teaching, outreach and service activities.

As an example of the extensive curriculum development processes that have been successfully completed by AgLEC faculty, the following approvals for specializations, majors and programs have been received during the last six years:

- Agricultural Education – Biology Certification (Undergraduate)
- Agricultural Education – Agricultural Leadership Option (Undergraduate)
- Agricultural Journalism – (Undergraduate) emphases in:
 - Agricultural and Natural Resources Policy
 - Production Agriculture
 - Agricultural and Natural Resources Public Relations
- Leadership Education – (Masters-level) specializations in:
 - Teaching and Extension Education
 - Distance Education
 - Nutritional Outreach Education
- Community and Human Resources Doctoral Specialization in Leadership Studies – (Ph.D./Ed.D.)
- Environmental Education Minor (Undergraduate)
- Environmental Communication Minor (Undergraduate)
- Extension Education Minor (Undergraduate)*
 - *provisionally approved

AgLEC faculty are committed to developing and seeking approval for the following programs:

- Agricultural Education – Dual Endorsement in Agricultural Education and Industrial Technology (Undergraduate)
- Leadership Education specializations (Masters-level) in:
 - Leadership Development
 - Consulting
 - Community Leadership Education

These and other significant accomplishments related to teaching, research and service are documented throughout sections of the report.

RATIONALE

Ten years have passed since the departments of Agricultural Education and Agricultural Communication were merged and during that time significant changes have occurred in the composition of the departmental faculty. With these changes have come new ideas and expertise that have resulted in innovative curriculum development and the integration of the teaching, research and service missions of the department. In general, AgLEC faculty strive to:

- prepare future teachers, leaders and journalists for a wide range of disciplines and settings in agriculture and natural resources,

- conduct research in leadership, distance education, teaching and learning, extension education, and agricultural education, and
- develop, deploy and evaluate strategies for effectively teaching, leading, and communicating in teaching, research and service.

AgLEC’s educational mission focuses on the human dimension of the land grant mission. While AgLEC is located in a college whose units generally seek, discover and disseminate knowledge about material things (declarative knowledge) in agriculture and natural resources, AgLEC programs also seek to discover the underlying processes that food systems professionals employ in their teaching, leading and communicating (procedural knowledge).

These kinds of practical and procedural knowledge are essential to human success. This has been repeatedly substantiated through the years by employers of college of agriculture graduates. Employers consistently report that graduates have adequate technical knowledge, but lack interpersonal skill and communication abilities. Similarly, those who are in positions in agricultural and natural resource organizations, have determined that, in order to more effectively lead, they need exposure to both the theory and practice of leadership education. As a result, AgLEC course and program development have been structured to address these needs of constituents across the state.

INTERRELATIONSHIPS WITH OTHER UNITS

The interdisciplinary nature of some of AgLEC’s programs position it as a natural collaborator with other social science and technical science units. AgLEC faculty are involved in team teaching courses, cross-listed courses, joint academic programs, joint projects, and a host of other relationships. Table 3.1 lists some of the current inter-relationships within UNL.

Table 3.1 AgLEC’s Interrelationships with Other UNL Units	
Unit Name	Nature of Interrelationship
College of Agricultural Sciences and Natural Resources	Core requirements and departmental general requirements
College of Architecture	Joint projects in community leadership development
Teachers College	Teacher education (course work, endorsements), industrial technology students participate in the completion of some AgLEC courses; interdepartmental CHR Specialization in Leadership Studies
College of Journalism and Mass Communications	Courses to support the Agricultural Journalism major
IANR Agricultural Research Division	Appointments
Cooperative Extension Division	Appointments
Department of Animal Science	Joint project in Animal Science Leadership Pilot Program
Department of Agronomy and Horticulture	Joint biotechnology project, joint research projects

Table 3.1 AgLEEC's Interrelationships with Other UNL Units	
Unit Name	Nature of Interrelationship
Department of Agricultural Economics	Cross listing of undergraduate course that is team taught
Department of Curriculum and Instruction (Teachers College)	Cross listing of graduate courses
Department of Educational Psychology (Teachers College)	Appointment
Department of Educational Administration (Teachers College)	Exploring proposing a joint Masters-level Specialization in Community Leadership Development; courtesy appointments
Department of Family and Consumer Sciences (College of Human Resources and Family Sciences)	Collaboration, course work
Department of Nutritional Science and Dietetics (College of Human Resources and Family Sciences)	Joint biotechnology project, joint research projects, joint Masters-level Specialization in Nutritional Science Outreach, joint leadership development research project
Center for Great Plains Studies	AgLEEC faculty is a fellow
Center for Applied and Rural Innovation	Several AgLEEC faculty are CARI fellows and presenters for CARI workshops
Division of Continuing Studies	Course listing
School of Natural Resource Sciences	Cross listing of undergraduate and graduate courses, joint undergraduate minors in Environmental Communication and Environmental Education

CURRENT AND FUTURE ISSUES

Some of the issues addressed in this section will be discussed more fully in other sections of this document. The issues discussed below are examples of what we face in the future:

- Burgeoning technology costs and the heavy reliance on the latest technology to deliver distance courses and prepare students to use such technology in their careers are becoming an increasing strain on the department's operating budget. ***How can we provide the latest technology without shortchanging other operating needs?***
- With the disbanding of the Department of Vocational Adult Education, there is no longer a critical mass of postsecondary faculty who represent career and technical education at the university or anywhere else in Nebraska. Given the strength of the agricultural education secondary teaching community in Nebraska, and nationally, and the career and technical education expertise of some AgLEEC faculty, the question is: ***Should AgLEEC take the lead in***

unifying career and technical education efforts (industrial technology, family and consumer science, etc.) in the state?

- Several programs within the department prepare individuals to work with adult learners. Therefore, programs of students, particularly graduate students, routinely include several courses in adult education. However, there are currently no courses (or faculty expertise) at the university in adult education. Faculty in the Department of Educational Administration (Teachers College) have expressed a similar concern about the lack of access to adult education courses for their graduate students. ***Should AgLEC add a faculty position devoted to teaching undergraduate and graduate courses in adult education as well as have a responsibility for training extension educators to work effectively with adult audiences?***
- Many opportunities exist for a social science department like AgLEC located in a predominately technical science college. In AgLEC's situation, natural collaborations exist in the areas of leadership development, agricultural education, agricultural literacy, distance education, evaluation, etc. However, many of the benchmarks applied across units simply do not fit a social science emphasis (e.g., large dollar grants, patents). ***What strategies can a social science-based department in a predominately technical science college pursue to effectively compete for resources, and avoid discriminatory comparisons and measurements?***
- The department is heavily invested in the delivery of course work at the graduate level. This has been done through considerable faculty effort to revise and deliver graduate courses via distance. ***If budget constraints and the downward trend in AgLEC faculty FTE continue, how can the department meet the needs of distant learners while maintaining a viable traditional campus-based graduate program?***

AgLEC faculty are excited about sharing our recent history and thoughts about the future of the department. While never content to rest on past successes, we look forward to the review team's insights and commentary into more effective ways to address both current and future needs of the department and its various client groups.

Section 4: Background

ADMINISTRATIVE STRUCTURE

University of Nebraska

The University of Nebraska system consists of four components: the land-grant University of Nebraska-Lincoln (UNL), the University of Nebraska-Omaha (UNO), the University of Nebraska-Kearney (UNK), and the University of Nebraska Medical Center-Omaha (UNMC). This system (see Figure 4.1 on the next page) is governed by an elected board of regents representing eight geographical districts in the state. The chief executive officer for the entire system is the president. Each of the four components of the university is headed by a chancellor.

Institute of Agriculture and Natural Resources

The Institute of Agriculture and Natural Resources (IANR) is a separate component of the University of Nebraska-Lincoln and is headed by a vice chancellor. The position is unique in the university in that the incumbent also serves as a vice president of the University of Nebraska system (see Figure 4.1 on the next page). Three IANR divisions of major importance to the department are: the Agricultural Research Division (ARD), the College of Agricultural Sciences and Natural Resources (CASNR), and the Cooperative Extension Division (CED). Each is headed by a dean. Two other divisions, headed by a dean or director, are the College of Human Resources and Family Sciences and the Conservation and Survey Division. Our department is one of 15 academic departments within IANR, each administered by a head who reports to respective deans for each program represented in the department. Sixteen interdisciplinary centers and programs within IANR are administered by directors. IANR's administrative structure and the present officers are presented in Figure 4.2, on page 4-3. Also listed in Figure 4.2 are the extended campus locations administered by the IANR vice chancellor.

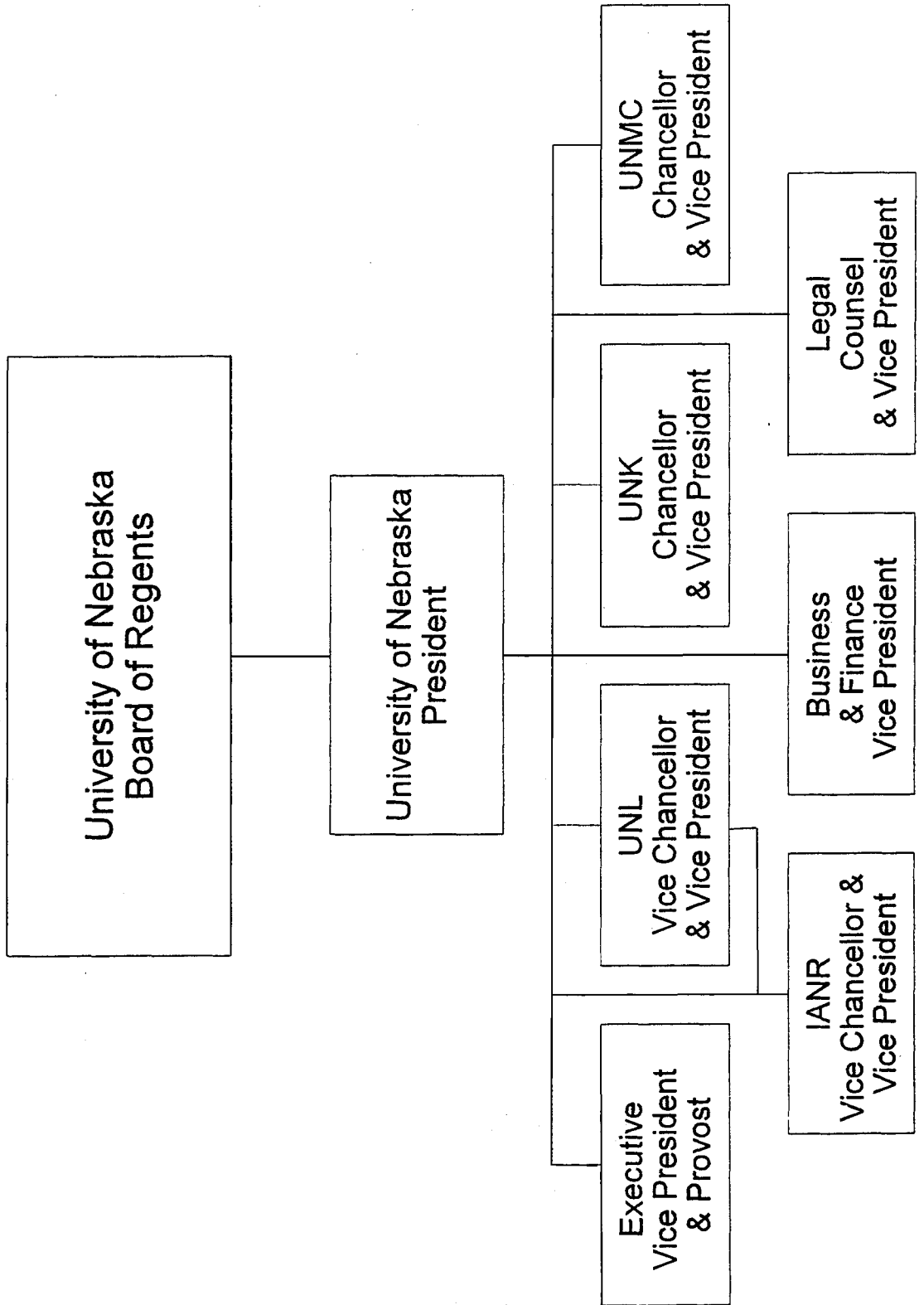
Research and Extension Centers

IANR pioneered the concept of subdividing the state into districts based on production patterns and population centers and established a research and extension center within each district. The location of each center is indicated on the state map in Figure 4.3 on page 4-4.

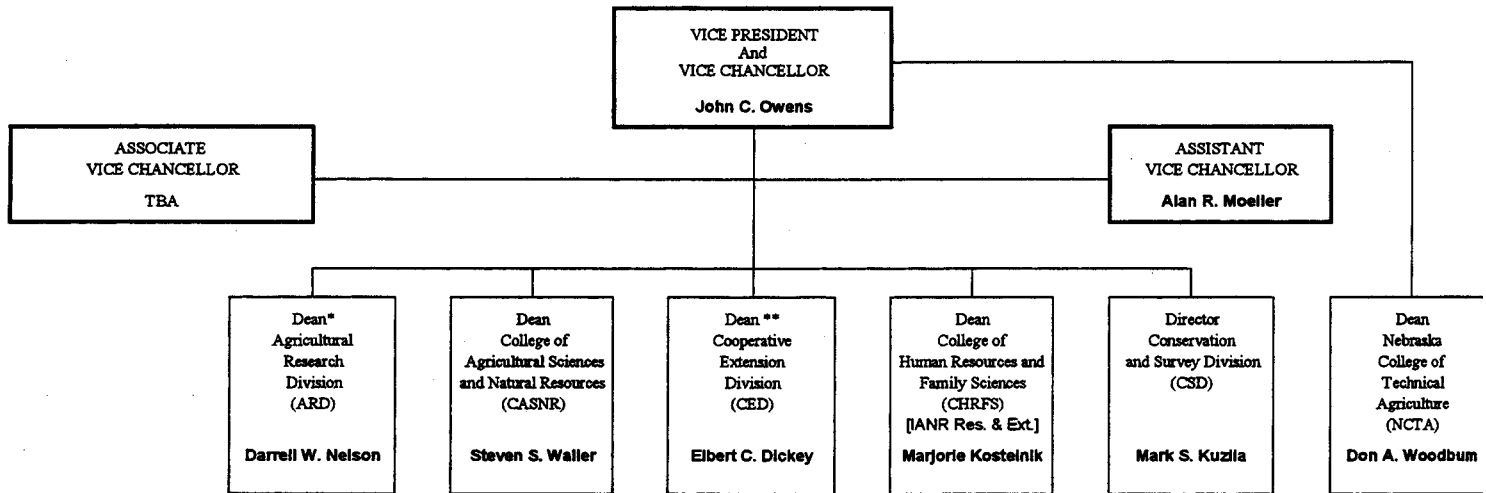
The Panhandle Research and Extension Center (PHREC) is located in Scottsbluff and serves the 11 counties in western Nebraska. *The West Central Research and Extension Center (WCREC)* at North Platte serves 26 counties bordered by South Dakota, Colorado, and Kansas. *The Northeast Research and Extension Center (NEREC)* serves the 12 counties bordered by South Dakota and Iowa and is located at Concord. *The South Central Research and Extension Center (SCREC)* at Clay Center is located with the USDA/ARS Meat Animal Research Center. The center serves 19 south central counties along the Kansas border. *The Southeast Research and Extension Center (SEREC)* on campus in Lincoln serves 25 counties bordered by Iowa, Missouri, and Kansas. The center also serves the metro areas of Omaha and Lincoln.

Figure 4.1

University of Nebraska Organizational Chart



**ORGANIZATIONAL CHART
INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
UNIVERSITY OF NEBRASKA**



* Director of Agricultural Experiment Station
** Director of Cooperative Extension

IANR ADMINISTRATIVE UNITS

**AGRICULTURE & NATURAL RESOURCES
ACADEMIC DEPARTMENTS**

AGRICULTURAL ECONOMICS
Jeffrey S. Royer
AGRICULTURAL LEADERSHIP
EDUCATION AND COMMUNICATION
Susan M. Fritz
AGRONOMY AND HORTICULTURE
Kenneth G. Cassman
ANIMAL SCIENCE
Donald H. Beerman
BIOCHEMISTRY
Donald Weeks
BIOLOGICAL SYSTEMS ENGINEERING
Glenn J. Hoffman
BIOMETRY
Walter W. Stroup
ENTOMOLOGY
Z B Mayo
FOOD SCIENCE AND TECHNOLOGY
Stephen L. Taylor
PLANT PATHOLOGY
James R. Steadman, Acting
SCHOOL OF NATURAL RESOURCE SCIENCES
Kyle Hoagland, Acting Director
VETERINARY AND BIOMEDICAL SCIENCES
John A. Schmitz

**HUMAN RESOURCES & FAMILY SCIENCES
ACADEMIC DEPARTMENTS**

FAMILY AND CONSUMER SCIENCES
Julie M. Johnson
NUTRITIONAL SCIENCE AND
DIETETICS
Marlynn Schnepf
TEXTILES, CLOTHING AND DESIGN
Carol Thayer, Acting

DISTRICT CENTERS

NORTHEAST RESEARCH AND
EXTENSION CENTER - Norfolk
John F. Witkowski
PANHANDLE RESEARCH AND
EXTENSION CENTER - Scottsbluff
Charles A. Hibberd
SOUTH CENTRAL RESEARCH
EXTENSION CENTER - Clay Center
Alan E. Baquet
SOUTHEAST RESEARCH AND
EXTENSION CENTER - Lincoln
Susan N. Williams, Interim
WEST CENTRAL RESEARCH AND
EXTENSION CENTER - North Platte
Gary W. Hergert

IANR PROGRAM UNITS

COMMUNICATIONS AND INFORMATION
TECHNOLOGY
Dan C. Cotton
4-H YOUTH DEVELOPMENT
Beth Birmstihl
NEBRASKA FOREST SERVICE
Gary L. Hergenrader
NEBRASKA STATEWIDE ARBORETUM
James H. Locklear

INTERDISCIPLINARY CENTERS

AGRICULTURAL RESEARCH AND
DEVELOPMENT CENTER - Ithaca
Daniel J. Duncan
CENTER FOR ADVANCED LAND
MANAGEMENT INFORMATION
TECHNOLOGIES (CALMIT)
Donald C. Rundquist
CENTER FOR APPLIED RURAL INNOVATION
John C. Allen
CENTER FOR BIOLOGICAL CHEMISTRY
Donald Weeks
CENTER FOR BIOTECHNOLOGY
Michael Fromm
CENTER FOR GRASSLAND STUDIES
Martin A. Messengale
FOOD PROCESSING CENTER
Stephen L. Taylor
GREAT PLAINS REGIONAL CENTER FOR GLOBAL
ENVIRONMENTAL CHANGE
Shashi B. Verma
GREAT PLAINS VETERINARY EDUCATIONAL
CENTER - Clay Center
Gary P. Rupp
INDUSTRIAL AGRICULTURAL PRODUCTS CENTER
Milford A. Hanna
NEBRASKA LEAD PROGRAM
Allen G. Biezek
WATER CENTER
Michael Jess, Acting Director

31-Oct-02

Figure 4.2 IANR Organizational Chart

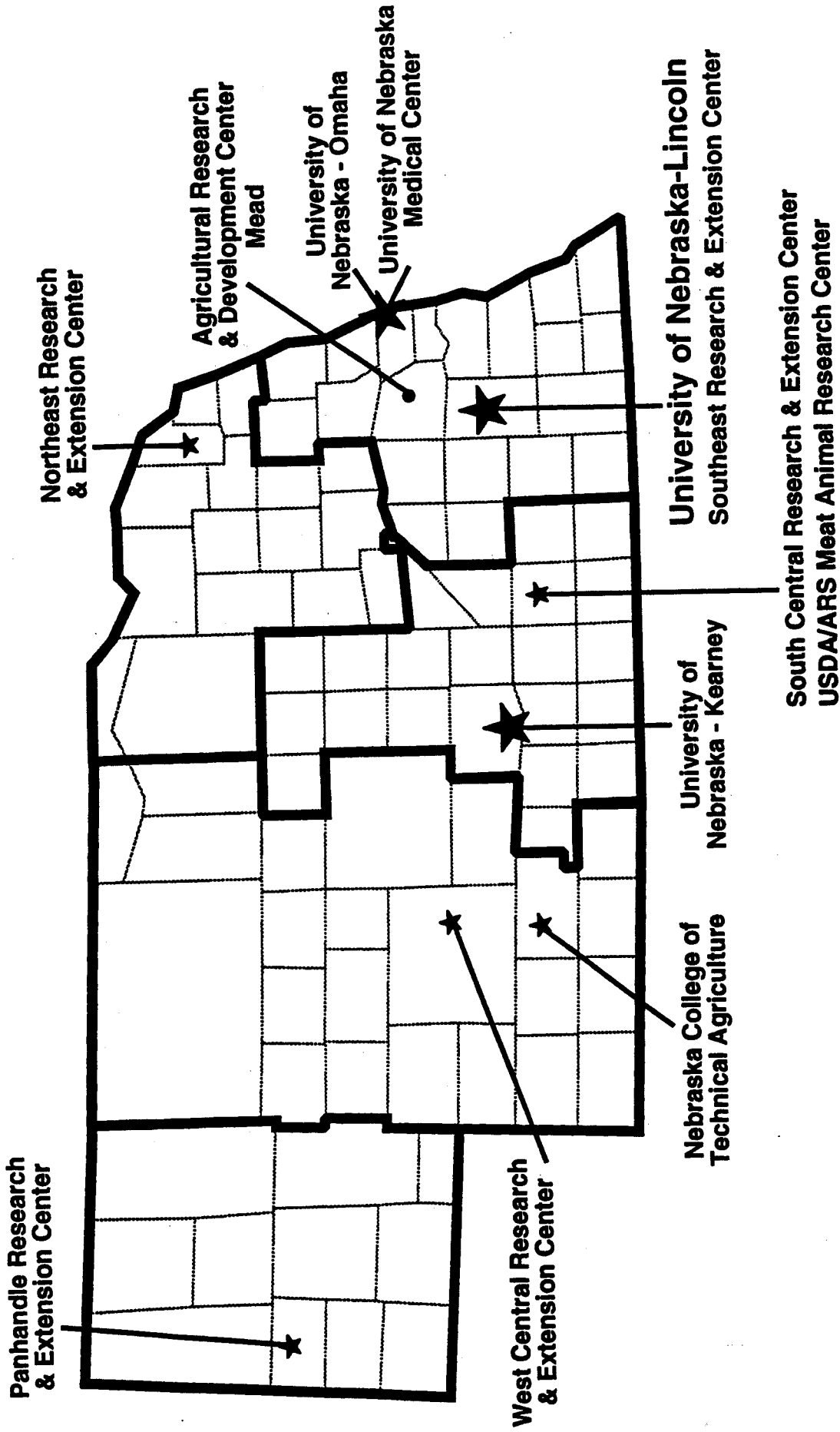


Figure 4.3 Location of University of Nebraska Campuses, Research and Extension Centers with district boundaries for each Center indicated, and other IANR extended campus sites.

DEPARTMENT STRUCTURE AND COMMITTEES

AgLEC is administered by a head reporting to three deans, as shown in Figure 4.4 on page 4-7. The activities and programs of the department are administered by standing committees. Committee assignments for 2001-2002 are given on page 4-8.

AGLEC PERSONNEL

The faculty and staff of the AgLEC Department are diverse in assignments and overall composition. Besides the ten budgeted tenure-line faculty and administrative positions, the department also employs one faculty member in a non-tenure leading special appointment and five part-time/contract teachers (Spring, 2002). Dr. Patricia Fairchild has a .25 FTE appointment in AgLEC and a .75 FTE appointment in 4-H. Three faculty are tenured in AgLEC and budgeted elsewhere in the university. Seven faculty have courtesy appointments in the department and two others hold adjunct appointments. Individual faculty members are identified in Tables 4.1, 4.3, and 4.7 on pages 4-9 through 4-12. Distribution of the 9.68 FTEs allocated to the active, full-time faculty is: teaching 5.83 FTE, research 1.35 FTE, and extension 1.50 FTE, administration .60 FTE, and grant .40 FTE.

Faculty members who have some component of their appointments in the Agricultural Research Division and the Cooperative Extension Division engage in specific research and outreach projects. However, faculty members who hold full-time teaching appointments also contribute to the research and service components of the department's mission.

Instruction: 69.2% of faculty effort is for-credit, undergraduate and graduate instructional activities. All faculty have teaching appointments and most are involved in the use of distance technology to deliver instruction. However, distance delivery is used predominately to deliver graduate courses. Faculty offer undergraduate instruction in the areas of leadership education, agricultural education and agricultural journalism. At the graduate level, faculty offer instruction in the areas of leadership education, teaching and learning, distance education, and extension education.

Research: 14.8% of faculty effort is directed toward research. All faculty have had some kind of internal or external grant or contract in the last year. Most recently funded projects have been supported through the U.S. Department of Agriculture, U.S. Housing and Urban Development, W. K. Kellogg Foundation, Environmental Protection Agency, ADEC, Nebraska Health Care Association, Nebraska State Department of Education. All faculty are involved in dissemination of scholarly efforts and most have published a refereed journal article in the last two years. Besides the research conducted through state-supported projects in distance education and leadership development, faculty have been conducting research in career and technical education, ethics, and character education.

Extension Education: 16.4% of faculty effort is devoted to extension education. Faculty share their expertise in leadership development, agricultural literacy, and evaluation with client groups that include: extension educators and specialists, farmers and ranchers, organization leaders, health care workers, social service workers, educators, government officials, professional organizations, and the general public. Some of this work is carried out through collaboration with the Nebraska Foundation for Agricultural Awareness and the Governor's Task Force on Agriculture and Natural Resources Education. Education is provided through workshops, seminars, publications, individual consultations, print and mass media, and distance delivery. Faculty that do not have extension education appointments are involved with outreach activities that complement and support these extension education efforts.

Personnel Issues Needing Attention

Several faculty in the department are nearing or are at retirement age. They have openly expressed a concern about what their retirements will do to the teaching and advising loads of the remaining faculty. With the current trend of vacant positions being returned to the IANR “pool,” and departments needing to compete for these positions, there are no guarantees that vacant positions will be replaced.

The majority of AgLEC faculty members are at the associate rank and have been for many years. Some, seemingly, do not place a high priority on receiving full promotion, but continue to be productive in teaching, research and outreach. Several associate professors should make plans to submit materials for full promotion in the next few years, or the department could be left without full professors.

The current head is in the second year of a three-year appointment. Prior to the three-year appointment, she served one-year as interim head. At the end of her current appointment, a national search for a department head will be conducted. Upon accepting the three-year appointment, her faculty position was to be filled via a national search. However, IANR administration has since filled it with the transfer of Dr. Dan Wheeler to the department.

Faculty are involved in technology-intensive teaching and outreach that necessitates considerable support staff assistance which exceeds what current university position descriptions require. This problem is compounded by the university lagging behind the Lincoln market in salaries for support staff with good technology skills. Consequently, it has been an ongoing struggle to retain a project assistant to develop and maintain the department’s web pages, coordinate the burgeoning graduate program, and meet additional demands for technical assistance.

Faculty have been quite successful in attracting grants for teaching, extension education and outreach. However, they have not had similar success in attracting grants for research. Therefore, the department consistently ranks at the bottom of IANR units in procuring outside funds for research.

Grant success has been a double-edged sword. Funds have allowed for the development of new and innovative programs and collaborations, and support for graduate assistantships. However, the department has little room to house these assistants. This has been compounded by the loss of AgLEC office space to another unit in Agricultural Hall. Additionally, course buyouts freeing up faculty to participate in grant projects are problematic because of the lost faculty expertise required in teaching.

The department has historically had a reputation for excellence in teaching. All indications are that AgLEC faculty remain excellent teachers. However, in recent years, the department has been gaining national prominence in leadership development research. This stronger faculty commitment to research has produced a new debate between the importance of theory versus practice. Some faculty see a mixture of both as best, while others lean heavily one way or the other. These differences in philosophy and pedagogy play themselves out in the way faculty develop, teach, and advise their graduate students. Of particular significance to a department that has matured since the integration of 1992, and has begun to form a distinctive culture of its own, are clear implications for future hires of faculty. Special attention must be given to developing a future faculty that is effectively integrated into this emerging culture and represents a balance between the demands of research, theory and practice.

Fewer faculty FTE’s have resulted in less flexibility in teaching assignments and scheduling. It is increasingly difficult for faculty to develop and deliver new classes or to teach established courses for the first time. This “pigeon holing” and the complexity of undergraduate advising, has resulted in just a few faculty doing all of the undergraduate advising. These are the same faculty that teach primarily

undergraduate students and have few active graduate advisees. The fallout from this is that all faculty are aware of graduate courses and programs, but very few are familiar with undergraduate courses and programs.

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

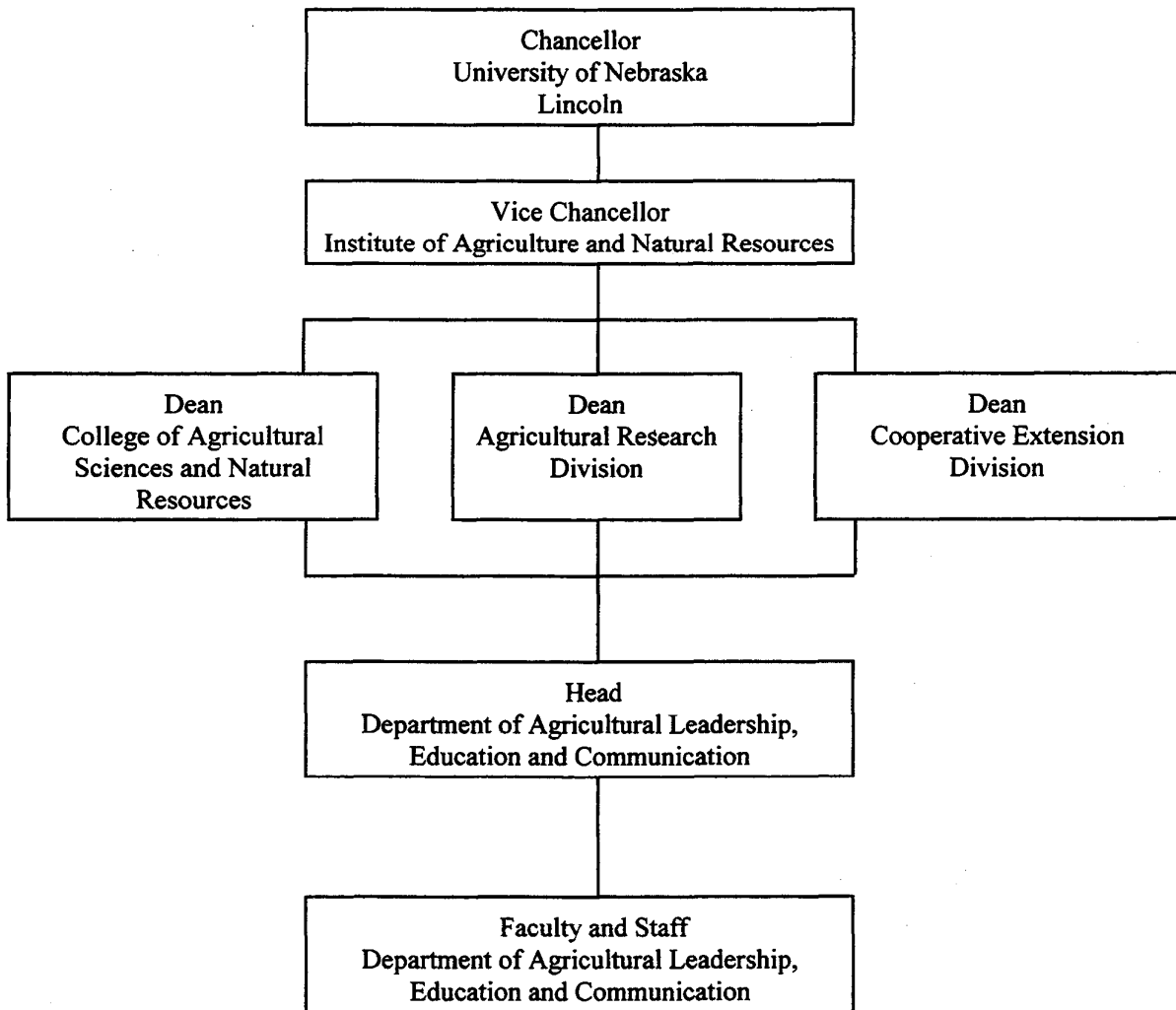


Figure 4.4 AgLEC Administrative Structure

Agricultural Leadership, Education and Communication

Committees and Other Assignments 2001-2002

Action Plan Committees

Undergraduate Curriculum Committee

Linda Moody, Chair
Lloyd Bell
Dann Husmann
Jerry Parsons
Jim Randall
Susan Fritz, Ex-Officio

Graduate Education and Faculty Research Committee

Jay Barbuto, Chair
Dann Husmann
Leverne Barrett
Jim King
Dan Wheeler
Susan Fritz, Ex-Officio

Outreach Committee

Patricia Fairchild, Chair
Jay Barbuto
Dick Fleming (Resource Person)
Linda Moody
Kay Rockwell
Susan Fritz, Ex-Officio

Other Program Groups

Promotion and Tenure Committee

Kay Rockwell, Chair
Leverne Barrett
Jim King

Scholarship Coordinators

Jim Randall – Ag Journalism
Dann Husmann – Ag Education
Linda Moody – Ag Education

Academic Senate

Jim King

CASNR Curriculum Committee

Lloyd Bell

Institutional Review Board (IRB)

Jim King

Table 4.1 AgLEC Faculty				
Name	Rank/Tenure¹	% FTE	Institution/Degree	Yrs. in Dept.
Barbuto , John E. Jr. (Jay)	Asst. Prof./N	.50 Teaching .35 Research .15 Extension	U. Rhode Island, Ph.D.	5
Barrett , Leverne A.	Professor/T	.75 Teaching .25 Extension	Penn State, Ed.D.	22
Bell , Lloyd C.	Assoc. Prof./T	1.00 Teaching	U. Nebraska, Ph.D.	12
Fairchild , Patricia J.	Assoc. Prof./N	.25 Teaching .75 Extension	Boston U., Ed.D.	2
Fritz , Susan M.	Assoc. Prof./T	.60 Administrative .15 Teaching .25 Research	U. Nebraska, Ph.D.	8
Husmann , Dann E.	Assoc. Prof/N	.75 Teaching .25 Extension	U. Nebraska, Ph.D.	2
King , James W.	Assoc. Prof./T	.75 Teaching .25 Research	Indiana U., Ed.D.	6
Moody , Linda D.	Asst Prof/NA	1.00 Teaching	U. Nebraska, Ph.D.	8
Parsons , Gerald M.	Assoc. Prof./T	.50 Teaching	U. Nebraska, Ph.D.	20
Rockwell , S. Kay	Professor/T	.15 Teaching .25 Research .60 Extension	U. Nebraska, Ph.D.	6
Wheeler , Dan ²	Professor/T	.50 Teaching .25 Research .25 Extension	SUNY-Buffalo, Ph.D.	0

¹T=Tenured; N=Non-tenured; NA=Not Applicable (non tenure-leading appointment).

²Transferred into AgLEC 7/1/02.

Table 4.2 AgLEC Staff			
Name	Title	FTE	Assignment
Egger , Valerie	Staff Assistant	1.00	Assistant for MEAD Project and Biotechnology Grants
Furgason , Jack	Evaluation Assistant	1.00	Assistant for Extension Evaluation
Hamer , Janice	Staff Secretary II	0.75	Class Enrollment Information, Grade Records, Text Requests, Support for Faculty
James , Betty	Staff Assistant	1.00	Support for Department Head, Accounting, Purchasing, Personnel Records
Jorgensen , Sandra	Staff Secretary II	1.00	Receptionist, Equipment Checkout, Supplies, Support for Faculty
Strauss , Carola	Project Assistant	1.00	Graduate Student Records, Webmaster, Support for Faculty

Table 4.3 Faculty Tenured in AgLEC, but Budgeted Elsewhere			
Name/Unit	Rank	Institution/Degree	Role in Dept.
Blezek, Allen G. Director, Nebraska LEAD Program	Professor	U. Nebraska, Ph.D.	Graduate Faculty
Etling, Arlen W. CASNR, International Affairs	Professor	Massachusetts, Ed.D.	Graduate Faculty
Randall, James K. Ext. Communications Specialist, Communication & Information Technology	Professor	Utah State, MS	Graduate Faculty Ag Journalism

Table 4.4 Part-Time/Contract Teachers, Spring 2002			
Name	Title	Institution/Degree	Assignment
Andelt, Larry L.	Asst. Professor	U. Nebraska, Ph.D.	ALEC 202 – Leadership Development
Fleming, Richard L.	Professor	U. Nebraska, Ph.D.	Ag Journalism Advising & Marketing
Jha, LaDeane R.	Asst. Professor	U. Nebraska, Ph.D.	ALEC 202 – Leadership Development
Schauer, Jolene A.	Instructor	U. Nebraska, M.S.	ALEC 102 – Interpersonal Skills
Stubbendieck, Cheryl A.	Instructor	U. Nebraska, M.S.	ALEC 480 – Ag Enviro Journalism

Table 4.5 Graduate Assistants, Spring 2002		
Name	Degree Objective	Assignment
Boren, Amy	M.S.	Graduate Teaching Asst (Barbuto, Barrett, Husmann, King, Moody)
Carpenter, Walter	Ph.D.	Graduate Teaching Asst – ALEC 102
Freitas, William	M.S.	Graduate Research Asst – Neighbors Working Together/COPC Grant (Parsons)
Goertzen, Brent	Ph.D.	Graduate Teaching/Research Asst – ALEC 102 & Biotechnology Grant (Fritz)
Gomez, Lillian	Ph.D.	Graduate Teaching Asst – ALEC 102
Hayden, Emily	M.S.	Graduate Research Asst – Ag Science High School Project (Bell)
King, Kristen	M.S.	Graduate Research Asst – Distance Ed Grants (Fairchild & Husmann)
Maricle, Hilary	M.S.	Graduate Research Asst – Leadership Pilot Grant (Moody, Bell, Fritz)
Reimers, Jennifer	M.S. & Ph.D.	Graduate Research Asst – ARD (Barbuto & Fritz, King & Rockwell)
Sattler Weber, Sandra	M.S.	Graduate Research Asst – HOPE Project (Barrett)

Table 4.5 Graduate Assistants, Spring 2002		
Name	Degree Objective	Assignment
Simpson, Philip	M.S.	Graduate Research Asst – Changing How Rural Students Learn... (Rockwell)
Xu, Ye	M.S. & Ph.D.	Graduate Research Asst – Collaborative Leadership Models Grant (Rockwell)

Table 4.6 Courtesy Appointments		
Name/Title/Unit	Institution/Degree	Role in Department
Baack, Kris Assistant Director, Student Involvement, UNL	U. Nebraska, Ph.D.	Leadership Education
Fox, Janet Extension 4-H Youth Development Specialist/Assistant Professor, Southeast Research and Extension Center, UNL	U. Nebraska, Ph.D.	Graduate Teaching
Lodl, Kathleen Extension 4-H Youth Development Specialist/Associate Professor, State 4-H Office, UNL	U. Nebraska, Ph.D.	Graduate Teaching
Meers, Gary Professor, Special Education and Communication Disorders, UNL	U. Missouri-Columbia, Ed.D.	Career and Technical Education
Nugent, Gwen Director, Ed Telecommunications, University Television, UNL	U. Nebraska, Ph.D.	Distance Education
Poley, Janet President and CEO A*DEC, IANR	U. Nebraska, Ph.D.	Distance Education
Schinstock, Jack Associate Dean, CASNR and Professor, Biological Systems Engineering	Virginia Tech, Ed.D.	Undergraduate Education

Table 4.7 Adjunct Appointments			
Name	Rank	Institution/Degree	Affiliation
DeBoer, Randall	Adjunct Instructor	U. Nebraska, MS	Western Nebraska Community College
Katt, Rich	Adjunct Asst. Professor	U. Nebraska, MS	Nebraska Dept. of Education

Table 4.8 Faculty Transitions 1996-2002				
Name	Rank	Budgeted FTE in AgLEC	Primary Responsibility	Replacement
Banset, Elizabeth	Assistant Professor	1.0	Technical Communications	None
Brown, William	Associate Professor	1.0	Leadership Development	John Barbuto
Etling, Arlen	Professor	.25	Extension Education	Patricia Fairchild
Fritz, Susan	Associate Professor	1.0	Leadership Development	Dan Wheeler
Gilbertson, Ozzie	Professor	1.0	Agricultural Education	Dann Husmann
Kepler, Sheila	Instructor	1.0	Leadership Development	Doctoral Graduate Assistants
Leininger, Anita	Associate Professor	1.0	Technical Communications	None
Lunde, Joyce	Professor	1.0	Post-Secondary Teaching	Myra Wilhite
Meisenbach, Terry	Associate Professor	.25	Agricultural Journalism	Contract Instructor/ Dick Fleming
Moody, Linda	Instructor	1.0	Agricultural Education	Special Appointment
Parsons, Jerry*	Associate Professor	1.00	Leadership Development	Dan Wheeler
Russell, Earl	Professor	1.0	Administration, Distance Education Research	Susan Fritz
Sillette, Tom	Professor	.20	Agricultural Education	Dann Husmann
Wilhite, Myra	Associate Professor	1.0	Post-Secondary Teaching	None
*.50 FTE Retirement				

Table 4.9 Faculty FTE 1996-2002							
	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	7-1-02
Teaching	9.45	8.45	8.95	6.88	6.23	5.83	5.83
Research	1.30	1.30	1.30	1.30	1.10	1.10	1.35
Extension	1.30	1.30	1.30	1.40	1.25	1.25	1.50
Admin	.60	.60	.60	.60	.60	.60	.60
Grant						.40	.40
Total	12.65	11.65	12.15	10.18	9.18	9.18	9.68

POLICIES RELATED TO FACULTY

Membership

The membership of AgLEC shall consist of (a) all persons holding the rank of assistant instructor or above, and occupying funded positions in AgLEC; (b) all faculty with tenure homes in AgLEC, but budgeted in other units; (c) all persons holding courtesy, adjunct or visiting faculty appointments in AgLEC; (d) all AgLEC project associates and graduate assistants; and (e) all AgLEC office/service personnel.

Voting Rights

Voting rights in AgLEC extend to all persons with the rank of assistant professor or above, occupying full-time, funded positions in IANR, and holding a minimum 25 percent budgeted appointment in AgLEC. Other categories of faculty shall have full discussion privileges, except in making and seconding motions.

Faculty Appointments

The department head facilitates the creation of job descriptions and consults with appropriate staff in identifying candidates for part-time or full-time positions. The faculty participate in interviews of candidates and make recommendations to the head; however, the ultimate decision to offer positions is made by the department head, pending approval of the requisite dean(s), when appropriate.

Reappointments/Renewals

The department head may consult with the Promotion and Tenure Committee on reappointments and renewals. Faculty on contract with the department are evaluated and reappointment is conditional upon meeting acceptable performance standards.

Academic Issues

Changes made in the academic programs of the department require approval by faculty vote.

Salary Increases/Merit Raises

The head will recommend salary increases and merit raises based on annual performance reviews.

Grants and Contracts

Project directors are responsible for the administration of project budgets. The department head consults with the faculty as appropriate regarding expenditure of faculty salary savings and indirect costs that arise from grants and contracts.

Evaluation of Performance

AgLEC follows the annual evaluation process outlined in the current IANR guidelines for evaluation of faculty. In addition, with IANR administrative approval and encouragement, departmental evaluation procedures may also incorporate (a) individual action plans which address each person's involvement in departmental action plan implementation; (b) a reassessment of individual position descriptions in light of priorities outlined in action plans; and (c) individual professional development plans. This process is intended to bring alignment between performance (with respect to departmental priorities) and the reward system.

After faculty submit documentation for the above, the department head reviews the materials and prepares an evaluation using the standard IANR form. Each faculty member then reviews the evaluation, comments (if desired) and signs the evaluation. When this process is completed, the above materials are submitted to the IANR administration for subsequent review with the department head. Feedback is then shared with individual faculty, as appropriate.

The department head is evaluated annually by faculty and by office/service personnel following standard IANR procedures. Evaluations by faculty are submitted to the IANR vice chancellor's office for compilation, and the results are forwarded to IANR administration and the chair of the Promotion and Tenure Committee. Subsequently, the department head meets with the Promotion and Tenure Committee to discuss the evaluation and request any advice concerning improvement.

Faculty Professional Development

Professional development is encouraged and supported in AgLEC in a number of ways. Faculty members may request release time for professional growth and are required to elaborate on plans for professional growth when they submit individual annual action plans. Campus workshops, departmental "brown bag" discussion sessions, graduate seminars, and participation in conferences and professional associations are all frequently used avenues for professional development. In addition, the department maintains a modest travel fund for faculty to support attendance at professional meetings.

Faculty Salaries

Personnel at UNL have received salary increases ranging from 3.00% to 6.30% from 1996-2002, averaging 4.13%. In the last three years (1999-2002) a significant part of the salary pool has been designated annually for rewarding meritorious performance. In a few cases, funds have been available to address issues of inequity, and for promotions. Faculty salaries in AgLEC for 2001-2002 are reported in Table 4.10. Comparative data (but a year older) were taken from the report, "2000-2001 Faculty Salaries of the American Association for Agricultural Education," the most recent report available. Faculty represented in this report are in university departments having academic specializations very similar to those in AgLEC. Table 4.11

compares faculty salaries in AgLEC to faculty salaries at ten comparator institutions. AgLEC professors (-12.2%) and associate professor salaries (-19.3%) lag significantly behind similarly-ranked peer salaries, while assistant professor salaries are slightly higher (+3.8%).

Table 4.10 Average Faculty Salaries by Rank, 1997-1998 and 2001-2002				
Rank	AgLEC Means ¹		AAAE Central Region Means²	
	9-months	12-months	9-months	12-months
Professor (2)	---	\$89,287	---	\$96,761
Assoc. Prof. (4) Assoc. Prof. (1)	\$59,695	\$73,575	\$56,965	\$77,288
Asst. Prof. (2)		\$59,868	---	\$61,767

¹Salaries reported for 2001-2002
²Data from the report, "2000-2001 Faculty Salaries of the American Association for Agricultural Education," June, 2001.

Table 4.11 Percent Faculty Salaries are Above (+) or Below (-) the Peer Average			
	Professor	Associate Professor	Assistant Professor
Percent Above (+) or Below (-) the Peer Average	-12.2	-19.3	+3.8

¹Salaries reported for 2001-2002
²Source: AAU Data Exchange, 2001-2002, and UNL September, 2001 Personnel Data Tape.
 Note: The ten comparator institutions are: University of Minnesota, Purdue University, University of Missouri, Ohio State University, University of Illinois, Iowa State University, University of Iowa, Colorado State University, University of Colorado, and University of Kansas.

FACILITIES AND EQUIPMENT

All but one of the budgeted faculty and staff of the AgLEC Department are housed on the third floor of Agricultural Hall. Dr. Patricia Fairchild is housed in her primary unit, 4-H, located on the first floor of Agricultural Hall. The current space for the department was renovated in 1998. Offices, one classroom, and storage areas allocated to the department comprise about 3600 square feet.

Overcrowding is an ongoing department concern since the 1992 merger of the former departments of Agricultural Education and Agricultural Communications. This is further compounded by space competition from neighboring units in Agricultural Hall and across the campus. Most traditionally-delivered AgLEC courses are taught out of Room 311 Agricultural Hall. There is only one classroom in the building and the space is stressed by multiple use. This classroom is equipped for delivery of electronic and video presentations, and, with the recent acquisition of video conferencing equipment, faculty are able to send and receive from the classroom. Another space, that was once a multi-media center, has been converted to a graduate assistant office that now houses seven graduate assistants.

Faculty and staff are provided with computers, projectors, etc. necessary to effectively conduct research, teaching and outreach. Computers are networked and connected to servers. Some faculty and staff share common printers, others have printers dedicated to their computers. An inventory of computer capacity and a replacement schedule has been recently developed to extend computer replacement costs over several operating years' budgets. Additionally, faculty are encouraged to build computer technician and replacement costs into external grant proposals.

FINANCIAL AND MATERIAL RESOURCES

In the past several years, the University of Nebraska has enjoyed a higher level of legislative support than in previous times. However, the financial downturn related to 9/11 and increasing social service costs, state and nationwide, have caused the Nebraska legislature to reassess this fiscal commitment. At this writing, the university has undergone two rounds of budget cuts in six months, and is awaiting the results of a special legislative session at the end of July. Total state cuts in University support to date to IANR alone are \$1.9 million.

Budget cuts have cost AgLEC a vacant faculty position in Agricultural Journalism, a partial FTE in a vacant faculty position in Agricultural Leadership, and staff support.

Beyond the recent budget cuts, the lose of faculty lines through retirements and attrition have diminished the department's depth in some areas. For example, given the current faculty staffing levels, it is difficult for much redirection or "cross-training" of faculty to teach different courses. At this juncture, if any faculty member with a .50 teaching assignment or higher were to participate in a professional development leave, it would cripple the department's ability to offer required courses at the undergraduate or graduate level.

Section 5:

Undergraduate Academic Programs

INTRODUCTION

In the intervening years since our last comprehensive review (September 10-13, 1996), and our written response to the review team's recommendations (February, 21, 1997), the Department of Agricultural Leadership, Education and Communication has made significant changes and improvements in curricula and new program offerings. Today, the department is more integrated as a faculty unit, cohesive in terms of its mission and purpose, and self-confident about its future direction and growth potential. In difficult budgetary times, the department has increased its efficiency, maintained its high morale, and continues to have faith in future possibilities.

Since our last review, the department has made important changes in curricula:

- In the agricultural education major, the technical requirements have been increased from 31 to 36 hours; this insures that our education majors will be better prepared to teach secondary- level students throughout the state and elsewhere.
- The “non-teaching” option within the agricultural education major has been retitled as an option in agricultural leadership. This eliminates a negative descriptor, makes the option more consistent with the strong leadership focus within the department, and positions us to eventually offer the agricultural leadership option as a stand-alone major.
- The revised Agricultural Journalism major strengthens department control over the major and provides for an increased number of AgLEC course offerings within the major. Also, it provides for greater career opportunities within its options requirements, and can be completed within the 128 hour requirement.
- New minors have been developed in “Environmental Communication” (12 hours) and “Environmental Education” (18 hours) to complement the existing “Leadership and Communication” minor (12 hours and 18 hours), which has been revised to include more offerings from within the department.
- The department has significantly increased the number of Integrated Studies (IS) courses offered. These are specially approved university courses that are part of the core requirements for undergraduate programs and place special emphasis on written/oral communication, critical thinking, diversity, etc.
- The department values and fosters a culture of teaching and learning. Historically, the department has made contributions to and recognized the significance of the Teaching and Learning Center.

Other accomplishments that the department can claim during the time between our previous review and this one include:

- Improved collaborations between the College of Journalism and Mass Communication, Teachers College, and other departments within the College of Agricultural and Natural Resources (e.g., the leadership pilot project with Animal Science, and cross-listed courses between AgLEC and the School of Natural Resource Sciences), as well as transfer agreements with several community colleges in Nebraska.

- Significant faculty recognition for teaching, advising and research at the college and university levels.
- Annual assessment plans for all undergraduate programs that insure ongoing relevancy of course content, methodological effectiveness, and consistency with departmental mission and objectives.
- Significant increases in grant support (exceeding \$500,000) have been acquired by the department in support of leadership development and other instructional activities.
- Recruitment has become an important priority in the department. We currently employ a student to work with faculty on implementing recruitment strategies. In addition, the department has prepared a brochure packet for all major and minor offerings and has continued to update its website.

These have been challenging and exciting years since our last comprehensive review in 1996. The department's stature and reputation for outstanding teaching and advising in CASNR has increased, and the department has matured significantly since its formation in 1992. Under continuously strong leadership, the faculty has maintained close professional bonds and mutual self-respect. There continues to be a significant amount of collaboration on research projects, grant opportunities and extension service among our faculty, which has garnered increasing respect and admiration from administration and other faculty. Much still needs to be done, and there are pressing needs for additional support as the programs continue to grow. However, there is an optimism and confidence, throughout the department, that our successful efforts will continue to be recognized, and that adequate support will eventually follow such success.

DEGREE STRUCTURES

At UNL, undergraduate students enrolled in majors in the agricultural sciences receive a Bachelor of Science degree in Agricultural Sciences. AgLEC offers two majors: agricultural education and agricultural journalism. Students in agricultural education may pursue either a teaching or an agricultural leadership option. Students in agricultural journalism pursue a *specialization* in news editorial, broadcasting or advertising as well as select one of the three *options* in agricultural and natural resources policy, production agriculture or agricultural and natural resources public relations.

The undergraduate courses offered by AgLEC are listed in Table 5.1 below. Courses are generally offered in the semesters indicated.

Table 5.1 Current AgLEC Undergraduate Course Offerings		
Course Number	Course Title	Semesters Offered
102	Interpersonal Skills for Leadership (3 cr.)	Fall, Spring, Summer
134	Introduction to Agricultural Education (2 cr.)	Fall
135	Early Field Experience in Agricultural Education (1 cr.)	Spring
189H	University Honors Seminar	Fall
202	Leadership Development in Small Groups and Teams (3 cr.)	Fall, Spring
233	Extension Education (2 cr.)	Fall
234	Planning Leadership and Experience Programs (3 cr.)	Spring

237	Introduction to Human Relations in Education (cross-listed as Educational Psychology 237) (2 cr.)	Fall, Spring
302	Dynamics of Effective Leadership in Organizations (3 cr.)	Fall, Spring
305	Presentation Strategies for Agricultural Audiences (3 cr.)	Fall, Spring
308	Laboratory Instruction and Management (3 cr.)	Fall
331	Supervised Field Experiences (2-5 cr.)	Fall, Spring, Summer
337	Instructional Internship in Leadership Development (1-3 cr.)	Fall, Spring, Summer
388	Ethics in Agriculture and Natural Resources (cross-listed as Agricultural Economics 388) (3 cr.)	Fall
395H	Leadership for the 21 st Century	Spring
397	Special Topics (1-3 cr.)	Fall, Spring
399	Independent Study in Communications (1-3 cr.)	Fall, Spring, Summer
405	Methods of Instruction for Secondary Agri-Science Education (3 cr.)	Spring
405L	Methods Laboratory Education (1 cr.)	Spring
410	Environmental Leadership: A Historical and Ethical Perspective (3 cr.)	Fall
412	Multimedia Applications for Education and Training (3 cr.)	Spring, Summer
413	Program Development (3 cr.)	Spring
414	Classic Figures in Leadership (3 cr.)	Fall
431	Student Teaching (3-12 cr.)	Fall, Spring
433	Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr.)	Fall, Spring, Summer
480	The Dynamics of Agricultural Journalism (3 cr.)	Spring
494	Undergraduate Seminar in Agricultural Education (1-3 cr.)	Fall, Spring
495	Internship in Leadership Development (2-5 cr.)	Fall, Spring, Summer
496	Independent Study in Agricultural Education (1-9 cr.)	Fall, Spring, Summer
499H	Honors Thesis (3-6 cr.)	Fall, Spring, Summer

Agricultural Education (Teaching Option)

The undergraduate teacher preparation program follows the guidelines and certification requirements established by the Nebraska Department of Education. Teachers College has additional certification requirements that also must be fulfilled. In addition, students must pass the Pre-Professional Skills Test before they can student teach. Teacher

preparation programs at UNL follow the accreditation guidelines of the National Council for the Accreditation of Teacher Education (NCATE).

Students in the teaching option follow a common core of general education courses for certification, as well as a specific technical agricultural core which meets state certification requirements in agricultural education. Additionally, through individual course scheduling, a teaching candidate can complete the requirements for a biology endorsement. The core courses and curricular requirements for students in the teaching option of the Agricultural Education major are listed below and on the following pages.

	Credit Hours
College Integrative Courses	15
AGRI 103 (Food, Agriculture and Natural Resource Systems)	3
Capstone Course: ALEC 431 Student Teaching	12
Mathematics and Analytical Skills (beyond college algebra)	5
MATH 180, EDPS 459 or BIOM 201	3
MATH 102, Trigonometry	2
Communication	9
ENGL 150, 151, 254, 255; or JGEN 200, 300 (written).....	3
COMM 209 or 212 or 311 (oral).....	3
ALEC 102 Interpersonal Skills for Leadership (elective)	3
Natural Sciences	12
Biological Sciences	4
CHEM 109	4
PHYS 141 or MSYM 109.....	4
Humanities and Social Sciences	21
ECON 211 or 212 or AECN 141	3
EDPS 457 Learning and Motivation of Secondary Students.....	3
SOCI 217 or CURR 330 Multicultural Education	3
Essential Studies	12
<i>Select one 3-credit course in each of the following CASNR Essential Studies categories:</i>	
Area C. Human Behavior, Culture and Social Organizations	
Area E. Humanities	
Area F. Historical Studies	
Area G. Arts	
NOTE: One three-credit hour course with an international focus and one three-credit hour course with a multicultural focus are to be completed as part of the 33 hours required in the natural sciences, social sciences, and humanities.	
Agricultural Science	36
<i>A minimum of 15 hours completed at the 200 level or above, and a minimum of 9 hours completed at the 300 level or above. Students must have a course in four CASNR departments or program areas. A course may be used to fulfill more than one category; however, the hours will only count once toward the 36 hour agricultural science requirement.</i>	
Research and Applied Technology	3
<i>Select from: AGRO 315, 431; ENTO 308; or FDST 131</i>	
Policy	3
<i>Select from: AECN 276, 376; ENTO 108; FDST 1341; or NRES 323</i>	
Management	9
<i>Select from: AECN 201, 325; ASCI 250, 351, 450, 451, 452, 453, 454, 455, 457, AGRO 204, 240; or HORT 325</i>	
Production	6
<i>Select from: AGRO 131; ASCI 100 or 150; or HORT 130, 260, 325, 327, 350, 351</i>	
Natural Resources	6
<i>Select from: AECN 265; AGRO 153, 366; ENTO 109; or NRES 211, 311</i>	
Mechanized Systems	6
<i>Select from: MSYM 232, 242, 245, 312; or CURR 104, 202, 203, 242</i>	
Food Systems	3
<i>Select from: AECN 225; ASCI 210; or FDST 131</i>	

Leadership and Education.....	26
ALEC 134 Agricultural Education, Journalism and Leadership Careers.....	2
ALEC 135 Early Field Experiences	1
ALEC 202 Leadership Development in Small Groups and Teams.....	3
ALEC 234 Planning Leadership and Experiential Programs	3
ALEC 305 Presentation Skills for Agricultural Audiences.....	3
ALEC 308 Laboratory Instruction and Management.....	3
ALEC 405 Teaching Methods	3
ALEC 405L Methods of Instruction Laboratory Education.....	1
ALEC 413 Program Development.....	3
ALEC 494 Seminar in Agricultural Education.....	1
SPED 401B Accommodating Exceptional Learners in the Classroom.....	3
Free Electives	4
Minimum Credit Hours Required for Graduation.....	128

Biology Endorsement Requirements

If the student desires to qualify for both an endorsement in agricultural education and a subject endorsement in biology, the following coursework should be integrated into the teaching option.

Supporting Laboratory Based Courses.....	12
Chemistry: CHEM 109.....	4
Physics: PHYS 141, 151; or MSYM 109	4
Earth Sciences: AGRO 153, Soil Science.....	4
Biology Courses*	24
<i>Select at least one of the suggested courses from each of the following categories. A course may be used more than once toward fulfilling the content requirement, however a minimum of 24 different hours is required. At least 12 hours must be taken at the 200 level or higher. Other coursework may be negotiated with your academic advisor.</i>	
ASCI 240, Anatomy and Physiology of Domestic Animals	4
<u>Botany</u>	
BIOS 109 General Botany and Laboratory.....	4
AGRO 131 Crop Science.....	4
AGRO 204 Field Crop Plants	3
AGRO 240 Forage Crop and Range Management.....	4
HORT 130 Introduction to Horticulture	4
<u>Cell Biology/Biochemistry</u>	
BIOS 201 Cell Structure and Function	4
BIOS 211 Introduction to Biochemistry.....	3
<u>Ecology</u>	
AGRI 103 Introduction to Agricultural and Natural Resource Systems.....	3
NRES 211 Wildlife Biology and Conservation	3
NRES 311 Wildlife Ecology and Management.....	3
<u>Evolution</u>	
BIOS 101/101L General Biology and Laboratory.....	4
<u>Genetics</u>	
AGRO 315 Genetics.....	4
<u>Human Biology</u>	
BIOS 101/101L General Biology and Laboratory.....	4
BIOS 213/213L Human Physiology and Laboratory	4
<u>Microbiology</u>	
FDST 372 Food Safety and Sanitation	3
<u>Zoology</u>	
ASCI 242 Anatomy and Physiology of Domestic Animals	4

*To be eligible for the biology endorsement, a student must maintain a minimum grade point average of 2.5 in the above coursework or its equivalency.

Integrated Laboratory Management
ALEC 308 Laboratory Instruction and Management3

Science Methods Instruction
CURR 451V Secondary Science Methods I3
CURR 397 Professional Practicum parallel with CURR 451V1

Student Teaching
Students seeking a dual endorsement will be required to complete their student teaching experience in a school where they will spend teaching time in biology and agriculture.

Agricultural Education (Agricultural Leadership Option)

The agricultural leadership option was developed to prepare students for careers in agriculture that include an educational component, primarily in the area of agribusiness. The capstone experience involves students participating in an approved, supervised internship. Social science requirements are not as restrictive as they are for the teaching option; no courses in mechanized systems management are required, and students have more freedom in selecting technical agricultural coursework. Students are required to complete a specialization or 18-hour minor in a technical science area to increase their depth of knowledge and competency. Leadership studies coursework has been increased in the leadership option. These are the major requirements for students enrolled in the agricultural leadership option:

	Credit Hours
College Integrative Courses	8
AGRI 103 (Food, Agriculture and Natural Resource Systems)	3
Capstone Course: ALEC 495 Internship in Leadership Development.....	5
Mathematics and Analytical Skills (beyond college algebra)	5
MATH 180, EDPS 459 or BIOM 201	3
Math 102 Trigonometry	2
Communication	9
ENGL 150, 151, 254, 255; or JGEN 200, 300 (written).....	3
COMM 209 or 212 or 311 (oral).....	3
ALEC 102 Interpersonal Skills for Leadership (elective)	3
Natural Sciences	12
Biological Sciences	4
CHEM 109	4
PHYS 141 or MSYM 109	4
Humanities and Social Sciences	21
ECON 211 or 212 or AECN 141	3
Essential Studies	15
<i>Select one 3-credit course in each of the following CASNR Essential Studies categories:</i>	
Area C. Human Behavior, Culture and Social Organizations	3
Area E. Humanities	3
Area F. Historical Studies	3
Area G. Arts.....	3
Elective	3
NOTE: One three-credit hour course with an international focus and one three-credit hour course with a multicultural focus are to be completed as part of the 33 hours required in the natural sciences, social sciences, and humanities.	
Minor/Specialization	15-21
<i>NOTE: A 12 or 18 credit minor in an approved minor in CASNR other than the minors of agribusiness, agricultural economics, or leadership and communication is required. In addition students should complete at least one course at the 200 level or above in a CASNR department other than Agricultural Leadership, Education and Communication, and the department of the minor.</i>	
Leadership, Education and Marketing	35
Agricultural Economics Requirements (AECN 201, 211 and one additional AECN course).....	10
ALEC 134 Agricultural Education, Journalism and Leadership Careers.....	2

ALEC 135 Early Field Experiences	1
ALEC 202 Leadership Development in Small Groups and Teams	3
ALEC 302 Dynamics of Effective Leadership in Organizations	3
ALEC 305 Presentation Strategies for Agricultural Audiences	3
ALEC 388 Ethics in Agriculture and Natural Resources	3
ALEC 412 Multimedia Applications	3
ALEC 494 Undergraduate Seminar	1
MRKT 341 Marketing	3
EDAD 421 Human Resource Development	3
CASNR Electives	9
Free Electives	6-12
<i>Recommended: ACCT 201, 202; ALEC 337, 410, 414; AGRI 388;</i>	
<i>AGRO 315; AECN 316; MRKT 347</i>	
Minimum Credit Hours Required for Graduation.....	128

Agricultural Journalism

Since the last review, the agricultural journalism program has been changed from a double major to a new Agricultural Journalism major offered by AgLEC in cooperation with the College of Journalism and Mass Communications. In addition to completing the UNL general education requirements and core courses required by the College of Agricultural Sciences and Natural Resources, students complete the advertising, broadcasting, or news-editorial sequence in the College of Journalism and Mass Communications. Students also choose one of three options in the College of Agricultural Sciences and Natural Resources. They are: production agriculture, agriculture and natural resources public relations, and agriculture and natural resources policy. The major totals 128 hours. Individuals in this major must maintain an overall grade point average (GPA) of 2.5 or above. All courses must be taken for a grade rather than pass/no pass.

Requirements for the Agricultural Journalism Major

College Core Requirements.....	53
College Integrative Courses	3
AGRI 103 Intro to Agricultural and Natural Resources Systems.....	3
ALEC 480 Dynamics of Agricultural Journalism (Capstone).....	3
Mathematics and Analytical Skills (beyond college algebra)	5
NOTE: Proficiency at the college algebra level must be demonstrated by a placement exam or through coursework. If MATH 103 College Algebra and Trigonometry is taken, only 2 credit hours can be counted toward this requirement.	
Communications	9
Written communications	3
<i>Select one of the following depending on your journalism core area.</i>	
ADVT 283 Promotional Writing	
BRDC 370 Broadcast Writing	
NEWS 282 News Writing and Reporting	
Oral Communication	3
<i>Select from: COMM 109, 209, 212, or 311</i>	
Communications and Interpersonal Skills Electives	3
<i>Select from: ALEC 102, ENGL 101, 102, 150, 151, 252, 253, 254;</i>	
<i>CURR 120, 325;</i>	
<i>COMM 109, 209, 212, 311</i>	
Natural Sciences	12
BIOS 101/101L General Biology and General Biology Lab	4
CHEM 109 General Chemistry I	4
PHYS 141 Elementary General Physics.....	4
Or PHYS 151 Elements of Physics (4 cr)	
Or PHYS 211 General Physics (4 cr)	
Or MSYM 109 Physical Principles in Agriculture (4 cr)	
Humanities and Social Sciences	21
ECON 211 or 212 or AECN 141	3
<i>Recommend AECN 141 Intro to the Economics of Agriculture</i>	
Essential Studies	18
JOUR 485 History of Mass Media	

JOUR 487 Mass Media and Society

Select one 3-credit course in each of the following four CASNR Essential Studies and Integrated Studies:

Historical Studies

Humanities

Arts

Race, Ethnicity, and Gender

NOTE: One 3-credit course with an international focus is to be selected from the lists under "International Agriculture and Natural Resources Minor."

Journalism Courses.....26

See the College of Journalism and Mass Communications Departments of specific courses of study for advertising, broadcasting or news editorial.

NOTE: ADVT 283 or BRDC 370 or NEWS 282 along with JOUR 485 and 487 (total 9 hrs.) are taken as part of CASNR College core courses. This brings total journalism core to 35 hours.

Requirements for the Major in Advertising

The additional courses required for a 35-hour major in the advertising department are as follows:

ADVT 281, 333,357, 460, 489; JOUR 486; and 6 elective journalism hours.

Requirements for the Major in Broadcasting

The additional courses required for a 35-hour major in broadcasting department are as follows:

BRDC 226, 227, 228, 228L, 369, 370, 372, 372L; JOUR 486; and 3 elective journalism hours, 3 of which must be in broadcasting.

Requirements for the Major in News Editorial

The additional courses required for a 35-hour major in the news-editorial department are as follows:

NEWS 180, 280, 217, 284, 371, 381; JOUR 486; and 3 elective journalism hours.

Agricultural Leadership Courses9

Can have only 9 hours at the 100 level.

Required Core Courses.....9

ALEC 202 Leadership Development in Small Groups or 302 Dynamics of Effective Leadership in Organizations or 305 Presentation Strategies for Agricultural Audiences (3 cr)

ALEC 134 Intro to Agricultural Education (2 cr)

ALEC 135 Early Field Experience (1 cr)

ALEC 495 Internship in Leadership Development (3 cr)

Agricultural Sciences Courses19

Animal Science.....6

Select from:

- ASCI 100 Animal Agriculture (2cr)
- ASCI 150 Animal Production Skills (2 cr)
- ASCI 210 Animal Products (3 cr)
- ASCI 240 Anatomy and Physiology of Domestic Animals (4 cr)
- ASCI 250 Animal Management (3cr)
- ASCI 270 Animal Welfare (3 cr)
- ASCI 320 Animal Nutrition and Feeding (3 cr)
- ASCI 330 Animal Breeding (4 cr)
- BIOS 112 and112 L Introduction to Zoology (4cr)

Plant Science7

Select from:

- AGRO 131 Crop Science (4 cr)
- AGRO 153 (SOIL 153) Soil Resources (4 cr)
- AGRO 204 Resource-Efficient Crop Management (4 cr)
- AGRO 240 Forage Crop and Range Management (4 cr)
- AGRO 269 Principles of Soil Management (3 cr)
- AGRO 361 Soils, Environment and Water Quality (3 cr)
- AGRO 405 Crop Management Strategies (3 cr)
- AGRO 445 Livestock Management on Range and Pasture (3 cr)
- BIOS 109 Botany (4 cr)

Natural Resources6

Select from:

- NRES 211 Wildlife Biology and Conservation (3 cr)

- NRES 311 Wildlife Ecology and Management (3 cr)
- NRES 423 Integrated Resource Management (3 cr)
- NRES 424 Forest Ecology (4 cr)

Options – Student must select one of the following options.

Agricultural and Natural Resources Policy Option..... 15

The Agricultural and Natural Resources Option is for students who are interested in the policies and issues surrounding agriculture, natural resources and the environment. These students will find careers in the mass media, nonprofit and governmental agencies that focus on policies and issues.

- AECN 357 Natural Resources and Environmental Law3
- AECN 445 Agricultural and Natural Resources Policy Analysis.....3
- AECN 457 Water and Natural Resources Law3
- NRES 323 Natural Resources Policy3
- Free Electives (CASNR).....3

Production Agriculture Option..... 15

Students in the Agricultural Production Option will focus on the food system. They will be prepared for careers in mass media, agricultural industry, nonprofit and governmental agencies that deal with the research and production of the food supply.

- AGRO 315 Genetics4
- Select a 300 level or above course from each of the following areas.
- Animal Science3
- Plant Science.....3
- Agricultural Economics.....3
- Electives from CASNR Courses.....2

Agricultural and Natural Resources Public Relations Option 15

The Agricultural and Natural Resources Public Relations option prepares students to have careers promoting agriculture, agricultural products, natural resources and the environment. Careers can be found in mass media, public relations, advertising firms and corporations handling agricultural, natural resources and environmental accounts. Careers also can be found in nonprofit organizations and governmental agencies.

- ADVT 250 Intro to Public Relations.....3
- ADVT 281 Intro to Advertising*3
- ADVT 283 Promotional Writing*3
- ADVT 450 Public Relations Theory, Strategy and Management.....3
- ADVT 451 Public Relations Techniques: Writing, Message Dissemination and Media Networks3
- Free Electives.....6

**Since these courses are in the advertising core, students in advertising will take 6 elective hours in Broadcasting and News-Editorial to complete the Agricultural and Natural Resources Public Relations option.*

Minors Offered Through AgLEC

Leadership and Communication Minor

AgLEC began offering a minor in leadership and communication in 1994 to meet the needs of students who wanted to major in a specific agricultural or natural resources discipline, but who also wanted a concentrated course of study in the areas of leadership and communication to help strengthen their “employability” base. The minor augments the technical skills students develop in their majors by helping them become strong leaders and effective communicators, while building interpersonal skills. Students can take either an 18-hour minor, which includes upper and lower division courses, or a 12-hour minor, consisting exclusively of upper division courses.

Credit Hours

18-Hour Minor

ALEC 102 Interpersonal Skills for Leadership	3
ALEC 202 Leadership Development in Small Groups and Teams	3
ALEC 302 Dynamics of Effective Leadership in Organizations	3
ALEC 305 Presentation Strategies for Agricultural Audiences	3
A minimum of six hours from:	
ALEC 337 Instructional Internship in Leadership Development	3
ALEC 388 Ethics in Agriculture and Natural Resources	3
ALEC 410 Environmental Leadership: A Historical Perspective	3
ALEC 414 Classic Figures in Leadership	3
ALEC 480 Dynamics of Agricultural Journalism	3

12-Hour Minor

ALEC 302 Dynamics of Effective Leadership in Organizations	3
ALEC 305 Presentation Strategies for Agricultural Audiences	3
ALEC 414 Classic Figures in Leadership	3
OR	
ALEC 480 Dynamics of Agricultural Journalism	3
One of the following courses:	
ALEC 410 Environmental Leadership: A Historical Perspective	3
ALEC 480 Dynamics of Agricultural Journalism	3

Environmental Communications Minor

A minor program in environmental communications is available through AgLEC in cooperation with the School of Natural Resource Sciences. The minor is designed to provide students with interests in environmental studies and natural resources additional expertise that can be used in a variety of career paths and settings.

The 12-hour minor is comprised of the following courses:

JGEN 321 Citizen and Mass Media	3
OR	
ALEC 305 Presentation Strategies for Agricultural Audiences (3 cr.)	
ALEC 388 Ethics in Agriculture and Natural Resources	3
OR	
AECN 357 Natural Resources and Environmental Law (3 cr.)	
OR	
NRES 323 Natural Resource Policy (3 cr.)	
NRES 423/823 Integrated Resource Management	3
ALEC 410/810/NRES 413/813 Environmental Leadership:	
A Historical and Ethical Perspective	3

Environmental Education Minor

A minor in environmental education is designed to provide additional qualifications for students interested in pursuing a career in the field of environmental and natural resource education. Courses selected for the minor’s curriculum were chosen for their holistic perspective and interdisciplinary approach to environmental and natural resource studies. A number of the courses focus regionally on the environment of the Great Plains.

The 18-hour minor includes lower and upper division courses:

Required Professional Education	6
ALEC 305 Presentation Strategies for Agricultural Audiences	3
ALEC 413 Program Development	3
Technical Preparation.....	9

NOTE: Must complete at least three courses from three of the four groups listed below.

Group 1

BIOS 230 Ecology of the Great Plains	3
--	---

BIOS 302 Ecology of Evolution	3
BIOS 320 Principles of Ecology	3
Group 2	
NRES 211 Wildlife Biology and Conservation	3
NRES 311 Wildlife Ecology and Management	3
Group 3	
ANTH 2121 Introduction to Cultural Anthropology	3
NRES 323 Natural Resources Policy	3
Group 4	
AECN 388 Ethics in Agriculture and Natural Resources	3
ALEC 302 Dynamics of Effective Leadership in Organizations	3
ALEC 410/NRES 413 Environmental Leadership:	
A Historical and Ethical Perspective	3
COMM 371 Communication in Negotiation and Conflict Resolution.....	3
Integrative Activity	3
ALEC 495 Internship in Leadership Development	3
ENVR 497 Internship in Environmental Studies.....	3
NRES 497 Career Experiences in Natural Resource Sciences.....	3

Considerable interest has been shown in the minor programs. However, students typically do not “declare” minors in the same way they declare majors, so we have been unable to accurately count the number of students so far who are participating in or have earned minors.

College/University “Service Course”

In addition to the formal undergraduate programs in Agricultural Education and Agricultural Journalism, AgLEC plays a key role in providing instruction in communication and leadership for students in other CASNR and UNL programs. Key service courses which the department provides include:

- ALEC 102.....Interpersonal Skills for Leadership
- ALEC 202.....Leadership Development in Small Groups and Teams
- ALEC 302.....Dynamics of Effective Leadership in Organizations
- ALEC 388.....Ethics in Agriculture and Natural Resources

Eight to nine sections of ALEC 102 have been offered each semester. Budget restrictions have diminished the offering for Fall 2002 and Spring 2003 to six and seven sections per semester, with three sections in the fall exclusively for a community living housing program (ACE). An increasing number of departments are including the human resources and leadership courses in their curricula.

The demand for ALEC 102, Interpersonal Skills, has grown over the past five years. The course is valued as an applied interpersonal skill and introductory leadership course for students in CASNR and other UNL colleges. ALEC 102 has been held up across the university as the model for integrating service learning into coursework.

In the past, the department taught approximately fourteen sections of ALEC 200/300, Technical Writing, university-wide. The previous review team recommended that the service courses in technical writing should be discontinued in light of the need to redefine the overall mission of the department. This recommendation was agreed to by the department and all courses in technical writing were subsequently transferred to the College of Journalism in Fall 1998. The process, by which agreement was reached with the College of Journalism, is outlined in AgLEC’s Response Report [2/21/97].

Courses in the leadership sequence (102, Interpersonal Skills; 202, Leadership Development in Small Groups and Teams; and 302, Dynamics of Effective Leadership in Organizations) are taken by students from across the university, including the Colleges of Business Administration, Arts and Sciences, Human Resources and Family Sciences, Teachers, Engineering and Technology, as well as Agricultural Sciences and Natural Resources.

COMPREHENSIVE EDUCATION PROGRAM “IS/ES COURSES”

The university’s Comprehensive Education Program was implemented in the Fall of 1995. Since its inception, the department has made a commitment to strengthening existing courses and new courses by adding the integrative studies components of analysis, evaluation and communication of complex material and positions as well as meet at least one essential studies category, if possible. Currently, nine of thirty courses are designated IS and seven of those nine are ES. An IS/ES proposal for ALEC 305, Presentation Strategies for Agricultural Audiences has been approved by department faculty and will be forwarded in the Fall 2002.

The following undergraduate courses have been approved as IS; where appropriate the ES classification is also listed.

	<u>ES Designation</u>
ALEC 102..... Interpersonal Skills for Leadership	Area A, Communication
ALEC 189H..... University Honors Seminar.....	Area C, Human Behavior, Culture, and Social Organization and Area F, Humanities
ALEC 202.....Leadership Development in Small Groups and Teams	Area C
ALEC 302.....Dynamics of Effective Leadership in Organizations... ..	Area C
ALEC 388.....Ethics in Agriculture and Natural Resources	Area F
ALEC 405.....Methods of Instruction for Secondary AgriScience Education	
ALEC 410Environmental Leadership: A Historical Perspective.. ..	Area F
ALEC 414Classic Figures in Leadership	Area F
ALEC 480.....The Dynamics of Agricultural Journalism	

THE UNIVERSITY HONORS PROGRAM

The department participates in the University Honors Program by offering two honors courses, contracting with students to add an honors component to existing courses, and advising honors students completing research projects. ALEC 189H, University Honors Seminar and ALEC 395H, Leadership for the 21st Century have become popular with honors students. These courses are in jeopardy of being dropped due to one course instructor’s upcoming retirement and the other instructor’s advancement to an administrative position.

PROGRAM GOALS AND RATIONALE

The undergraduate program in agricultural education provides students with the communication and interpersonal skills, leadership training, and knowledge of technical agriculture necessary to be certified as secondary teachers of agricultural education. The program also prepares students for careers in postsecondary education, the agribusiness industry in training and/or development, adult education, and international service. Agricultural journalism is unique because it prepares students for work in two areas. Students are qualified to pursue careers in either agriculture or journalism, or a combination of the two. Undergraduate program goals have been developed by the faculty as part of the five-year IANR strategic plan. They include:

Goal 1: Restructure the undergraduate degree program to offer a third degree within the department (e.g., Agricultural Education; Agricultural Journalism, and Agricultural Leadership).

Rationale: As student numbers and curriculum continue to grow within the agricultural leadership option, the requirement will continue to support the development of a stand-alone major of Agricultural Leadership. This new major will eliminate confusion between the teaching and agricultural leadership option within the Agricultural Education major.

Goal 2: Evaluate and redesign individual undergraduate course offerings, based on:

- assessment of student and employer needs;

- integration of leadership, education, communication/journalism, with appropriate faculty collaboration and adjunct faculty utilization;
- relevance and currency of courses and course content and objectives;
- relationships between and among courses and potential for Integrated/Essential Studies designation; and
- identification of courses appropriate for delivery via distance education.

Rationale: We need to maintain continuous review of course offerings based upon on-going departmental assessment plans to continue to develop employable graduates. Assessment will include surveying students, graduates, and employers to provide feedback needed to accomplish such review.

Goal 3: Assess the current minors within the department to ensure on-going relevancy.

Rationale: Through the use of focus groups and surveys, state educators and agribusiness leaders indicated a strong need for both environmental education and environmental communication, and leadership and communication, which has led to the development of three minors within the department. The department's undergraduate curriculum committee is responsible for evaluating the minors. Current plans include the full approval of an extension education minor to be offered from the department.

Goal 4: Re-evaluate current collaborative linkages and pursue additional partnerships with other educational institutions from across the state (e.g., state and community college systems).

Rationale: Technical competence continues to be an increasing concern of our undergraduate program in agricultural education. More and more, students arrive at the university lacking a technical agricultural knowledge base. The department continues to work extensively with the community college and state college systems to ensure undergraduate students have the ability to effectively teach agricultural courses in secondary education. Included within this discussion is the continued development and expansion of 2+2 programs and articulation agreements, with state colleges and community colleges moving to a transportable transcript for undergraduate students.

Goal 5: Provide opportunities in undergraduate courses for students to learn and use new communication and educational technologies.

Rationale: The use of information technology is becoming widespread in schools, government agencies and businesses. Faculty have incorporated such technologies in their teaching and continue to assist students in the practical application of such technologies within their career fields (i.e., web-based delivery systems [Blackboard], presentation packages [PowerPoint], two-way audio/video [Polycom], and e-mail communication between faculty and students).

Goal 6: Market the undergraduate majors and minors by:

- distributing brochures to campus departments, high school counselors and agricultural teachers, interested students, and general studies students.
- attending regional, state, and campus trade shows.
- interactive workshops.

Rationale: The department offers competitive programs in agricultural education, agricultural journalism and related areas of environmental education, environmental communication, and leadership and communication. Students, parents, teachers and faculty need to be aware of features and benefits of each program.

Goal 7: Annually re-assess the department's Recruiting, Retention and Placement Action Plan.

- The following goals are in place:
 - recruit 20 students annually [10 traditional freshman and 10 transfer]
 - maintain retention rate of 90%
- Maintain the undergraduate recruiting intern to facilitate the recruiting plan.
- Continue the Advisor Advantage Night.
- Distribute the Advising Handbook to undergraduates.

Rationale: Agricultural education and agricultural journalism graduates are in great demand. Currently, the supply of graduates is not meeting the demand. Annually, Nebraska secondary schools will hire 12-15 first-year teachers. In the past, there have not been enough graduates to meet this demand and some positions are filled through out-of-state graduates, provisional hires or remain vacant.

Goal 8: Encourage undergraduates to participate in diversity and international programs through:

- student teachers completion of 40 hours of diversity training at Girls and Boys Town
- participation in the Resident’s Artists Diversity Program
- formalization of diversity education in and outside the classroom
- facilitation of AGRI 310, International Ag Study Tour for the Nebraska State FFA Officers
- nomination of two students annually to participate in the Pennsylvania State University/Moscow State Agroengineering University program

Rationale: Students can be guaranteed that they will be involved in a diverse workforce. A majority of the agricultural education and agricultural journalism students are from a rural agricultural setting. To assist in the transition from rural to urban, and from a local to an international perspective, students need experiences with diverse cultures and ethnicity, international experiences, ESL, global agricultural issues, etc.

BASIC PROGRAMS AND CURRICULUM DATA

Five-year program data for AgLEC appear below and on the next four pages.

Course Number	1996-1997				2000-2001			
	# of Sections	Regis-trations	Average Class Size	Student Credit Hours	# of Sections	Regis-trations	Average Class Size	Student Credit Hours
102	12	274	23	822	10	261	26	783
102C	1	2	2	6	1	3	3	9
134	1	23	23	46	1	29	29	58
189H	–	–	–	–	1	16	16	48
200	9	197	22	591	–	–	–	–
202	2	37	19	111	2	39	20	117
Subtotal	25	533	21	1,576	15	348	23	1,015
300	5	113	23	339	–	–	–	–
302	–	–	–	–	1	24	24	72
305	–	–	–	–	1	14	14	42
308	–	–	–	–	1	9	9	27
388	1	27	27	81	–	19	19	57
Subtotal								
405	1	11	11	33	–	–	–	–
406	1	16	16	48	–	–	–	–

Table 5.2 Number of Course Sections, Registrations, Average Class Size, and Student Credit Hours, Fall Semesters 1996-1997 and 2000-2001

Course Number	1996-1997				2000-2001			
	# of Sections	Registrations	Average Class Size	Student Credit Hours	# of Sections	Registrations	Average Class Size	Student Credit Hours
413	1	11	11	11	–	–	–	–
414	–	–	–	–	1	4	4	12
494	1	16	16	16	2	3	2	3
Subtotal	10	194	19	528	7	73	10	213
Ind Study								
331	1	4	4	12	–	–	–	–
331B	1	6	6	16	1	3	3	6
331E	1	21	21	68	1	25	25	75
337	1	36	36	105	1	30	30	90
399	1	3	3	7	–	–	–	–
431	2	14	14	93	1	6	6	72
495	–	–	–	–	–	–	–	–
496	1	1	1	1	3	–	–	–
499H	–	–	–	–	1	2	2	6
Subtotal	8	85	11	304	6	69	12	262
TOTAL	43	812	17	2,408	28	490	15	1,490

Please note: Data for Table 5.2, comparing course enrollments in 1996-1997 and 2000-2001, were provided by the Office of Institutional Research and Planning and pertain to courses offered in the **Fall semesters only**. Some courses are not listed in this table because they were not offered in the Fall semesters of those years. The technical writing courses of ALEC 200 and 300 were moved to the College of Journalism and Mass Communication in 1998-1999. Therefore, the totals are less in all categories between 1996-1997 and 2000-2001. ALEC 302 (Dynamics of Effective Leadership in Organizations) was first offered in the Spring semester of 1996-1997; since then, one section of the course has been offered in both Fall and Spring semesters.

Source: Office of Institutional Research and Planning

Table 5.3 Number of Class Registrations, Student Credit Hours, and Student Contact Hours by Level, Fall Semesters 1998-1999 and 2002-2003

Year	Total			Lower Level			Upper Level		
	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours
1998-1999	804	2,419	2,420	498	1,469	1,469	306	950	951
1999-2000	539	1,665	1,665	363	1,074	1,064	176	591	591
2000-2001	490	1,490	1,477	348	1,015	948	142	475	493
2001-2002	421	1,278	1,350	295	850	855	126	428	495
2002-2003	350	1,031	1,019	204	589	592	146	442	427
% change 1998-1999 to 2002-2003	(56.5)	(57.4)	(57.9)	(59.0)	(59.9)	(59.7)	(52.3)	(53.5)	(55.1)
% change 2001-2002 to 2002-2003	(16.9)	(19.3)	(24.5)	(30.8)	(30.7)	(30.8)	15.9	3.3	(13.7)

Source: Office of Institutional Research and Planning

Table 5.4a Student Credit Hours Per FTE Instructional Faculty by Level (Graduate Assistants Excluded), Fall Semesters 1996-1997 to 1999-2000

Year	Total			Lower Level			Upper Level		
	FTE Instr. Faculty	SCH	SCH/FTE	FTE Instr. Faculty	SCH	SCH/FTE	FTE Instr. Faculty	SCH	SCH/FTE
1996-1997	12.48	2,293	183.7	6.63	1,429	215.5	4.91	749	152.5
1997-1998	12.21	2,311	189.3	6.86	1,505	219.4	3.96	685	173
1998-1999	8.52	1,460	171.4	3.66	842	230.1	3.20	519	162.2
1999-2000	8.66	1,485	171.5	4.32	816	188.9	2.74	478	174.5
% change 1996-1997 to 1999- 2000	(31)	(35)	(6.6)	(34.8)	(42.9)	(12.3)	(44.2)	(36.2)	14.4
% change 1998-1999 to 1999- 2000	1.6	1.7	.05	18	(3.08)	(17.9)	(14.4)	(7.9)	7.5

Note: FTE and Student Credit Hours for this table were calculated using only course sections taught by faculty in this department. Course sections taught by faculty in this department are included, regardless of what department the course section is offered in. Conversely, course sections offered by this department, but taught by faculty from another department, are not included. Due to the new accounting system of SAP, HR data was not available after 1999-2000.

Source: Office of Institutional Research and Planning

Table 5.4b Student Credit Hours Per FTE Instructional Faculty by Level, Fall Semesters 1996-1997 to 1999-2000

Year	Total			Lower Level			Upper Level		
	FTE Instr. Faculty	SCH	SCH/FTE	FTE Instr. Faculty	SCH	SCH/FTE	FTE Instr. Faculty	SCH	SCH/FTE
1996-1997	12.48	2,293	183.7	6.63	1,429	215.5	4.91	749	152.5
1997-1998	12.21	2,311	189.3	6.86	1,505	219.4	3.96	685	173
1998-1999	9.02	1,640	181.8	4.09	998	244	3.27	543	166.1
1999-2000	9.14	1,650	180.5	4.75	963	202.7	2.79	496	177.8
% change from 1996-1997 to 1999-2000	(26.8)	(28)	(1.7)	(28.4)	(32.6)	(5.9)	(43.2)	(33.8)	16.6
% change from 1998-1999 to 1999-2000	1.3	.61	(.7)	16.1	(3.5)	(16.9)	(14.6)	(8.7)	7

Note: FTE and Student Credit Hours for this table were calculated using only course sections taught by faculty in this department. Course sections taught by faculty in this department are included, regardless of what department the course section is offered in. Conversely, course sections offered by this department, but taught by faculty from another department, are not included. Due to the new accounting system of SAP, HR data was not available after 1999-2000.

Source: Office of Institutional Research and Planning

Table 5.5 Student Credit Hours by Course Level, Fall Semesters 1996-1997 through 2002-2003

Course Level					
Year	100	200	300	400	Total
1996-1997	943	486	543	206	2178
1997-1998	923	582	605	80	2190
1998-1999	863	135	344	199	1541
1999-2000	843	120	328	168	1459
2000-2001	625	201	298	104	1228
2001-2002	525	120	322	104	1071
2002-2003*	325	93	342	102	862

Note: Credit is assigned according to the home department of the instructional staff who teach the courses.
*Fall 2002-2003 is not yet finalized.

Source: Office of Institutional Research and Planning

Table 5.6 Number of Bachelor's Degrees Awarded, 1996-1997 through 2000-2001			
Year	Bachelor's Degree in Agricultural Education	Bachelor's Degree in Agricultural Journalism	Total
1996-1997	19	0	19
1997-1998	6	5	11
1998-1999	14	2	16
1999-2000	26	3	29
2000-2001	21	2	23
% change, 1996-1997 to 2000-2001	10.5	–	10.5
% change, 1999-2000 to 2000-2001	(19.2)	(33.3)	(52.5)
Note: Degrees are for each year starting July 1 and ending June 30. Source: Office of Institutional Research and Planning.			

FACULTY RESPONSIBILITIES AND INTERRELATIONSHIPS WITH OTHER UNITS

Current teaching assignments of the AgLEC faculty are listed in Table 5.7 below. As the table indicates, faculty at all levels, from contract part-time to tenured full professors, contribute to undergraduate teaching in AgLEC.

Table 5.7 Current Undergraduate Teaching Responsibilities of AgLEC Faculty		
Course Number	Course Title	Instructor(s) Who Teach the Course
102	Interpersonal Skills for Leadership (3 cr.)	Schauer, Goertzen, Carpenter, Gomez
134	Introduction to Agricultural Education (2 cr.)	Moody
135	Early Field Experience in Agricultural Education (1 cr.)	Moody
189H	University Honors Seminar	Parsons
202	Leadership Development in Small Groups and Teams (3 cr.)	Barrett,
233	Extension Education (2 cr.)	Baack
234	Planning Leadership and Experience Programs (3 cr.)	Moody
237	Introduction to Human Relations in Education (cross listed as Educational Psychology 237) (2 cr.)	Baack
302	Dynamics of Effective Leadership in Organizations (3 cr.)	Barbuto, Barrett
305	Presentation Strategies for Agricultural Audiences (3 cr.)	Bell, Moody
308	Laboratory Instruction and Management (3 cr.)	Husmann
331	Supervised Field Experiences (2-5 cr.)	Various
337	Instructional Internship in Leadership Development (1-3 cr.)	Various

Table 5.7 Current Undergraduate Teaching Responsibilities of AgLEC Faculty		
Course Number	Course Title	Instructor(s) Who Teach the Course
388	Ethics in Agriculture and Natural Resources (cross-listed as Agricultural Economics 388) (3 cr.)	Parsons(team teaching with B. Johnson, Ag Econ)
395H	Leadership for the 21 st Century	Parsons
397	Special Topics (1-3 cr.)	Various
399	Independent Study in Communications (1-3 cr.)	Various
405	Methods of Instruction for Secondary Agri-Science Education (3 cr.)	Husmann
405L	Methods Laboratory Education (1 cr.)	Husmann
410	Environmental Leadership: A Historical and Ethical Perspective (3 cr.)	Parsons
412	Multimedia Applications for Education and Training (3 cr.)	King
413	Program Development (3 cr.)	Bell
414	Classic Figures in Leadership (3 cr.)	Parsons
431	Student Teaching (3-12 cr.)	Bell
433	Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr.)	Fairchild
480	The Dynamics of Agricultural Journalism (3 cr.)	Stubbendieck
494	Undergraduate Seminar in Agricultural Education (1-3 cr.)	Bell
495	Internship in Leadership Education	Fritz
496	Independent Study in Agricultural Education (1-9 cr.)	Various
499H	Honors Thesis (3-6 cr.)	Various

AgLEC depends upon close inter-relationships with other departments, both within CASNR and university-wide. Students obtain their degrees in Agricultural Sciences, which requires them to complete a program of agricultural preparation, whether in the teaching or agricultural leadership option of the Agricultural Education major, or in the Agricultural Journalism major.

AgLEC faculty members attempt to maintain close working relationships with other CASNR faculty by participating in many college committees, such as the College Curriculum Committee, the Dean's Advisory Council, and the Teaching Community. Additionally, we depend upon other colleges offering the general education courses necessary for students to complete the general studies portion of their major and on the Teachers College for specific teacher preparation coursework. Two faculty members hold appointments on Teachers College committees and the department head regularly participates in administrative meetings with the dean of Teachers College.

The agricultural journalism program necessitates close ties with the College of Journalism and Mass Communication.

STUDENTS

Table 5.8 describes Agricultural Education and Agricultural Journalism majors by age, gender and enrollment status. Data reflect fall enrollments for 2001-2002. Enrollment in the Agricultural Education major increased by 46% from

1995-1996 to 2001-2002, from 44 to 64. Enrollment in the Agricultural Journalism major decreased by 30% from 1995-1996 to 2001-2002, from 17 to 10. Tables 5.9a and b provide additional information on majors in the department.

Table 5.8 Undergraduate Majors by Gender, Age and Enrollment Status (Full or Part-time), Fall Semester 2001-2002			
Agricultural Education		Agricultural Journalism	
Category	Number	Category	Number
Age:		Age:	
<18	1		
18-19	15	18-19	3
20-21	34	20-21	6
22-24	14	22-24	1
25-29	0	25-29	
over 30	0	over 30	
Gender:		Gender:	
Male	28	Male	2
Female	36	Female	8
Status:		Status:	
Full-time	64	Full-time	10
Part-time	0	Part-time	–

Source: Office of Institutional Research and Planning.

Table 5.9a Majors in Agricultural Education, Fall Semesters 1997-1998 and 2001-2002																
Student Level	Alien		Black		American Indian		Asian		Hispanic		White**		Total		Total	% Change in Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1997-1998					1	1				2	31	21	32	24	56	
2001-2002									1	28	35	28	36	64	14%	

Summary

% of undergraduates that are minorities in 1997-1998: 7%

% of undergraduates that are non-resident aliens in 1997-1998: 0%

% of undergraduates that are minorities in 2001-2002: 2%

% of undergraduates that are non-resident aliens in 2001-2002: 0%

**Students with an unknown racial category were included in “White.”

Note: Majors included are Agricultural Education

Table 5.9b Majors in Agricultural Journalism, Fall Semesters 1997-1998 and 2001-2002																
Student Level	Alien		Black		American Indian		Asian		Hispanic		White**		Total		Total	% Change in Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1997-1998											4	11	4	11	15	
2001-2002											2	2	2	8	10	-33%
<p>Summary</p> <p>% of undergraduates that are minorities in 1997-1998: 0%</p> <p>% of undergraduates that are non-resident aliens in 1997-1998: 0%</p> <p>% of undergraduates that are minorities in 2001-2002: 0%</p> <p>% of undergraduates that are non-resident aliens in 2001-2002: 0%</p> <p>**Students with an unknown racial category were included in "White."</p> <p>Note: Majors included are Agricultural Journalism.</p>																

Records show that an increasing number of our majors are transferring from community colleges. The agricultural experience of many of our students – in both quality and quantity – is more limited than that of students in past years. Many lack actual production experience, and the experience they do have is less diversified. Agribusiness experience often does not include decision-making opportunities. All students are strongly encouraged to participate in summer intern programs to obtain first-hand agricultural experience and increase their employability.

Although the department cooperates with the CASNR program of minority recruitment, few minority students are enrolled in either of our majors. No minority students are currently enrolled in the Agricultural Journalism major; as of Fall 2001, there was one Hispanic student enrolled in the Agricultural Education major. The department faculty and students participate in school visits and student organizations (Agricultural Communicators of Tomorrow, Agricultural Education Club and the University of Nebraska FFA Alumni) and leadership programs, which frequently include recruitment displays. No special recruitment programs or scholarships are directed at minorities.

CURRICULAR CHANGES

Agricultural Education Major (Teaching Option)

In response to Nebraska Department of Education revised endorsement rules for agricultural education, significant changes in the technical components of the major were implemented in the 2001-2002 undergraduate bulletin. Total credit hours of technical preparation increased to 36 with 24 being required at or above the 200 level of which nine must be at or above the 300 level. Technical course selection must be representative of four different CASNR departments or program areas. The categorization of technical content was switched from subject area to the general issue areas of: 3 cr., research and applied technology; 3 cr., policy; 9 cr., management; 6 cr., production; 6 cr., natural resources; 6 cr., mechanized systems; and 3 cr., food system.

In addition to modification of the option program requirements, the following program management items have been accomplished.

- Creation and approval of transfer agreements with the Nebraska College of Technical Agriculture, Northeast Community College, and Chadron State College

- Facilitation of “active” mechanized systems instruction through Southeast Community College-Lincoln as official UNL courses
- Continued training of practitioners as supervisors of student teaching field experiences
- Through formal research provide the basis for creation of a combination industrial technology-agricultural education endorsement program
- Provide laboratory management instruction (ALEC 308) for both agricultural education and industrial technology teaching option students
- As a requirement of the professional seminar (ALEC 494) and the student teaching field experience (ALEC 431), require all graduating students to develop an interview portfolio
- Created program requirements for an agricultural education teaching endorsement in horticulture
- Initiated a grant writing requirement as a program planning (ALEC 413) course expectation
- Created an assessment model to measure the progress and competency attainment of students in the program

Agricultural Education Major (Agricultural Leadership Option)

Following focus group interviews with alumni, employers, AgLEC Advisory Committee members, and employers, the Agricultural Education Non-Teaching Option was renamed the Agricultural Education, Agricultural Leadership Option. The option requirements were changed to reflect more leadership and technology courses, and a 12 or 18-hour minor in CASNR.

Agricultural Education Major (Agricultural Leadership Option)

In the Fall of 1999, department faculty studied the marketing opportunities of renaming the agricultural education non-teaching option. Graduates of the non-teaching option were telephone interviewed on their perception of employability and marketing the option. Undergraduates pursuing the non-teaching option were also involved in a focus group discussion. Everyone agreed that “non-teaching” was a misnomer and described everything that they were not doing. Agricultural leadership was the consensus. The groups also recommended that the option be changed to a major. Therefore, an Agricultural Leadership major proposal was drafted and forwarded to the CASNR Curriculum Committee. It was withdrawn from consideration in 2000. In its place was the proposal to rename the “non-teaching” agricultural education option to Agricultural Leadership, which was approved in the Fall of 2000. Other revisions of the option, in addition to the name change, included:

- Increasing technical expertise by requiring a 12 or 18 credit hour minor in CASNR other than the minors of agribusiness, agricultural economics, or leadership and communication.
- Increasing the leadership and communication requirements by six hours, with the addition of ALEC 388 (Ethics in Agricultural and Natural Resources) and ALEC 412 (Multimedia Applications). Students have the option of taking a minimum of six more leadership hours through free electives.
- Increasing the rigor of the capstone course by requiring a supervised internship. Students will be supervised by an AgLEC faculty member.
- Decrease the agricultural economics and marketing coursework by five hours.

Agricultural Journalism Major

Members of the department spent two years studying the agricultural journalism program. A committee was formed with members representing faculty, professionals and administration. Professionals on the committee included earlier and recent graduates in advertising, broadcasting, and news-editorial. They provided insight on how the major might be modified to address emerging specializations within the general field of agricultural journalism.

In addition to creating a new Agricultural Journalism major while retaining the three sequences in Advertising, Broadcasting and News-Editorial, the following changes were made in the curriculum:

- Revised the major to give students a well-rounded background in science and leadership.
- Required majors to complete ALEC 134, Agricultural Education, Journalism and Leadership Careers and ALEC 135, Early Field Experiences in Agricultural Leadership, Education and Communication (shadowing experience).
- Established agricultural core requirements to give majors an introduction to the key areas a professional journalist should know, including leadership skills.
- Created three options from which majors could select, depending on their career objectives: (1) agricultural and natural resources policy, (2) production agriculture, and (3) agricultural and natural resources public relations.
- Changed the capstone course from ALEC 380 to ALEC 480, Dynamics of Agricultural Journalism, and made the course requirements more rigorous.
- Established a graded, paid internship program supervised by an AgLEC faculty member for all majors, preferably during the summer following the junior year.

Table 5.10 summarizes program and course changes in the undergraduate curriculum that have been made since the previous comprehensive review.

Table 5.10 Program and Course Changes in the Undergraduate Curriculum Since 1996			
Course	Description	CASNR Approved	University Approved
Leadership and Communication Minor	Change in requirements	11/16/01	
Environmental Communication Minor	Proposal for a new minor	1/7/00	
Environmental Education Minor	New minor	5/18/01	
Cooperative Extension Minor	New undergraduate minor	4/26/01 (provisional)	
Ag Journalism Major	Change name of major and modification in curriculum	Denied	
	Revision of agricultural journalism major	2/18/00	
	Modification in curriculum	3/15/00	
	Modify Public Relations Option: change in courses	12/21/01	
Agricultural Education Major	Change of degree program from Agricultural Education to Leadership Education	5/22/97	5/10/99, proposal withdrew
	New Major: Agricultural Leadership Major	Withdrawn (2000)	

	Revise and renew the Non-teaching option to Agricultural Leadership Option	11/17/00	
ALEC 102	Change title and description (Interpersonal Skills for Leadership)	12/15/95	3/8/96, title
	Integrative studies course proposal	10/11/96	2/13/97
ALEC 134. Introduction to Agricultural Education	Change in title and description	4/21/00	8/25/00
ALEC 134L. Early Field Experience in Agricultural Education	Change in title and description	5/26/00	8/25/00
ALEC 189H. Honors Seminar	New course proposal	4/24/98	9/17/98
ALEC 200. Technical Communications I	Integrative studies	11/17/95	3/28/96
	Crosslist with College of Journalism	12/12/97	3/18/98
	Delete ALEC 200 crosslisting	4/23/99	8/26/99
ALEC 202. Leadership Development for Agriculture	Integrative studies proposal plus revision	2/3/95	10/11/95
	Change title to: Leadership Development in Small Groups and Teams	12/15/96	9/23/96
ALEC 294. Planning Leadership and Experience Programs	Change credit hours, description, prerequisites, and course number	11/22/96	1/13/97
ALEC 300. Technical Communication II	Integrative studies proposal	11/17/95	3/28/96
	Crosslist with College of Journalism	12/12/967	3/18/98
	Delete ALEC 300 crosslisting	4/23/99	8/26/99
ALEC 302. Dynamics of Effective Leadership in Ag Organizations	Integrative studies proposal	2/3/95	11/8/95
	Change title and description (Effective Leadership in Organizations)	12/15/95	9/23/96
ALEC 305. Presentation Strategies for Ag Audiences	Change in description, credit hours, and prerequisites	4/5/96	9/23/96
ALEC 337. Instructional Intern for Leadership Development	New course	2/3/95	3/28/95
ALEC 302. Effective Leadership in Organizations	Change in minor program	2/14/97	
ALEC 380. Dynamics of Agricultural Journalism	Change in title, description and number	2/18/00	5/14/00
ALEC 388. Ethics in Agriculture and Natural Resources			11/11/96
ALEC 397. Special Topics	New course	5/19/99	8/26/99
ALEC 405. Methods of Instruction for Secondary AgriScience Education	Integrative studies proposal	9/12/97	11/12/97
ALEC 405L. Methods of Instruction Laboratory	New course	5/8/96	9/23/96

ALEC 406. Adult Education in Agriculture	Delete course	8/30/96	11/11/96
ALEC 410/810. Environmental Leadership: A Historical and Ethical Perspective	New course with IS/ES	5/19/99	8/26/99
	Crosslist with NRES 413/813	3/17/00	8/25/00
ALEC 412/812. Instructional Materials in Occupational Education	Change title, description and credit hours	4/5/96	9/16/97
ALEC 413. Program Development	Change description, credit hours, and description	8/30/96	11/11/96
ALEC 414. Classic Figures in Leadership	New course with IS/ES	8/20/99	1/20/00
ALEC 431. Career Experiences in Ag	Change description, credit hours and prerequisites	8/30/96	
ALEC 432(495). Internship	New course	5/20/98	9/17/98
	Capstone course	5/20/98	
	Change in description	8/24/01	10/18/01
ALEC 480. Dynamics of Agricultural Journalism	Integrative studies proposal and capstone course	2/18/00	
ALEC 494. Seminar in Leadership	Change in minor program	2/14/97	
ALEC 496/896. Independent Study in Leadership Education	Change course title	1/16/98	3/18/98

PROGRAM DEVELOPMENT

Areas in Which the Program Excels

- **Formal Assessment Plans.** Annual program assessment plans (Faculty Advisory Council revises and approves) have been developed and approved for all three undergraduate programs: Agricultural Education – Teaching Option, Agricultural Education – Agricultural Leadership Option; and Agricultural Journalism. Examples of the assessment plans can be found in the appendix (Section 9).
- **Emphasis on Integrative Studies Coursework.** Seven AgLEEC undergraduate courses maintain integrative studies status within the UNL Comprehensive Education program. Integrative study courses must provide special emphasis on: written and oral communication, critical thinking, diversity.
- **Program Articulation.** Three transfer programs for the Agricultural Education teaching option have been either initiated or established with the Nebraska College of Technical Agriculture, Curtis, NE; Northeast Community College, Norfolk, NE; and Chadron State College, Chadron, NE.
- **Partnerships.** Collaboration activities benefitting CASNR and AgLEEC undergraduates have been initiated with: UNL Teachers College, biology and industrial technology endorsement programs; UNL Journalism College, enhanced recognition and access of AgLEEC undergraduates to journalism coursework; CASNR

Animal Science/AgLEC leadership development pilot program; and development of environmental communications and environmental education minors with the CASNR School of Natural Resources.

- **Retention.** The retention rate of AgLEC undergraduate students is 80% +. This compares to a UNL average of 46% and a CASNR average of 75%. This retention can be attributed to student instructor rapport within courses, student advisor rapport within the advising environment, and dedication to program relevancy.
- **Teaching Faculty Honors.** In the past seven years, seven of the AgLEC teaching faculty have been formally recognized for their teaching expertise within the university community:
 - National NACTA Teaching Fellows (four faculty)
 - Charter member of the UNL Distinguished Teaching Academy
 - CASNR Distinguished Teaching Award
 - L.K. Crowe Outstanding Advisor Award
 - Holling Family Award for Teaching Excellence (two senior faculty, three junior faculty, one graduate teaching assistant)
 - CASNR NACTA Distinguished Teaching Award of Merit
 - UNL Teaching and Learning/Parents Assn. Teaching Award (three faculty)
- **Undergraduate Organizations.** The undergraduate chapter of Agricultural Communicators of Tomorrow hosted their regional conference in 2001. The Ag Ed Club conducts an active program of activities annually, and the UNL FFA Alumni Chapter is advised by an AgLEC faculty member.
- **Honors Program.** Ten undergraduates have completed and published their Honors Thesis. One undergraduate student has been a recipient of the National Association of Agricultural Educators Scholarship.
- **Internship for Leadership Development.** The leadership internship program has experienced consistent growth of student participation and completion. The academic year 2000-2001 enrollment/completion was seven, and the projected number for 2001/2002 is 12. Internships are completed throughout the United States. The internship program includes a faculty visit and consultation.
- **Recruiting.** Establishment of a student assistantship to coordinate undergraduate recruitment activities in all majors and options. This has established a data bank of prospective students, and the creation of an undergraduate handbook.
- **Service Learning.** The Interpersonal Skills course, ALEC 102, is a cornerstone requirement of the student learning community program ACE (Achievement and Commitment to Excellence), the leading learning community in the university, offered through the Burr/Fedde living units on East Campus.
- **Grant Writing.** Grant activity related to undergraduate instruction and experiences have exceeded \$500,000. Approved grant proposals have allowed wider student exposure to leadership development, and teaching-option students the opportunity to engage with the Mead Magnet High School program. 2002-2003 teaching candidates assisted in the writing and editing of a ten-module, online plant science course for the Magnet program.
- **Multimedia Capabilities.** 100% of the teaching faculty are experienced and competent with electronic teaching methods. Each faculty member is experienced with at least one form of distance delivery. Preparation of undergraduates to engage in the delivery of instruction via distance technology has been integrated into ALEC 305 and 412 coursework.
- **Diversity.** The gender presence of the AgLEC teaching faculty mirrors CASNR undergraduate student proportions: approximately 40% female and 60% male. Whereas the undergraduate gender mix is reverse of the College with 56% female and 44% male.

- **International Experiences.** More students are participating in study abroad programs. Within the past two years, eight students have completed programs in duration from two weeks to a sixteen week semester.

Areas Requiring Improvement

- **Undergraduate Student's Technical Competence.** Due to the general lack of agricultural experience of current undergraduates, the teaching option needs to include "hands-on" agriculture production coursework (6 hrs.). To facilitate the student competency assessment, an incoming student portfolio, based on NDE endorsement requirements for agricultural education, should become a requirement for student admission to any AgLEC major/option.
- **Career and Technical Education.** In the last five years, the vocational education program offering in Teachers College has been dissolved, and remaining coursework has been dispersed to other non-vocational units. This has impeded the establishment of the industrial technology/agriculture endorsement program. It has also increased the enrollment and section requirements for the laboratory management program (ALEC 308).
- **Faculty Presence.** There is an insufficient number of undergraduate faculty to most effectively deliver leadership, journalism, and teaching coursework.

There is *no* tenured full-time faculty member to administer the agricultural journalism program. Currently, undergraduates are being advised by emeriti faculty, Dr. Dick Fleming, and adjunct faculty are teaching the major capstone course.

The leadership faculty is heavily involved with the graduate portion of the leadership program, and, therefore, has limited availability to undergraduate teaching. Adjunct faculty have been hired to deliver ALEC 202 sections. One leadership faculty member is assigned to the internship supervision. This academic year will require that member to supervise 12 internships.

The two FTE's devoted to the teacher education program carry 65% and 75% teaching appointments. The positions carry 7 to 11 hours of instructional assignments each semester. The assignments limit the opportunity for development of graduate-level coursework in teacher education.

- **Program Growth.** The department's undergraduate programs are dynamic in nature. To continue to provide the programming and coursework necessary to meet the needs of graduates, several issues need to be addressed.

The preceding discussion on leadership faculty teaching did not address the lack of presence in the entry level leadership course, ALEC 102. This course is strictly taught by adjunct faculty and graduate teaching assistants. To maximize student benefit, and maintain quality control, a strong leadership faculty presence is clearly needed.

The internship program should be structured similarly to the student teaching program allowing for a cohesive cohort of students to develop. The department should consider making ALEC 202 and 302 prerequisites to ALEC 495, Internship in Leadership Development.

- **Facility Limitations.** There is a critical facility deficit for AgLEC. This begins with classroom space and becomes less critical for office and storage. There is only one classroom available in the building where the unit is housed. This is of particular concern since all coursework is performance related, as well as requiring the use of instructional technology. Core courses (ALEC 102, 305, 405) all require "break-out" classrooms for student performance. Valuable instruction time is lost in the transfer of students and equipment between buildings on the campus. A basic course facility deficit exists in the case of ALEC 308, laboratory management. We have no model facility for such purpose. Currently, instruction is offered in "make-shift" circumstances in the Biological Systems Management laboratory facilities. This hampers the quality of instruction, student performance, and flexibility of scheduling.

SECTION 6: GRADUATE ACADEMIC PROGRAMS

INTRODUCTION

Graduate education in the Department of Agricultural Leadership, Education and Communication has seen many positive and substantive developments over the past five years (1996-2002). The department has seen a growth in new course developments, old course revisions, and curriculum changes that have improved our offerings. The result has been a growth in our number of students majoring in Leadership Education, increased student enrollment at the Masters level, and expanded areas of emphasis/specialization for students to pursue.

Since our last review, significant developments and upgrades have occurred in the graduate program.

- Masters candidates are now capable of taking their entire program via distance delivery if they so desire.
- The Ph.D./Ed.D. program has experienced dramatic enrollment increases (from 0 to 1999 to 2 in 2000 to 6 in 2001 to 20 in 2002).
- AgLEC now offers a specialization in Leadership Studies through the doctoral program in Community and Human Resources (CHR). This will be duly reflected as part of the degree.

Additional accomplishments that can be claimed since the last review include:

- Seven new graduate leadership courses have been added to the M.S. curriculum and eight new distance delivery courses have been made available – with additional expansions being projected.
- Nine AgLEC faculty have achieved graduate faculty fellow status and five are graduate members. This has significantly increased departmental advising capacity at both the M.S. and Ph.D./Ed.D. program levels.
- Excellence in teaching and advising and research has been significantly recognized and rewarded. The department has received, since 1998, four Holling Awards for Excellence in Teaching, one for Excellence in Research, and a Crowe Advisor award.

DEGREE STRUCTURE

In May 1996, graduate faculty in AgLEC voted to change the name of the Masters program to *Leadership Education*. At the time, the department offered a Master of Science degree in six areas of concentration: agricultural education, extension education, distance and outreach education (being developed), environmental communication (being developed), leadership and organizational development (being developed), postsecondary (college) teaching (minor). In 1997, these areas of concentrations were modified to the following: leadership and human resource development, teaching and learning, extension education, and distance education. In 1998, distance education was approved as a specialization within

the M.S. program. In 2001, *nutritional outreach* was approved as a specialization, teaching and extension was also approved as a specialization.

Tables 6.1 and 6.2 list graduate course offerings.

Table 6.1 Current AgLEC Graduate Course Offerings				
Number	Distance Delivery	Course Title	Cross-listing Dept.	Number of Times Offered in Two-year Period
801	Yes	Theoretical Foundations of Leadership		4
802	Yes	Developing Leadership Capacity in Organizations and Communities		2
804	Yes	Problems of Beginning Agriscience Teachers		2
805	Yes	Advanced Teaching Strategies		4
806	Yes	Introduction to Distance Education		4
807	No	Supervisory Leadership		2
810	No	Environmental Leadership: A Historical and Ethical Perspective	School of Natural Resource Sciences	2
812	No	Multimedia Applications for Education and Training	Nutrition Science and Dietetics	2
814	Yes	Classic Figures in Leadership		2
816	Yes	Management Strategies in Distance Education		2
826	No	Program Evaluation in Vocational and Adult Education and Training		2
832	Yes	Leading Agricultural Agencies and Organizations		1
833	Yes	Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences		1
845	Yes	Research in Leadership Education		2
890	No	Workshop Seminars		As needed
893	No	Technical Agricultural Workshops		As needed
896	No	Independent Study in Leadership Education		As needed
897	No	Special Topics		As needed

Number	Distance Delivery	Course Title	Cross-listing Dept.	Number of Times Offered in Two-year Period
899	No	Master Thesis		Continuous
901	No	Change in Rural America		2
903	No	Teacher Education in Agriscience		2
904	No	Seminar in Leadership Studies		4
905	No	Practicum in Postsecondary Teaching		4
906	Yes	Theoretical Foundations of Distance Education		2
908	No	Organization of the Agricultural Mechanics Program		Not offered
910	No	Leadership in Cross-cultural Systems		1
913	No	Program Development in Occupational Education		1
995	No	Doctoral Seminar		Continuous
996	No	Research Other Than Thesis		Continuous
999	No	Doctoral Dissertation		Continuous

Source: Graduate Bulletin 2000-2002 and departmental documentation

Course Number	Course Title
897	Special Topics
908	Organization of the Agricultural Mechanics Program

Source: Graduate Bulletin 2000-2002 and departmental documentation

PROGRAM GOALS AND RATIONALE

To meet the needs of a changing clientele, we must strengthen the graduate program and provide expanded opportunities for our faculty to teach and advise graduate students at both the masters and doctoral levels. Goals for the graduate program in AgLEC and rationale for these goals are listed below in priority of importance.

Goal 1. Solidify the content of the courses within the curriculum tracks for each specialization.

Rationale. Currently students may pursue any of four areas of specialization at the Masters level (leadership development, teaching and extension education, distance education, and nutritional outreach). There have been many changes within courses offered through the department. Changes involving course titles and course descriptions can be found in Table 6.15.

Goal 2. Strengthen faculty research and scholarly activities to enhance the graduate program.

Rationale. Course and programmatic development supported by research and scholarly activities will provide the faculty with greater professional opportunities at the graduate level. These opportunities will serve graduate faculty members as avenues for development toward graduate fellow status. A crucial component to strengthening and broadening our graduate program is resurgence of quality research activity and outside grant funding by our graduate faculty. Efforts will need to be made to continue to encourage faculty members to move from graduate member to graduate fellow status. To attain graduate college faculty fellow status, the traditional criterion of publication is the primary standard. Faculty members, therefore, need the opportunity to engage in substantial scholarly activity either through Agricultural Research Division appointments, advising graduate research or independent faculty research.

Goal 3. Build excellence in the graduate faculty by encouraging faculty development and rewarding activities leading to excellence in teaching and advising at the graduate level.

Rationale. This department has historically been a leader in instruction in CASNR and IANR, having thrice been UNL's nominee for the university system-wide Award for the Outstanding Teaching Department. Other departments have looked to us for guidance in the area of pedagogy as it reflects current theory and practice. We have developed evaluation systems that have served as models at other institutions for evaluating and encouraging good instruction through an adequate reward system. The models include looking at ways that provide a positive climate for innovative risk taking, peer review, and classroom research that results in teaching improvement and increased student learning. Recently, faculty voted to eliminate the peer evaluation system.

Goal 4. Explore, build, and strengthen interdisciplinary relationships with departments across UNL, especially those in Teachers College (including Curriculum and Instruction, and Educational Administration), with IANR units, and with other units, such as the Division of Continuing Studies.

Rationale. Given the economic realities of higher education in the 21st century, more efficient use of resources will be mandatory, and we will need to pay greater attention to interdisciplinary participation and collaboration. Efforts to explore and develop existing and potential opportunities for cooperation and non-duplication of offerings will be necessary. Further attention will be given to opportunities for cross-listing courses and developing new courses in collaboration with other units, especially for the distance education specialization.

Goal 5. Provide instruction in using new instructional technologies for course delivery.

Rationale. IANR and the university have made a commitment to distance education. This department has been identified to take a lead role in distance education implementation in IANR. Resources have followed that commitment and have resulted in two faculty members joining AgLEC whose primary responsibilities are in distance education course development, teaching, and research.

Goal 6. Offer an advanced degree program in a viable combination of on- and off-campus course work, evaluating and using the technologies of distance learning whenever feasible.

Rationale. Our graduate courses provide modeling and instruction in the use of technologies by our students and IANR faculty. The service delivery platform is changing to include expanded uses of new technologies and our faculty must adapt accordingly. These expanded uses result in faculty challenges in the area of facilities and technological update. Several graduate faculty members are offering courses via distance. These efforts have created the potential for off-campus students to complete an M.S. degree through distance education technologies. Faculty have developed rigorous research interests in distance education, including issues and concerns related to public policy and the leadership and administration of distance delivered courses and programs.

Goal 7. Design a selection protocol to admit graduate students whose goals are best met by our program offerings and the research interests of faculty.

Rationale. Enrollment in the graduate program of Leadership Education has exploded and is moving rapidly to capacity. The number of advisees directed by faculty continues to grow and with limited resources, the graduate committee in AgLEC needs to develop a system to limit admission to those students who have explicitly identified their goals and objectives of completing a graduate program within Leadership Studies.

Goal 8. Coordinate with the Graduate Studies Office a complete system of student academic services that will assist potential and enrolled students to successfully meet all their requirements.

Rationale. While individual graduate advising efforts are strong, a more systematic advising approach would serve to further strengthen the graduate program. This approach would integrate a variety of efforts to improve recruiting, tracking, networking, and retention. We believe it would ultimately lead to moving students through in cohort groups, both on and off campus. Programmatically, it would stabilize the graduate course enrollments and, from the student perspective, it would allow the development of a community of peers.

Goal 9. Identify and inform potential clients through a systematic and pro-active marketing of graduate courses and programs.

Rationale. Concerted efforts are being made to market the AgLEC graduate program. AgLEC has established a World Wide Web site (aglec.unl.edu) that allows potential graduate students to find information about the degree program, courses, and faculty. A review of documents that inform and guide graduate students and advisors resulted in a commitment by the graduate committee to update the graduate handbook and other program literature.

BASIC PROGRAMS AND CURRICULUM DATA

Current enrollment in the masters program is 67; the current number of advisees at the doctoral level is 24. The following tables summarize five-year data for AgLEC's graduate program. In some cases, data from the Office of Institutional Research and Planning reflect numbers for fall semesters only. Specific courses may not be listed because they are not offered in the fall.

Table 6.3 Number of Graduate Class Registrations, Student Credit Hours, and Student Contact Hours, Fall Semesters 1998-1999 to 2002-2003.			
Year	No. of Registrations	Student Credit Hours	Contact Hours
1998-1999	26	78	78
1999-2000	63	191	191
2000-2001	134	375	375
2001-2002	139	403	403
2002-2003	146	423	423
% change from 1998-1999 to 2002-2003	461.5	442.3	442.3
% change from 2001-2002 to 2002-2003	5.0	5.0	5.0
Class schedules reflect 6 th day of enrollment numbers which includes distance education. Sections with no registrations are not included. Source: Office of Institutional Research and Planning			

Table 6.4 Graduate Student Credit Hours per FTE Instructional Faculty by Level, Fall Semesters 1996-1997 to 1999-2000.			
Year	FTE Instr. Faculty	Student Credit Hours	SCH/FTE
1996-1997	0.94	115	122.3
1997-1998	1.39	121	87.1
1998-1999	1.66	99	59.6
1999-2000	160	191	119.4
Note: FTE and Student Credit Hours for this table were calculated using only course sections taught by faculty in this department. Course sections taught by faculty in this department are included, regardless of what department the course section is offered. Conversely, course sections offered by this department, but taught by faculty through another department, are not included. Source: Office of Institutional Research and Planning			

Table 6.5 Student Credit Hours by Course Level, Fall Semesters 1996-1997 through 2002-2003

Fall Semester	800 Level	900 Level	Total
1996-1997	57	58	115
1997-1998	109	12	121
1998-1999	72	27	99
1999-2000	182	9	191
2000-2001	356	40	396
2001-2002	397	33	430
2002-2003*	398	47	445

Please note: Data for Table 6.5, comparing course enrollments in 1996-1997 through 2002-2003, were provided by the Office of Institutional Research and Planning and pertain to courses offered in the **Fall semesters only**. Some courses are not listed in this table because they were not offered in the Fall semesters of those years. Credit is assigned according to the home department of the instructional staff who teach the courses. *Fall 2002-2003 is not yet finalized.

IRP Source: Profile Table 140. Source: Office of Institutional Research and Planning

Table 6.6 Number of Course Sections, Registrations, Average Class Size, Student Credit Hours, Fall Semesters 1996-1997 and 2000-2001

Course Number	Fall 1996-1997				Fall 2000-2001			
	# of Sections	Registrations	Average Class Size	Student Credit Hours	# of Sections	Registrations	Average Class Size	Student Credit Hours
801	--	--	--	--	1	24	24	72
805	1	15	15	45	1	8	8	24
806	--	--	--	--	1	48	48	144
807	--	--	--	--	1	16	16	48
814	--	--	--	--	1	8	8	24
816	--	--	--	--	1	8	8	24
901	1	5	5	15	--	--	--	--
904	--	--	--	--	1	13	13	13
896	1	2	2	6	1	1	1	3
899	1	1	1	3	1	2	2	5
905	1	1	1	3	1	2	2	6
996	--	--	--	--	1	3	3	9
999	1	2	2	7	1	1	1	3
Total:	6	26	26	79	12	134	134	375

Please note: Data for Table 6.6, comparing course enrollments in 1996-1997 through 2000-2001, were provided by the Office of Institutional Research and Planning and pertain to courses offered in the **Fall semesters only**. Some courses are not listed in this table because they were not offered in the Fall semesters of those years. Credit is assigned according to the home department of the instructional staff who teach the courses.

IRP Source: Profile Table 140. Source: Office of Institutional Research and Planning

Year	Number of degrees Leadership education
1996-1997	5*
1997-1998	1
1998-1999	4
1999-2000	6
2000-2001	8
% change from 1996-1997 to 2000-2001	300.0
% change from 1999-2000 to 2000-2001	33.3
*1996-1997 reflect three degrees awarded in Agricultural Education and two degrees awarded in Leadership Education. Note: Degrees are for each year starting July 1 and ending June 30. Source: Office of Institutional Research and Planning	

FACULTY RESPONSIBILITIES AND INTERRELATIONSHIPS WITH OTHER UNITS

Current teaching responsibilities of the AgLEEC graduate faculty are listed Table 6.8.

Course Number	Graduate Course Title	Faculty Member Who Teaches the Course
801	Theoretical Foundations of Leadership	Barbuto/Wheeler
802	Developing Leadership Capacity in Organizations and Communities	Barbuto/Wheeler
804	Problems of Beginning Agriscience Teachers	Husmann
805	Advanced Teaching Strategies	Bell
806	Introduction to Distance Education	King
807	Supervisory Leadership	Barrett
810	Environmental Leadership: A Historical and Ethical Perspective	Parsons
812	Multimedia Applications for Education and Training	King
814	Classic Figures in Leadership	Parsons
816	Management Strategies in Distance Education	King

Table 6.8 Teaching Responsibilities of AgLEC Graduate Faculty		
Course Number	Graduate Course Title	Faculty Member Who Teaches the Course
833	Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences	Fairchild
845	Research in Leadership Education	Husmann
890	Workshop Seminars	Staff
896	Independent Study in Leadership Education	Staff
899	Master Thesis	Staff
901	Leading Change in Rural America	Barrett
904	Seminar in Leadership Studies	Staff
905	Practicum in Postsecondary Teaching	Bell
906	Theoretical Foundations of Distance Education	King
996	Research Other Than Thesis	King
999	Doctoral Dissertation	Staff
Source: Office of Institutional Research and Planning		

The department is known for its interrelationships among units within the college and across colleges at the University of Nebraska-Lincoln. There continues to be an increasing number of students who desire our specializations and areas of emphasis within the graduate program. We anticipate the new specialization of the interdisciplinary Ph.D./Ed.D. from Community and Human Resources will not only increase cross-unit cooperation with traditionally affiliated units (Curriculum and Instruction, Educational Administration, and the Division of Continuing Studies) but also increase relationships with units with which our program was not previously associated.

Table 6.9 lists AgLEC graduate faculty with courtesy appointments in other departments or with joint appointments.

Table 6.9 AgLEC Graduate Faculty with Courtesy or Joint Appointments			
Name	Home Department	Courtesy Appointment Department/Unit	Joint Appointment Department/Unit
Jay Barbuto	AgLEC		
Leverne Barrett	AgLEC	Educational Administration	
Lloyd Bell	AgLEC		
Allen Blezek	AgLEC		Nebraska LEAD Program

Table 6.9 AgLEC Graduate Faculty with Courtesy or Joint Appointments

Name	Home Department	Courtesy Appointment Department/Unit	Joint Appointment Department/Unit
Arlen Etling	AgLEC		CASNR, International Affairs
Patricia Fairchild	AgLEC		4-H
Janet Fox	Southeast Research and Extension Center	AgLEC	
Susan Fritz	AgLEC		
Dann Husmann	AgLEC		
LaDeane Jha	Southeast Research and Extension	AgLEC	
James King	AgLEC		
Kathleen Lodl	4-H	AgLEC	
Gary Meers	Special Education and Communication	AgLEC	
Linda Moody	AgLEC		
Gwen Nugent	NETV	AgLEC	
Gerald Parsons	AgLEC	Great Plains Studies	
James Randall	AgLEC	Department of Broadcasting	CIT
Kay Rockwell	AgLEC		Educational Psychology
Dan Wheeler	AgLEC	Educational Administration	

Data obtained from current faculty personnel files.

STUDENTS

Tables 6.10, 6.11, 6.12, 6.13 and 6.14 provide more detailed information about our graduate students at both the M.S. and Ph.D./Ed.D. levels.

Table 6.10 1996-2002 Masters of Science and Ph.D./Ed.D. Graduates (most recent listed first)

Graduate Student	Degree	Year	Advisor	Occupation
MASTERS of SCIENCE:				
McCauley, Jason	MS	2002	King	Graduate August 2002

Table 6.10 1996-2002 Masters of Science and Ph.D./Ed.D. Graduates (most recent listed first)				
Graduate Student	Degree	Year	Advisor	Occupation
MASTERS of SCIENCE:				
Reimers, Jennifer	MS	2002	Barbuto	Continue toward Ph.D. degree
Simmons, Mark	MS	2002	Husmann	Extension Associate, Douglas/Sarpy Counties, NE
Burgert, Sarah	MS	2001	Barrett	Wisconsin Extension
Eich, Jennifer	MS	2001	King	Colorado Extension
Gambrell, Kem	MS	2001	Fritz	Staff Development Manager, Cedars Youth Services, Lincoln, NE
Gloystein, Jackie	MS	2001	Fritz	Assistant Director, Department of Lifelong Learning, Concordia University, Seward, NE
Hime, Sydney	MS	2001	King	Director, Office of Environmental Education, Missouri Department of Conservation, Jefferson City, MO
Hochstein, Jill	MS	2001	King	ETV – University of Nebraska
Hodges, Timothy	MS	2001	Barrett	Employed at Gallup
Spence, Sara	MS	2001	King	Williams Garden Center, Lincoln, NE
Stohs, Jill	MS	2001	Barbuto	Director of Leadership Development, Elon University, Elon, NC
Cummins-Brown, Lance	MS	2000	Barbuto	Extension Educator, Saunders County, NE
Hall, David Lynn	MS	2000	Fritz	Financial Advisor, Kansas City, MO
Karmazin, Deanna	MS	2000	Fritz	Extension Associate, Southeast Research and Extension Center, Lancaster County, NE
Nietfeldt, Alan	MS	2000	Fritz	Seeking position related to MS.
Stewart, Heather	MS	2000	King	Associate Director, Nebraska Bankers Assn.
Andelt, Shirley	MS	1999	Barrett	Corrections Counselor, Nebraska State Penitentiary
Burrow, Shawn	MS	1999	Fritz	Extension Educator, New Mexico Cooperative Extension
Hansen, Darla	MS	1999	Barbuto	Director of Organizational Development, First Free Evangelical Church, Lincoln, NE
Mlinek, Dara Lacy	MS	1999	King	Ph.D.
Palensky, Lori	MS	1999	Rockwell	Education Director, St. Elizabeth Regional Medical Center, Lincoln, NE

Table 6.10 1996-2002 Masters of Science and Ph.D./Ed.D. Graduates (most recent listed first)				
Graduate Student	Degree	Year	Advisor	Occupation
MASTERS of SCIENCE:				
Engiz, Ahmet	MS	1998	Fritz	Assistant Director, Seed Department, General Directorate for Ag Production and Development, Ankara, Turkey
Hofmann, Thomas	MS	1998	Barrett	Ag Teacher, Sutton, NE
Johnson, Zane	MS	1998	Fritz	Minnesota
Elston, Gary	MS	1997	Barrett	Self-employed, Commodity Broker, NE
Schauer, Jolene	MS	1997	Fritz/ Rockwell	Ph.D.
Folkers, Dean	MS	1996	Barrett	Assistant Director of Career and Technical Education, Nebraska
Square, Chanda	MS	1996	Barrett	Assistant Professor, Texas A&M
DOCTORAL:				
Schauer, Jolene	Ph.D.	2002	Fritz/ Rockwell	Graduated May 2002
Chanchaem, Nuanpachong	Ph.D.	2001	Rockwell	Higher education, job search in Bangkok, Thailand
Eggers, John	Ph.D.	2001	Barrett	Director of Training, National Center of Correction at Denver, Colorado
Jha, LaDeane	Ph.D.	2001	Rockwell	Southeast Research and Extension Center
Moody, Linda	Ph.D.	2001	Fritz	AgLEC faculty member
Cunningham, Sarah	Ph.D.	1999	Rockwell	Executive Director, Central Nebraska Area Health Education Center
Dierberger, Betsy	Ph.D.	1998	Fritz/ Barrett	County Ag and Natural Resource Agent, Livingston County Extension, Michigan
Cheraghali, Mark	Ph.D.	1997	Barrett	Leadership consultant
Jabati, Frank	Ph.D.	1997	Barrett	Assistant Professor, St. Paul Community College, Minnesota
Source: University SIS+ program, Registration and Records, and departmental files				

Table 6.11 Masters-level Graduate Students by Race, Full and Part-time Status, and Gender (as of Summer 2001)

Category		Number
Race:	White/Non-Hispanic	57
	Black/Non-Hispanic	3
	American Indian/Alaskan Native	2
	Asian/Pacific Islander	2
	Hispanic	4
	Total	68
Status:	Part-time	39
	Full-time	29
	Total	68
Gender:	Male	26
	Female	42
	Total	68

Source: University SIS+ program, Registration and Records, and departmental files

Table 6.12 AgLEC Masters Candidates 1996-2002

Student Name	Advisor
Avidano, Yolanda (Incoming Fall 2002-03)	Wheeler (temporary Advisor)
Baldwin, Beth (Provisional)	Barbuto
Banks, Austin	Parsons
Boren, Amy	Fritz
Brandes, Carly	Parsons
Burnett, Nicole	Barrett
Cady, Steven (Provisional)	Barrett
Carrasco, Maria	Barbuto
Casten, Jill	Wheeler
Cranwell, Kristi	Husmann
Cundall, Shareen	Barbuto
Davis, Erin (postponed)	Wheeler
Davis, Kimberly	King
Delano, Elizabeth	King
Donaldson, Jamie	Rockwell
Engelhaupt, Jerome	Bell

Table 6.12 AgLEEC Masters Candidates 1996-2002	
Student Name	Advisor
Evans, Glyn (Incoming Fall 2002-03)	Barrett
Freitas, William	Barrett
Friedel, Curtis	Husmann
Gomez, Robert	Barrett
Hannigan, David	King
Harms, Kristyn	Fritz
Harms, Rebecca	Etling
Hayden, Harriet	Husmann
Hradec, Cindy	Barrett
Hunt, Tad	King
Hygnstrom, Jan	Barrett
Johnson, Deborah	Parsons
Kaslon, Lisa	Lodl
King, Kirsten	Husmann
Klooz, Julie	King
Kniep, Karen (Incoming)	Barrett (temporary advisor)
Kohl, Kenneth (Provisional)	Bell
Krambeck, Kelly	Barrett
Kratochvil, Michele	Fritz
Kunzman, Mary	Parsons
Kyser, Richard	Bell
Lamli, Michael (Provisional)	Bell
Larsen, Monty (Provisional)	Husmann
Lawver, Rebecca (Provisional)	Husmann
Lindsay, Kevin	Barbuto
Mach, Margaret	Lodl
Madison, Farrah	Husmann
Malin, John	Barrett

Table 6.12 AgLEC Masters Candidates 1996-2002	
Student Name	Advisor
Maricle, Hilary	Fritz
McCauley, Jason (Provisional)	King
Myers, Michael	Barbuto
Nollette, Timothy	Husmann
Novak, Karen	Barrett
Pasco, Charlotte	Bell
Peterson, Gregory (Provisional)	Parsons
Prokop, Terry	Barrett
Quick, Kathleen	Bell
Rasmussen, Sara (admitted, no classes yet taken)	Bell
Reimers, Jennifer	Barbuto
Sattler Weber, Sandra	Barrett
Schulz, Bonnie	Bell
Simmons, Mark	Husmann
Simpson, Philip	King
Spath, Kristine (Incoming Fall 2002-03)	Husmann
Te, Huiwan (Incoming Fall 2002-03)	Wheeler
Tinkham, Bruce	Bell
Tiwari, Sameer (Incoming Fall 2002-03)	Rockwell
Venter, Scott	Wheeler (temporary advisor)
Virtan, Dorina. (admitted, not yet here. Needs funding first.)	Fritz
Walahoski, Jill	Lodl
Wegenast, Nicole	Parsons
Xu, Ye	Barbuto
Source: University SIS+ programs, Registration and Records, and departmental files	

Table 6.13 Doctoral-level Graduate Students by Race, Full and Part-time Status, and Gender (as of Summer 2002)

Category		Number
Race:	White/Non-Hispanic	19
	Black/Non-Hispanic	1
	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1
	Hispanic	1
	Total	23
Status:	Part-time	14
	Full-time	9
	Total	23
Gender:	Male	6
	Female	17
	Total	23
Source: University SIS+ program		

Table 6.14 Doctoral Candidates 1996-2002

Student	Degree Area	Advisor
Acklie, Dee	Community and Human Resources	Rockwell
Bugenhagen, Marilyn	Community and Human Resources	Barbuto
Burbach, Mark	Community and Human Resources	Barbuto/Wheeler
Carpenter, Walter	Community and Human Resources	Barrett
Ebmeier, Sally	Community and Human Resources	Rockwell
Gisburne, Jaclyn	Community and Human Resources	King
Goertzen, Brent	Community and Human Resources	Barbuto
Gomez Alvarez, Lilian	Community and Human Resources	Barrett
Hart, Jeffrey	Community and Human Resources	Barrett
Reimers-Hild, Connie (Incoming Fall 2002-03)	Community and Human Resources	King (temporary advisor)
Joiner, Jefferson (Incoming Fall 2002-03)	Community and Human Resources	Fritz (temporary advisor)
Kalkowski, Kay	Community and Human Resources	Fritz (temporary advisor)
Matkin, Gina	Community and Human Resources	Barbuto
Mumma, Shelly (Incoming Fall 2002-03)	Community and Human Resources	Barbuto (temporary advisor)

Table 6.14 Doctoral Candidates 1996-2002		
Student	Degree Area	Advisor
Reimers, Jennifer (Incoming Fall 2002-03)	Community and Human Resources	Barbuto
Schauer, Jolene	Community and Human Resources	Fritz/Rockwell
Kapustka-Smith, Kelli (Incoming Fall 2002-03)	Community and Human Resources	Barbuto (temporary advisor)
Trout, Shirley	Community and Human Resources	Barbuto
Trudeau, Dee (Incoming Fall 2002-03)	Community and Human Resources	Barrett (temporary advisor)
Wallace, Patsy	Community and Human Resources	King
Waugh, Terry	Community and Human Resources	Barrett
Williams, Susan	Community and Human Resources	Fritz
Xu, Ye	Community and Human Resources	Barbuto
Data obtained through the university's SIS+ program		

CURRICULAR CHANGES

Graduate study changes since the 1996 Agricultural Education self-study review are noted below, as well as changes currently in progress.

- Change of name of graduate program to *leadership education*
- Creation of a doctoral-level specialization in leadership studies
- Development of a specialization in distance and outreach education
- Development of a minor in college teaching which can be elected by CASNR graduate students in other majors or taken as a tool on the doctoral level

Table 6.15 summarizes proposed and approved course changes.

Table 6.15 Course Changes in the Graduate Program Since 1996 Review		
Course Number	1996 Title and Course Description	2002 Title and Course Description (Proposed or Approved)
ALEC 801	New	<i>Theoretical Foundations of Leadership</i> (3 cr) Lec. Major research thrusts in leadership field. Historical and contemporary research studies will be examined. Emphasis is placed on surveying leadership literature, developing theory, and conceptualizing original research questions and problems.

Table 6.15 Course Changes in the Graduate Program Since 1996 Review

Course Number	1996 Title and Course Description	2002 Title and Course Description (Proposed or Approved)
ALEC 802	<p><i>Developing Leadership Capacity in Organizations and Communities</i> (3 cr) Lec/act. Provides students with an exposure to the major theoretical concepts of leadership and a comparative examination as to how leadership capacity might be developed in individuals and organizations. The impact of leadership on organizational outcomes is examined as well as means for diagnosing leadership developmental needs. Emphasis is placed on the ability to create and implement a comprehensive leadership development plan for an organization or community.</p>	<p><i>Developing Leadership Capacity in Organizations and Communities</i> (3 cr) Prereq. ALEC *801 or equivalent. Leadership capacity in individuals and organizations. The impact of leadership on organizational outcomes is examined as well as means of diagnosing leadership development needs. Emphasis is placed on assessing, creating and implementing a comprehensive leadership development program for an organization or community.</p>
ALEC 804	<p><i>Problems of Beginning Agriscience Teachers</i> (2-5 cr I, II, III) Lec/act. Problems in instructional planning and methodology and in organizing secondary and continuing education, FFA and agriculture experience programs.</p>	<p><i>Problems of Beginning Agriscience Teachers</i> (2-5 cr I, II, III) Lec/act. Problems in instructional planning and methodology and in organizing secondary and continuing education, FFA and agriculture experience programs.</p>
ALEC 805	<p><i>Advanced Teaching Strategies (Curriculum and Instruction, Vocational and Adult Education</i> *805) (3 cr) Lec/act/optional distance. A variety of contemporary and innovative teaching strategies, emphasizing learner-centered instruction, suitable to teaching in college and postsecondary institutions, outreach programs in college and postsecondary institutions, outreach programs public schools, and other settings. Students will participate in active learning as they apply learning theory in practice, prepare and demonstrate teaching methods, and plan for instruction in discipline areas of their choice.</p>	<p><i>Advanced Teaching Strategies</i> (CURR. *805, NUTR *806) (3 cr) Lec. Contemporary and innovative teaching strategies, emphasizing learner-centered instruction, suitable to teaching in college and postsecondary institutions, outreach programs in public schools, and other settings. Students participate in active learning as they apply learning theory in practice, prepare and demonstrate teaching methods, and plan for instruction in discipline areas of their choice.</p>
ALEC 806	<p><i>Continuing Education in Agriculture</i> (2-3) cr) Lec. Philosophy, objectives, and methods of conducting young and adult farmers and adult off-farm agricultural instruction, determining needs, organizing advisory councils, conducting class and on-site instruction and evaluation.</p>	<p><i>Introduction to Distance Education</i> (3 cr I) Lec. Introduction to the field of distance education through readings, discussions, field trips, and research. Basic principles and key concepts of distance education a variety of educational settings.</p>

ALEC 807	<i>Occupational Experience Programs</i> (Curriculum and Instruction, Family and Consumer Sciences, Vocational and Adult Education *807) (1-6 cr) Lec/lab. The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience.	<i>Supervisory Leadership</i> (FAC *807) (3 cr I) Lec. Knowledge and theoretical basis for practicing supervisors in a changing workplace where supervisors have increasing responsibilities due to the flattening of organizational structures. Solving supervisory challenges in organizing and planning, problem solving and decision making, performance appraisal, and leading a diverse workforce.
ALEC 810	New	<i>Environmental Leadership: A Historical and Ethical Perspective</i> (NRES 813) (3 cr) Lec. Chronological study of major figures in conservations and ecology that emphasizes historical and ethical development and relationships. Primary focus on the Great Plains.
ALEC 812	<i>Multimedia Applications for Education and Training</i> (3 cr) Lec/lab. Practical applications in developing and evaluating multimedia resources for students. Course will survey new applications, create and develop various instructional materials, and review current practice against relevant theory. Projects will use current software packages to develop materials for various audience.	<i>Multimedia Applications for Education and Training</i> (NUTR *812) (3 cr) Lec/lab. Practical applications in developing and evaluating multimedia resources for students. New applications, creation and development of various instructional materials, and review of current practice against relevant theory. Projects use current software packages to develop materials for various audiences.
ALEC 814	New	<i>Classic Figures in Leadership</i> (3 cr) Lec/act. Extensive writing and oral presentations expected of students. Leadership theory in an applied context. Leadership analyzed through a variety of genres: autobiography, drama, fiction, tracts and treatises, speeches.
ALEC 816	New	<i>Management Strategies in Distance Education Environments.</i> (3cr II, III) Lec/disc. A study of management strategies for a variety of distance education situations. Issues such as planning, organization, motivation, and control provide a framework for analyzing distance education in formal and non-formal, large and small, private and public, and established and emerging organizations.

ALEC 820	<i>Improvement of Instructional Programs for Post-High School Occupational Education (Vocational and Adult Education 820) (1-3 cr) Lec. Prereq: Baccalaureate degree; 12 hrs agricultural education or equivalent; and/or permission. Determining new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instructional program.</i>	<i>Improvement of Instructional Programs for Post-High School Occupational Education (1-3 cr) Lec. Prereq: Baccalaureate degree; 12 hrs agricultural education or equivalent; and/or permission. Determining new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instruction program.</i>
ALEC 826	<i>Program Evaluation in Vocational and Adult Education and Training (VAED *826) (3 cr) Builds upon program development in adult and continuing education and provides a basic overview of program evaluation principles and methods. Applying the program evaluation principles in adult education entities and training situations.</i>	<i>Program Evaluation in Vocational and Adult Education and Training (3 cr) Builds upon program development in adult and continuing education and provides a basic overview of program evaluation principles and methods. Applying the program evaluation principles in adult education entities and training situations.</i>
ALEC 832	New	<i>Leading Agricultural Agencies and Organizations (3 cr III) Lec/act. Prereq: Permission. Administrative-management theory and practice research and techniques applied to agricultural agencies and organizations. Exposure to philosophies and experiences of outstanding administrators. Applicable to domestic and international students.</i>
ALEC 845	<i>Research in Occupational Education (Family and Consumer Sciences, Vocational and Adult Education *845) (3 cr) Lec. Research methods used in the study of problems in occupational education.</i>	<i>Research in Leadership Education (FACS *845) (3 cr) Lec. Steps in preparing a research proposal, including statement of the research questions, review of relevant literature, and determination of an appropriate research design and methodology. Research methodology, including both quantitative and qualitative procedures.</i>
ALEC 890	<i>Workshop Seminars (Vocational and Adult Education *890) (1-12 cr I, II, III) Prereq: Permission. Work, singly or in groups, on practical educational problems done under the supervision of staff with assistance of selected educational consultants.</i>	<i>Workshop Seminars (1-12 cr I, II, III) Prereq: Permission. Work, singly or in groups, on practical educational problem, done under the supervision of staff with assistance of selected educational consultants.</i>

ALEC 896	<i>Independent Study in Leadership Education</i> (1-9 cr) Prereq: 12 hrs leadership education; or closely related areas, and permission. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member.	<i>Independent Study in Leadership Education</i> (1-9 cr, max 9) Prereq: Permission. Projects in research, literature review, or extension of course work.
ALEC 897	New	<i>Special Topics</i> (1-3 cr I, II) Lec. Fld. Readings, in-depth discussions, and analysis of current theory, issues and problems, research and practice in leadership, education and/or communication. Offered for graduate students to address emerging topics not covered in other courses.
ALEC 899	Master Thesis (6-10 cr)	Master Thesis (1-6 cr)
ALEC 901	<i>Supervision and Administration in Vocational Education</i> (CURR, FACS, VAED 901) (1-3 cr) Lec/act. Philosophy, objectives, and procedures in supervision and administration of vocational education programs. Supervision relationships with teachers, agents, school administrators, boards, federal and state officials. Evaluation of local programs of vocational education.	<i>Leading Change in Rural America and Beyond</i> (3 cr) Lec. Fld. Skills in leading change in the 21 st Century in rural communities and organizations. Strategies for planning, organizing, and institutionalizing change. Develop a change plan for a community or organization.
ALEC 903	<i>Teacher Education Agriscience</i> (1-3 cr) Lec/act. Preparations of agriscience teachers to supervise and mentor student teachers, evaluate/coach performance, and instructional delivery.	<i>Teacher Education in Agriscience</i> (1-3 cr) Lec/act. Preparation of agriscience teachers to supervise and mentor student teachers, evaluate/coach performance, and instructional delivery.
ALEC 904	<i>Seminar in Vocational Education</i> (1-6 cr) (Vocational and Adult Education 904)	<i>Seminar in Leadership Studies</i> (1 cr. max 4) Ideas, theories, and practices on recent and emerging leadership research themes.

ALEC 905	<i>Practicum in Postsecondary Teaching</i> (Curriculum and Instruction, Vocational and Adult Education 905) (1-3 cr) Lab. Prereq: ALEC *805 or permission. Work with a faculty mentor in a discipline of choice and an instructional supervisor to prepare instruction and teach students in a postsecondary setting. Practicum students are assisted in arranging for the practicum and are provided consultation and feedback during the practicum. Lesson planning and reflective papers are part of the practicum experience.	<i>Practicum in Postsecondary Teaching</i> CURR, (905) (1-3 cr) Lab. Prereq: ALEC *805 or permission. Work with a faculty mentor in a discipline of choice and an instructional supervisor to prepare instruction and teach students in a postsecondary setting. Practicum students are assisted in arranging for the practicum and are provided consultation and feedback during the practicum. Lesson planning and reflective papers are part of the practicum experience.
ALEC 906	New	<i>Theoretical Foundations of Distance Education</i> (3 cr II) Lec. Prereq: ALEC *806 recommended. Major theoretical concepts and research finding of distance education, as broadly conceived. Emphasis on analyzing and deconstruction of major ideas influencing distance education in formal and non-formal settings.
ALEC 910	New	<i>Leadership in Cross-cultural Systems</i> (3 cr I) Prereq: ALEC 801 recommended. Issues of leading people in the global marketplace. Focus on understanding the impact of cultural differences, comparing and contrasting domestic and multinational leadership challenges, and review of current multinational leadership.
ALEC 995	New	<i>Doctoral Seminar in Leadership Studies</i> (3 cr., max 18) Prereq: Permission. (ALEC 995 intended primarily for doctoral students, although non-doctoral graduate students may be admitted with special permission of the instructor) Outcome-based scholarly activities with a faculty mentor. Working on either an individualized or small group basis, students develop, execute, and report one or more projects addressing the interaction between research and practice.
ALEC 996	<i>Research Other Than Thesis</i> (2-6 cr I, II, III) Prereq: Permission. Research in selected problems in Agricultural education.	<i>Research Other Than Thesis</i> (2-6 cr I, II, III) Prereq: Permission. Research in selected problems in leadership education.
ALEC 999	New	Doctoral Dissertation (1-24 cr)
Data taken from CASNR Curriculum Change Reports, 1998-2000 and 2000-2002 Graduate Studies Bulletins.		

PROGRAM DEVELOPMENT

Areas in Which the Program Excels

- **Instruction and Advisory.** The department has a long and distinguished record via official recognition for teaching and advising. The department was UNL's nominee for the university system-wide Award for Outstanding Teaching in 1997.
- **Delivery Systems.** AgLEC has been exceptionally responsive to meeting needs in leadership studies by (1) developing a M.S. degree program via distance delivery and (2) offering a Ph.D./Ed.D. specialization in leadership studies through the CHR program. Enrollments at both the M.S. and Ph.D./Ed.D. levels have increased dramatically as have support for graduate assistantships.

Areas Requiring Improvement

The following issues are set forth as problem statements and are also target areas for change, improvement, or renewed negotiation.

- **Faculty staffing.** With current and projected budget considerations, expanding the faculty base within the department is not realistic at this time. There continues to be an increased demand for staffing graduate courses needed in the emerging programs of study, particularly in light of the doctoral specialization. The department now has six graduate college faculty fellows and 6 members; not all are full-time members of the department. Furthermore, almost all graduate faculty members teach substantial loads in the undergraduate curriculum or have other non-graduate responsibilities.
- **Faculty time and development.** In addition to staffing needs, time for curriculum and faculty development is in short supply. Development and shepherding of proposals for new specializations are time consuming. Graduate faculty have not been given release time, in most cases, to put together the materials and follow them through the system. Progress in this area has been intermittent and sometimes even fragmented.
- **Cooperation with other units.** We need to expand our cooperation with other units in offering the graduate program. In the past, the graduate program in AgLEC has largely rested on cooperation with Teachers College, especially in cross-listed courses and participation in the Community and Human Resources doctoral program.
- **Expand number of course offerings at the doctoral level.** Presently the department has only a few courses at the 900 level. If a student enrolls in the masters program with a leadership specialization, they will not have many courses available at the doctoral level.
- **Teaching and extension specialization.** For the past several years, much energy has been placed on developing the leadership program. Future creativity is needed to improve the teaching and extension specialization.
- **Cross-training faculty.** Some faculty are limited in the number of courses they feel comfortable teaching. With shrinking resources and future retirements, faculty development is needed to facilitate the ability to teach a variety of classes.

- **Curriculum and program renewal.** The process of reviewing and renewing the current graduate curriculum to prepare for a diverse clientele continues. With the elimination of the Department of Vocational and Adult Education, student surveys indicate a strong interest and desire to enroll in courses dealing with adult education, continuing education, and career and technical education. For the department to meet these needs, linkages with other institutions and programs will be considered to bring quality faculty in adult and continuing education to this campus to offer courses to students in a variety of settings, modalities, and delivery formats.
- **Increase international student numbers.** We will continue to strive to increase the number of international students enrolling in programs of study in AgLEC. The development of the four areas of specialization at the Masters level and the specialization at the doctorate level should facilitate the creation of cohort groups, in residence or off-site, that can move through the program together. The leadership education graduate program continues to reach new audiences and the department is beginning to experience an increased enrollment of international students.
- **Leadership internships.** Students are attracted to our programs and our courses to develop and expand their knowledge and skills in the area of leadership development. Courses are in place for students to learn the critical leadership theories and tenants found in educational, government, community, and business settings. The department is planning to move forward with a leadership internship designed to be a capstone for an individual's graduate school experience. A degree in Leadership Education must reflect on an individual's ability and skill to lead people, groups, communities, and organizations. The design and development of quality and comprehensive leadership internships will put the department in the forefront as one of the premier leadership programs in the country.
- **Marketing the specializations in Leadership Education.** As student numbers continue to rise in our graduate programs, there will be an increased emphasis to attract students specifically in the areas of specialization delivered within the department. Leadership Development is the fastest growing area and the other three areas of specialization have the potential to significantly increase their numbers if marketed and promoted properly. The teaching and extension education specialization has great potential to increase its numbers through the involvement and dedication of faculty within the department. Extension educators who are finding increased involvement in secondary education may need, in the near future, courses related to teaching and learning and quite possibly certification in teacher education. The distance education specialization is limited only by the number of faculty members who are able to teach courses within it. The department will need faculty to take an increased role to gain experience in offering courses via the distance thus creating the opportunity of faculty to teach the pedagogy of distance education.

Section 7: Research and Scholarly Activity

INTRODUCTION

The Department of Agricultural Leadership, Education and Communication (AgLEC) is committed to a strong program of research and scholarly activity and has made significant progress in both areas since the last review. In response to the Recommendations of the 1996 Review Team, the department has made substantial changes and improvements:

- Priorities were established in ARD projects in the areas of leadership studies and distance education. In distance education, .80 FTE was assigned distance education research, and .25 FTE was originally committed to leadership studies research. The distance education research funding was reduced to .50 FTE, in 2000 though attrition. The leadership studies commitment grew to .50 FTE in 1998. In 2001, this grew to .60 FTE.
- A large number of grant proposals have been submitted over the past five years and a total of 65 proposals were funded.
- The peer review process is done via the ARD, CASNR, and Cooperative Extension journal series numbers. This process is administered by the lead author or investigator or director in collaboration with graduate faculty internal and external to the department.
- The faculty has increased its research output in both refereed publications and refereed presentations, and other scholarly activities. Research publications in refereed publications grew from 28 to 54 over the past five years. A significant portion of this growth is from the leadership studies ARD Project.
- Two ARD state-funded projects were approved during the past five years, one in distance education and one in leadership studies. Extensive collaborations have resulted from these research efforts. For example, several faculty members are fellows of the Center for Applied and Rural Innovations.
- Strong research programs have emerged in leadership development primarily and distance education secondarily. For a list of these references, please review the record of research and scholarly activity of the AgLEC faculty from 1996-2002 (see pages 7-6 through 7-29).

RESEARCH GOALS AND RATIONALE

To build on the growing record of successful research and scholarly activities, the AgLEC department is focusing on the following goals for 2002-2007:

Goal 1: Research and disseminate important social science issues (e.g., leadership, agricultural education trends, distance education policy, extension program outcomes).

Rationale: AgLEC's Action Plans, "developing leadership capacity in Nebraska" and "enhancing the vitality of a changing rural Nebraska," provide the foundation for departmental research efforts.

Goal 2: Develop a research focus that supports outreach with a leadership emphasis.

Rationale: Based on issues identified from outreach activities and from needs identified by Nebraska citizens, AgLEC will study identified leadership concerns, individually, in groups, and with communities to better serve the needs of Nebraska stakeholders.

Goal 3: Strengthen academic curriculum with an infusion of research-based information.

Rationale: Emphasis on the practice of leadership is best served through a full knowledge of current research in the field.

Goal 4: Secure external funding for expanded research (where appropriate) in leadership and distance education

Rationale: The university has made major commitments to increase external funding via grants, etc. AgLEC, like other departments in the science and social sciences is under increasing pressure to improve its external funding sources record.

ARD APPOINTED FACULTY

Table 7.1 ARD Faculty in AgLEC			
Faculty Member	FTE	Title	Dates
John E. Barbuto, Jr. Assistant Professor	25%	Predictors of leader and follower behavior, and the impact of leadership development NEB-24-034	Began research appointment during 1997-1998
Susan Fritz Associate Professor and Head	25%	Predictors of leader and follower behavior, and the impact of leadership development NEB-24-034	Began research appointment during 1999-2000
O.S. Gilbertson Professor	25%	Impacting agricultural literacy of elementary students and teachers through teacher workshops NEB 24-031	Ended research appointment during 1999-2000
James W. King Associate Professor	25%	Distance education policy research: organization and administration NEB 24-033	Began research appointment during 1996-1997
S. Kay Rockwell Professor	25%	Distance education policy research: organization and administration NEB 24-033	Began research appointment during 1996-1997
Earl B. Russell Professor and Head	30%	Distance education policy research: organization and administration NEB 24-033	Began research appointment during 1995-1996 Ended research appointment 6-30-2000
Source: ARD Annual Reports			

OTHER AGLEC FACULTY

All AgLEC faculty are expected to *"propose or update at least one research or scholarly activity during each academic year and to produce at least one item of research or scholarly output each year (as defined)."*

Faculty on temporary or full-time special appointments in AgLEC are encouraged to engage in research and scholarly activity, as are faculty with tenure homes in AgLEC, but budgeted elsewhere.

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

- Non-ARD Faculty research achievements (i.e., Dr. Barrett and the FIPSE projects and results; Dr. Bell and cultural diversity)
- Leadership Pilot Project (i.e., Drs. Fritz, Bell and Moody and the Department of Animal Science)
- Other Publications/Grant Collaborations (i.e., Dr. Moody and curriculum projects)
- Distance Education Assessment (i.e., Dr. Fairchild's UNL grant)
- Biotechnology Project (i.e., Dr. Fritz's IFAFS and ADEC projects)

PROGRAM DEVELOPMENT

Areas in Which the Program Excels

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

Type of Activity	1996	1997	1998	1999	2000	2001	2002	Total
Refereed Journal Articles	3	6	5	4	19	10	7	54
Non-Refereed Articles	2	4	3	5	5	1	1	21
Proceedings and Refereed Presentations	14	15	14	12	19	24	10	108
Books	1	1	1	1	2	1	0	7
Chapters in Books	9	0	6	1	0	1	0	17
Other Scholarly Activities	4	8	12	10	13	8	13	68
Published Abstracts	3	0	0	1	1	0	0	5
Technical Research Reports	0	0	3	1	0	2	0	6
Grants	6	12	5	12	13	13	4	65
MS Theses	3	3	2	2	0	4	1	15
PhD Dissertations	0	2	1	1	0	4	1	9
Source: Faculty reports and department files								

Areas Requiring Improvement

- **Number of Faculty Conducting Research.** There is a need for more faculty to continue the current research program and to grow it; this is particularly true in the leadership area.
- **Faculty Coverage.** With the increasing demand in AgLEC courses and the increasing enrollments, faculty teaching and advising loads are being stretched and research productivity, now growing steadily,

may be compromised. The positive trend of growth for AgLEC enrollments may result in meeting these needs with added sections and new courses, creating a real potential to interrupt faculty research time.

- **Collaboration.** There is a need to encourage more AgLEC faculty to collaborate with both ARD funded projects, unfunded research projects, and to develop new ARD funded projects; optimally, all AgLEC faculty should have at least a modest ARD appointment commensurate with departmental research expectations.
- **Space, Staff, Support, and Computers for Graduate Students.** With the number of full-time doctoral students growing, there is a need for more office space to support their research efforts; currently, only doctoral students with assistantships are granted office space.

There is a need for expanded support staff for research; as AgLEC research programs grow and mature and as more research projects are undertaken to support graduate student research needs, existing AgLEC staff could be enlarged to provide sufficient support.

There is a need for expanded graduate student support for professional development and travel to conferences.

There is a need for updated and expanded computer equipment. The growth of research projects using in-house statistical software has created a need for better processors to handle the data analysis.

- **Professional Leadership Library.** There is a need to subscribe to a minimal number of leadership journals within the department, it would be good for graduate students to have direct and persistent exposure/contact with the key journals in the leadership field.

There is a need for a leadership library or resource center; AgLEC needs to optimize faculty and student opportunities to stay abreast with the leadership field. At the minimum, a resource room is needed.

Budgeted Faculty	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	7-1-02
Total Faculty	12.65	11.65	12.15	10.18	9.18	9.18	9.68
ARD Faculty Appointments	1.30	1.30	1.30	1.30	1.10	1.10	1.35
Percent Research Appointment	10.28%	11.16%	10.70%	12.77%	11.98%	11.98%	13.95%
Data obtained via faculty personnel records							

Research and Scholarly Activity in the Department of Agricultural Leadership, Education and Communication

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

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

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

- **DISCOVERY** or basic research reported in peer reviewed forums. An example would be an experiment on the nature of learning reported in a traditional peer reviewed academic journal.
- **INTEGRATION** or the bringing together of disparate facts or findings from many sources or disciplines, and bringing them together with a new perspective. An example would be the application of group dynamic theory to your use of learning groups in the classroom, presented at a peer reviewed conference of teachers and entered into the Educational Resources Information Center (ERIC).
- **APPLICATION** or the linking of expertise to practical problems. An example would be a report on a workshop on communication skills you gave to the members of a Commodity Board. You prepare a manuscript reporting on the results, submit it to a group of external peers for comments - their suggestions considered in your final revision, and then published in a commodity trade magazine.
- **TEACHING** or the process of actively seeking and imparting of knowledge, and making that meaningful and of consequence to other persons. An example would be a report on the use of the Internet or multimedia in the classroom, sent to a group of external experts in the field - their comments considered in revisions, and then reported in the popular press. Another example would be the joint publication of the research from a Master's Thesis or Doctoral Dissertation.

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

RECORD OF RESEARCH AND SCHOLARLY ACTIVITY OF THE AGLEC FACULTY, 1996-2002

Current Faculty

John E. Barbuto, Jr.

Refereed Journal Articles

- Barbuto, J.E., Fritz, S.M., & Goertzen, B.J. (2002). Leaders' anticipated and targets' self-reported resistance to task assignments: A replication. *Psychological Reports*, 90, 515-520. **ARD #13557.**
- Barbuto, J.E. (In Press, 2002). Identifying the sources of motivation in the post-game press: An exercise for applying an integrative taxonomy of motivation. Accepted, 10-09-01, *Journal of Behavioral and Applied Management*. **CASNR #01-7.**
- Barbuto, J.E., Fritz, S.M., & Marx, D. (In Press, 2002). A field study examining two measures of work motivation to predict leader's influence tactics used. *Journal of Social Psychology*. **ARD #13100.**
- Hodges, T.D., & Barbuto, J.E. (In Press, 2002). Recruiting urban and rural students: Factors influencing the post secondary education institution choices of rural versus urban high school students. Accepted 11-20-01, *College & University*. **CASNR #01-5.**
- Barbuto, J.E. (2001). Understanding and applying an integrative taxonomy of motivation sources to professional and personal settings. *Journal of Management Education*, 25(6), 713-725. **CASNR # 00-2-3.**
- Barbuto, J.E., Fritz, S.M., & Matkin, G.S. (2001). Leaders' bases of social power and anticipation of targets' resistance as predictors of transactional and transformational leadership. *Psychological Reports*, 89, 663-666. **ARD #13282.**
- Barbuto, J.E. (2001). How is strategy formed? A multi-disciplinary taxonomy of strategy making approaches. *Journal of Behavioral and Applied Management*, 3(1), 64-73. **ARD #13288.** www.jbam.org/Articles/article3_5.htm
- Barbuto, J.E., Scholl, R.W., Hickox, C.F., & Boulmetis, J. (2001). A field study examining the relationship between leaders' anticipated resistance and their influence tactics used in dyadic relations. *Psychological Reports*, 88, 835-843. **ARD #13103.**
- Barbuto, J. (2001). An alternative scoring method for the motivation sources inventory: A case for ratio analysis. *Psychological Reports*, 88, 385-386. **ARD #13113.**
- Barbuto, J.E., & Plummer, B. (2000). Mental boundaries and Jung's psychological types: A profile analysis. *Journal of Psychological Type*, 54, 17-21. **ARD #12507.**
- Barbuto, J. (2000). Influence triggers: A framework for understanding follower compliance. *Leadership Quarterly*, 11(3), 365-387. **ARD #12160.**
- Barbuto, J.E., & Peruvemba J.S. (2000). Communication breakdowns in interpersonal settings: An experiential application of a process-based model. *Journal of Behavioral and Applied Management*, 2(1), 25-31. **CASNR #00-2-2.** www.jbam.org/Articles/article_12.htm
- Barbuto, J.E. (2000). Developing a leadership perspective in the classroom. *Journal of Adult Development*, 7 (3), 161-169. **CASNR #00-1-3.**
- Fritz, S., Barbuto, J.E., Burrow, S., & Etling, A. (2000). Motivation and recognition preferences of 4-H volunteers. *Journal of Agricultural Education*, 41 (3), 40-49. **ARD #12823.**
- Barbuto, J.E., Fritz, S., & Marx, D. (2000). A field study of two measures of work motivation for predicting leader's transformational behaviors. *Psychological Reports*, 86, 295-300. **ARD #12807.**
- Barbuto, J.E. (2000). Power and the changing environment. *Journal of Management Education*, 24, 282-290.
- Barbuto, J.E. (2000). Comparing leaders' ratings to targets' self-reported resistance to task assignments: An extension of Chester Barnard's zones of indifference. *Psychological Reports*, 86, 611-621. **ARD #12944.**

- Barbuto, J.E., & Scholl, R. W. (1999). Leader's motivation and leader's perception of follower's motivation as predictors of leader's influence tactics. *Psychological Reports*, 84, 1087-1098. **ARD #12509.**
- Barbuto, J.E., & Scholl, R.W. (1998). Development of new scales to measure an integrative taxonomy of motivation sources. *Psychological Reports*, 82, 1011-1022. **ARD #12159.**
- Barbuto, J.E., & Plummer, B. (1998). Boundaries as a new dimension of personality: A comparison of Jung's psychological types and Hartman's thick and thin boundaries. *Journal of Social Behavior and Personality*, 13, 421-436. **ARD #12231.**
- Barbuto, J.E. (1997). Taking the charisma out of transformational leadership. *Journal of Social Behavior and Personality*, 12, 689-697.
- Barbuto, J.E. (1997). A critique of the Myers-Briggs type indicator and its operationalization of Carl Jung's psychological types. *Psychological Reports*, 80, 611-625.

Chapters in a Book

- Barbuto, J. E. (1998). Developing leadership capacity in organizations and communities. In M.K. Schwartz, L.M. Axtman & F.H. Freeman (Eds.) *Leadership education: A source book of courses and programs (7th ed.)* (pp. 151-152). Greensboro, NC: Center for Creative Leadership.
- Barrett, L., Fritz, S., & Barbuto, J. (1998). Leadership development for small groups and teams. In M.K.Schwartz, L.M. Axtman & F.H. Freeman (Eds.) *Leadership education: A source book of courses and programs (7th ed.)* (pp. 262-263). Greensboro, NC: Center for Creative Leadership.

Non-Refereed Articles

- Barbuto, J.E. (2002). *77 Ways to motivate your workers*. NebGuide, Cooperative Extension, Institute for Agriculture and Natural Resources, University of Nebraska.
- Barbuto, J.E., & Brown, L. (2000). *Full range leadership*. NebGuide G00-1406-A, Cooperative Extension, Institute for Agriculture and Natural Resources, University of Nebraska.
- Barbuto, J.E., & Brown, L. (2000). *Motivating your employees*. NU Facts, Cooperative Extension, Institute for Agriculture and Natural Resources, University of Nebraska.
- Barbuto, J.E. (2000). *Full range leadership*. NU Facts, Cooperative Extension, Institute for Agriculture and Natural Resources, University of Nebraska.
- Barbuto, J.E., & Brown, L. (1999). *Motivating your employees*. NebGuide G99-1397-A, Cooperative Extension, Institute for Agriculture and Natural Resources, University of Nebraska.
- Barbuto, J.E. (1997). *Motivation and leadership: Towards a predictive model of leaders' influence behaviors*. Ann Arbor, MI: UMI Publishing.

Proceedings and Refereed Presentations

- Barbuto, J.E., & Etling, A.W. (2002). *Leadership development training in extension: A research-based curriculum design*. Paper presented at the 18th Annual Conference of the Association for International Agricultural and Extension Education, Durban, South Africa.
- Fritz, S.M., Williams, S.N., & Barbuto, J.E. (2002). *Assessing the continued leadership education needs of adults who have completed an established in-depth leadership education program*. Paper presented at the 18th Annual Conference of the Association for International Agricultural and Extension Education, Durban, South Africa.
- Etling, A.W., & Barbuto, J.E. (2002). *Global agricultural partnerships*. Paper presented the 18th Annual Conference of the Association for International Agricultural and Extension Education, Durban, South Africa.
- Burbach, M., & Barbuto, J.E. (2002). *Grounding leadership development curricula with empirically supported attributes*. Paper presented at the 56th Annual Central Region Research Conference in Agriculture Education, St. Louis, MO.
- Barbuto, J.E., & Parsons, G.M. (2001). *The underlying motives of ethical paradigms in organizations*. Paper presented at the 8th International Conference Promoting Business Ethics, Chicago, IL.

- Barbuto, J.E., Brown, L.L., Wilhite, M.S., & Wheeler, D.W. (2001). Testing the underlying motives of organizational citizenship behaviors: A field study of agricultural co-op workers. *Proceedings of the 28th National Agricultural Education Research Conference*, 87-88.
- Barbuto, J.E., & Reimers, J.A. (2001). *A meta-analytic review of three measures of intraorganizational influence tactics*. Paper presented at the Institute for Behavioral and Applied Management, Charleston, SC.
- Reimers, J.A., & Barbuto, J.E. (2001). *The Prince's tyranny: A framework exploring the effects of the Machiavellian disposition on the relationship between motivation and their influence tactics*. Paper presented at the Institute for Behavioral and Applied Management, Charleston, SC.
- Goertzen, B.J., & Barbuto, J.E. (2001). *Spirituality in the workplace: A literature review*. Paper presented at the Institute for Behavioral and Applied Management, Charleston, SC.
- Barbuto, J.E., & Burbach, M. (2001). *Organizational politics, leadership, and productivity: Experiential exercises for enhancing student learning*. Symposium presented at the Institute for Behavioral and Applied Management, Charleston, SC.
- Barbuto, J.E. (2001). *Golf carts international: An experiential exercise for understanding organizational dynamics and strategy formulation*. Paper presented at the Institute for Behavioral and Applied Management, Charleston, SC.
- Barbuto, J.E. (2001). *Differentiation and integration: An exercise illustrating interdepartmental rivalry and organizational consequences*. Paper presented at the Institute for Behavioral and Applied Management, Charleston, SC.
- Barbuto, J.E., Scholl, R.W., Hickox, C.F., & Boulmetis, J. (2001). *A field study examining the relationship between leaders' anticipated resistance and their influence tactics used in dyadic relations*. Paper presented at the Midwest Academy of Management, Toledo, OH.
- Barbuto, J.E., Bugenhagen, M.J., Braband, J.M., & Matkin, G.S. (2001). *Innovative thinking, intellectual stimulation, and creativity: Sometimes it just takes practice, practice, practice!* Paper presented at the Eastern Academy of Management, New York, NY.
- Barbuto, J.E. (2000). *What triggers compliance? A follower-based framework for understanding the influence process*. Paper presented at the Institute for Behavioral and Applied Management, San Diego, CA.
- Brown, L., Barbuto, J.E., Wilhite, M.S., & Wheeler, D.W. (2000). *A field study testing the relationship between employees' sources of motivation and their supervisors' ratings of their uses of organizational citizenship behaviors*. Paper presented at the Institute for Behavioral and Applied Management, San Diego, CA.
- Barbuto, J.E., & Fritz, S. (2000). *Advancing the teaching of leadership and organizational behavior in the classroom: A collection of experiential exercises and activities for stimulating student learning*. Paper presented at the Institute for Behavioral and Applied Management, San Diego, CA.
- Barbuto, J.E. (2000). *Lights, camera, action: Incorporating a dramaturgical perspective for learning transformational leadership behaviors*. Paper presented at the Institute for Behavioral and Applied Management, San Diego, CA.
- Barbuto, J.E. (2000). *Innovative thinking, intellectual stimulation, and creativity: Sometimes it just takes practice, practice, and practice!* Paper presented at the Institute for Behavioral and Applied Management, San Diego, CA.
- Barbuto, J.E. (2000). *Identifying the sources of motivation in the post-game press conference: An exercise for applying an integrative taxonomy of motivation*. Paper presented at the Eastern Academy of Management, Danvers, MA.
- Fritz, S., Burrow, S., Etling, A., & Barbuto, J. (2000). Motivation and recognition preferences of 4-H volunteers. *Proceedings of the Central States Agricultural Education Regional Research Conference*, 187-198.
- Barbuto, J. (1999). *Influence triggers: An outcome and process-based model of follower compliance*. Paper presented at the Midwest Academy of Management Annual Conference, Lincoln, NE.
- Barbuto, J., Fritz, S., & Marx, D. (1999). *A comparison of two measures of work motivation for predicting leader's transformational behaviors*. Paper presented at the Institute of Behavioral and Applied Management, Annapolis, MD.

- Brown, L., & Barbuto, J. (1999). *Motivation and organizational citizenship behavior: A review and proposal of potential relationships*. Paper presented at the Institute of Behavioral and Applied Management, Annapolis, MD.
- Fritz, S., Barbuto, J., & Brown, L. (1999). *Experiential exercises for teaching situational leadership, motivation, conflict management and negotiation*. Paper presented at the Institute of Behavioral and Applied Management, Annapolis, MD.
- Barbuto, J. (1999). *Identifying the sources of motivation in the post-game press conference: An exercise for applying an integrative taxonomy of motivation*. Paper presented at the Institute of Behavioral and Applied Management, Annapolis, MD.
- Barbuto, J. (1999). *Bring it to the bargaining table: A role play-based activity applying a negotiation framework to work and personal settings*. Paper presented at the Institute of Behavioral and Applied Management, Annapolis, MD.
- Barbuto, J., Fritz, S., & Marx, D. (1999). *A field study examining two measures of work motivation to predict leader's influence tactics used*. Paper presented at the International Leadership Association. Atlanta, GA.
- Barbuto, J., & Scholl, R. (1998). *Antecedents of leader's behavior: Exploring new variables for a predictive model*. Paper presented at the International Conference for Advances in Management, Lincoln, England.
- Barbuto, J., & Scholl, R. (1998). *Leader's motivation and leader's perception of follower's motivation as predictors of leader's influence tactics*. Paper presented at the Institute for Behavioral and Applied Management, Orlando, FL.
- Barbuto, J., & Peruvemba, J. (1998). *Communication breakdowns in interpersonal settings: An experiential approach of a process-based model*. Paper presented at the Institute of Behavioral and Applied Management, Orlando, FL.
- Barbuto, J., & Fritz, S. (1998). *Teaching expectancy theory of motivation using Kolb's learning cycle as a guiding framework*. Paper presented at the Institute of Behavioral and Applied Management, Orlando, FL.
- Barbuto, J., & Lacy, D. (1998). *Differentiation and integration: An experiential exercise illustrating interdepartmental rivalry and organizational consequences*. Paper presented at the Institute of Behavioral and Applied Management, Orlando, FL.
- Barbuto, J., & Lacy, D. (1998). *An experiential exercise incorporating the five modes of conflict resolution*. Paper presented at the Institute of Behavioral and Applied Management, Orlando, FL.
- Barbuto, J. (1998). *Motivation in the 2000's*. Paper presented at the Institute of Behavioral and Applied Management, Orlando, FL.
- Barbuto, J. (1998). *Power and the changing environment*. Paper presented at the Institute of Behavioral and Applied Management, Orlando, FL.
- Barbuto, J. (1997). *Power and the changing environment: A class exercise*. Paper presented at the Eastern Academy of Management. New Brunswick, NJ.
- Barbuto, J. (1997). *A scale development and application of an integrative taxonomy of motivation sources*. Paper presented at the International Conference for Advances in Management, Toronto, Canada.
- Barbuto, J., Boulmetis, J., & Hickox, C. (1997). *Leadership, development, and learning styles: An integrative pedagogical model*. Paper presented at the American Academy of Management, National Annual Conference, Boston, MA.
- Barbuto, J. (1997). *Influence triggers: An outcome and process based model of followership behavior*. Paper presented at the International Conference for Advances in Management, Toronto, Canada.

Grants

- Multi-site delivery of a leadership development course*. \$9,500. 2001.
- Multi-site delivery of graduate leadership foundations course*. \$6,800. 2000.

Statewide agricultural educators leadership development proposal. \$185,000. USDA. Pending.

Antecedents of leaders' behaviors. UNL Layman Award. \$8,000. 2000.

Inspiring others' through evaluations developmental grant. Nebraska Cooperative Council. \$2,000. 1999.

Women's equity institute. Cooperative Extension Division. \$1,000. 1998.

Leverne A. Barrett

Refereed Journal Articles

Barrett, L., & A. Burkholder. (2000). Results of 12 years of collaborative effort to change the reward systems for teaching at Land Grant Institutions. *NACTA Journal*, 44(3), 68-71.

Andelt, L., Barrett, L., & Bosshamer, B. (1997). Employee assessment of the skill preparation of students. From The College of Agricultural Sciences and Natural Resources, University of Nebraska-Lincoln: Implications for Teaching and Curriculum. *NACTA Journal*, 41(4), 47-52.

Barrett, L. (1996). The academic department as a locus of changing the rewards for teaching. A NACTA Position Paper. *NACTA Journal* 40(1), 4-5.

Proceeding and Refereed Presentation

Barrett, L., & Fritz, S.M. (2001). *Development of a Leadership Certification Program.* Paper presented at the Annual Meeting of the Association of Leadership Educators, Minneapolis, MN.

Wilhite, M.S., Lunde, J.P., & Barrett, L.A. (1998). *A college-wide teaching community.* Paper presented at the annual meeting of the National Association of Colleges and Teachers of Agriculture, Wenatchee, WA.

Chapters in Books

Lunde, J.P., & Barrett, L. (1996). Decentralized department reward systems. In: M. Svinickt & R. Menges (Eds.), *Honoring exemplary teaching: New directions for teaching and learning* (65) (pp. 93-98). San Francisco, CA: Jossey Bass.

Barrett, L., Fritz, S., & Barbuto, J. (1998). Leadership development for small groups and teams. In M. K. Schwartz, L. M. Axtman & F. H. Freeman (Eds.) *Leadership education: A source book of courses and programs (7th ed.)* (pp. 262-263). Greensboro, NC: Center for Creative Leadership.

Other Scholarly Activities

Barrett, L. (2002). *Servant leadership for Extension educators.* Available at deal.unl.edu/extension/ears/Welcome.html

Barrett, L. (2001-2002). *Leadership and teamwork in changing times: Saunders County Health Services.* Available at deal.unl.edu/extension/ears/Welcome.html

Barrett, L. (2001-2002). Full range leadership. Available at deal.unl.edu/extension/ears/Welcome.html

Barrett, L. (2001-2002). *Soybean farmers use full range leadership.* Available at deal.unl.edu/extension/ears/Welcome.html

Barrett, L. (2000). *Instituting transformational leadership.* Invited presentation at the University of Concepcion, Concepcion, Chile.

Barrett, L. (2000). *Leading organizational change.* Invited presentation at the University of Concepcion, Chillan, Chile.

Barrett, L. (2000). *Elevando Respecto para Enseñar Mediante Erudicion de Enseñar.* Invited presentation to VI Congreso Argentino de Ingenieria Rural "CADIR 2000" Buenos Aires, Argentina.

Barrett, L. (1999). *Scholarship in teaching.* Invited presentation at the International Association of Agricultural Engineers IV Congress, Chillan, Chile.

- Barrett, L. (1999). *Collegiate teaching improvement*. Invited one week presentation at the University of Concepcion, Concepcion, Chile.
- Barrett, L. (1998). *Transformational change oriented leadership*. Invited presentations (five months of weekly seminars) at the Gobernacional de Bio Bio, Los Angeles, Chile.
- Barrett, L. (1998). *Rewarding teaching at research-oriented universities: Four case studies in success*. Symposium at AAHE, Orlando, FL.
- Barrett, L. (1997). *A process to change the reward system for teaching – A collaborative effort*. Keynote presentation at the Association of Small Christian Colleges of Agriculture Convention, Abilene, TX.
- Barrett, L. (1997). *National perspective on teaching rewards System*. Presentation at the 6th National Conference on Evaluating and Rewarding Teaching, Lincoln, NE.
- Barrett, L. (1997). *Developing department plans to change reward system for teaching*. Presentations at Texas Tech University, Texas A&M University, Cornell University, Rutgers University.
- Barrett, L. (1996). *Rewarding/Defining the scholarship of teaching*. Presentation at the North Central Teaching Symposium, South Dakota State University, Brookings, SD.

Grants

- Statewide agricultural educators leadership development proposal*. USDA. \$185,000. Pending.
- Project HOPE (hope and opportunity for people and the environment)*. In cooperation with Center for Rural Affairs, EPA. \$250,000. 2000-2003.
- Developing institutional change resources*. W.K. Kellogg Foundation. \$10,000. 1999.
- A collaborative effort to change the reward system for teaching - phase III*. USDA. \$160,000. 1997-1998.
- A collaborative effort to change the reward system for teaching - phase II*. USDA. \$144,580. 1996-1997.
- Rewarding teaching at research-oriented universities: A dissemination*. Fund for the Improvement of Postsecondary Education (FIPSE). Renewal: \$21,000; Original: \$15,000. 1995-1996.
- A collaborative effort to change the reward system for teaching*. USDA. 1995-1996. \$128,000; W.K. Kellogg Foundation. \$50,000. 1995-1996.

Thesis and Dissertation Committees Chaired

- Hodges, Timothy. 2001. *A case study of organizational change in a faith community*. (M.S.)
- Burgert, Sarah. 2001. *Examining Nebraska Extension educators' land use preferences and attitudes using a web based survey*. (M.S.)
- Eggers, John. 2001. *Full range leadership and continuous improvement initiatives in the Nebraska correctional services*. (Ph.D.)
- Andelt, Shirley. 1999. *Identification of students goal orientation and personality temperament type*. (M.S.)
- Dierberger, Betsy. 1998. *Determination of informed service and pathways leading to selection of Environmental Studies majors*. (Ph.D.) Co-chair
- Cheraghali, Mark. 1997. *The impact of a full-range leadership training program in a small town*. (Ph.D.)
- Chutiwat, Sirot. 1997. *Systems of technology transfer with implications for farmers in developing countries*. (M.S.)
- Elston, Gary. 1997. *A case study of an ongoing educational program focusing on farm knowledge of attitudes toward, and use of futures and options as a marketing alternative*. (M.S.)
- Jabati, Frank. 1997. *Leadership behavior and organizational outcomes in farmer cooperatives as measured by the Multifactor Leadership Questionnaire*. (Ph.D.)

Bosshamer, Brian. 1996. *An assessment by employers and faculty of the College of Agricultural Science and Natural Resources adequacy of student preparation and future curriculum needs.* (M.S.)

Square, Chanda. 1996. *Computer usage for at-risk students.* (M.S.)

Zimmers, Stephen. 1996. *Changes caused by and the effectiveness of the use of multi-county programming units in the Southeast Nebraska Cooperative Extension Service.* (M.S.)

Lloyd C. Bell

Refereed Journal Article

Bell, L.C. (2000). A longitudinal measure of the perceptual impact of a cultural diversity teaching practicum on the interpersonal competency of student teachers. *Journal of Agricultural Education*, 41(2), 11-18.

Non-Refereed Article

Bell, L.C., Fleming, R., & Katt, R. (2000, September-October). Public and private partnerships! *The Agricultural Education Magazine*, 18-19.

Book and Chapter in Book

Bell, L.C. (Ed.). (2000). *Nebraska agricultural education curriculum framework and content standards.* Nebraska Department of Education.

Bell, L.C., & Husmann, D. (1999). Self-concept and self-esteem. In S. Fritz, F.W. Brown, J. Lunde, & E.A. Banset (Eds.), *Interpersonal skills for leadership* (pp. 86-99). Upper Saddle River, N J: Prentice Hall.

Proceedings and Refereed Presentations

Bell, L.C. (2002). *Assessment of instructional effectiveness and delivery of student services to college of agricultural sciences and natural resource undergraduates.* Paper presented at the National Association of College and Teachers of Agriculture Conference, Lincoln, NE.

Moody, L., & Bell, L.C. (2001). Stakeholder perceptions of their transition to an agricultural magnet school in the midwest: A case study. *Proceedings of the Central States AAAE Research Conference*, 66-76.

Moody, L.D., Fritz, S. M., Bell, L. C., & Egger, V. (2001). Charting a future for agricultural education in Nebraska: Building a magnet school network in rural communities. *Proceedings of the 28th Annual National Agricultural Education Conference*, 104-105.

Lunde, J., Bell, L.C., & Wilhite, M. (2000). *Courses in post-secondary teaching for students of tomorrow.* Paper presented at the International Conference of the Professional and Organizational Development Network in Higher Education, Vancouver, BC, Canada.

Bell, L., Fleming, R. & Wilhite, M.S. (1999). *Seamless education featured in NN21 agriculture, natural resources program.* Paper presented at the meeting of the Nebraska Faculty College, Chadron, NE.

Bell, L. C. (1997). A longitudinal measure of the perceptual impact of a cultural diversity teaching practicum on the interpersonal competency of students teachers. *Proceedings of the 24th Annual National Agricultural Education Research Meeting*, 47-54.

Other Scholarly Activities

Kocian, J., & Bell, L.C. (Co-Ed.). (2002). *A course in plant science.* [12 on-line modules]. Available: Mead High School Magnet Agricultural Education program.

Bell, L.C. (2002). *Effective meeting skills training.* Workshop presented at the Young Dairy Leaders Institute, Tampa, FL.

Fritz, S.M., Husmann, D., & Bell, L.C. (2002). *Report on state research: A snapshot of Career and technical education in Nebraska.* Paper presented at Governor's Summit on Creating the Preferred Future for Career and Technical Education, Lincoln, NE.

Bell, L.C. (2000). *Methods 101*. Presentation at the state meeting of instructors for environmental education - Project Learning Tree and Project WET, University of Nebraska, Nebraska City, NE.

Bell, L.C., Fleming, R., & Wilhite, M. (1999). *Creation of a seamless education model for agriculture and natural resource education*. Paper presented at the Nebraska Faculty College, Chadron, NE.

Bell, L.C. (1999). *Presentation skills for educational specialists*. Presentation at the Nebraska Natural Resource District Conference of Educational Specialists, Lincoln, NE.

Bell, L.C. (1996). *Agricultural education/biology endorsement program*. Presentation at the Nebraska Conference for Rural School Districts, Kearney, NE.

Grants

Determining the state of Nebraska career and technical education. Nebraska State Department of Education. \$5,000. 2001-2002.

Nebraska agricultural education curriculum framework and content standards. Carl Perkins Vocational Education Act. Nebraska Department of Education. \$39,000. 1999.

NN 21 visionary food systems curricula action team. W. K. Kellogg Foundation/University of Nebraska, Nebraska Network 21 Project. \$20,000. 1999.

NN 21 visionary food systems curricula action team. W. K. Kellogg Foundation/University of Nebraska, Nebraska Network 21 Project. \$40,000. 1997.

Patricia J. Fairchild

Refereed Journal Article

Nugent, G., Fairchild, P., King, J., King, K., & Husmann, D. (Submitted). Motivation and distance education. *Online Journal of Distance Learning Administration*.

Proceedings and Refereed Presentations

Nugent, G. C., Fairchild, P., King, J. W., King, K. E., & Husmann, D. E. (2002). An analysis of online courses using the principles of effective instruction. *Proceedings of the 2002 Distance Learning Administration Conference*, 71-76.

Other Scholarly Activity

Fairchild, P. (2001). *Visionary leadership*. Presentation with ODEGO, a leadership development association in Thayer County, NE.

Susan M. Fritz

Refereed Journal Articles

Fritz, S., Johnson, Z., & King, J. (Submitted). Incentives and Obstacles Influencing Community College Faculty toward Distance Education. *Community College Review*. **ARD #13376**.

Fritz, S., Ward, S., Byrne, P., Harms, K., & Namuth, D. (Submitted). Agricultural biotechnology training for extension educators. *Journal of Extension*.

Barbuto, J.E., Fritz, S.M., & Marx, D. (In Press). A field study examining two measures of work motivation to predict leader's influence tactics used. *Journal of Social Psychology*. **ARD #13100**.

Barbuto, J.E., Fritz, S.M., & Goertzen, B.J. (2002). Leaders' anticipated and targets' self-reported resistance to task assignments: A replication. *Psychological Reports*, 90, 515-520. **ARD #13557**.

Barbuto, J.E., Fritz, S.M., & Matkin, G.S. (2001). Leaders' bases of social power and anticipation of targets' resistance as predictors of transactional and transformational leadership. *Psychological Reports*, 89, 663-666. **ARD #13282**.

- Fritz, S., Bek, T.J., & Hall, D.L. (2001). Comparison of campus and distance undergraduate leadership students' attitudes. *Journal of Behavioral and Applied Management*, 3(1), 3-13.
- Harms, K., & Fritz, S. (2001). Internalization of character traits by those who teach Character Counts! *Journal of Extension*, 39 (6). Available at: www.joe.org/joe/2001december/a4.html (Feature article).
- Lane, K.R., & Fritz, S.M. (2001). Environmental science in rural and urban elementary programs in Nebraska. *Journal of Natural Resources and Life Sciences Education*, 29, 125-129. **ARD #12608**.
- Fritz, S., Barbuto, J., Burrow, S., & Etling, A. (2000). Motivation and recognition preferences of 4-H volunteers. *Journal of Agricultural Education*, 41, (3), 40-49.
- Rockwell, S.K., Schauer, J., Fritz, S., & Marx, D. (2000). Faculty education, assistance and support needed to deliver education via distance. *Online Journal of Distance Learning Administration*. Available: www.westga.edu/~distance/jmain11.html.
- Barbuto, J., Fritz, S., & Marx, D. (2000). A field study of two measures of work motivation for predicting leaders' transformational behaviors. *Psychological Reports*, 86, 295-300.
- Rockwell, S.K., Schauer, J., Fritz, S.M., & Marx, D. (1999). Incentives and obstacles influencing higher education faculty and administrators to teach via distance. *Online Journal of Distance Learning Administration*, 2(4).
- Millard, M., & Fritz, S.M. (1999). Value intensity identification of Environmental Studies/Natural Resources majors. *NACTA Journal*, 43(3).
- Fritz, S.M., & Brown, F.W. (1998). Leadership courses and programs in departments of agricultural education. *Journal of Agricultural Education*, 39 (3) 57-62.
- Fritz, S.M., & Myers, N.F. (1998). The impact of gender and status in a university setting on importance of EAP services. *Employee Assistance Quarterly*, 13(3) 59-68.
- Fritz, S.M., & Moody, L.M. (1997). Assessment of junior high/middle school agricultural programs in Nebraska. *Journal of Agricultural Education*, 38(1) 61-65.

Non-Refereed Article

- Engiz, A.M. & Fritz, S.M. (July/August, 1998). Does adult agricultural education programming have a long-term impact on Turkish farmers? *The Agricultural Education Magazine*, 13, 27.

Books

- Fritz, S.M., & Lunde, J.P. (2000). *Instructors' manual: Interpersonal skills for leadership*. Upper Saddle River, NJ: Prentice Hall.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1999). *Interpersonal skills for leadership*. Upper Saddle River, NJ: Prentice Hall.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1997). *Interpersonal skills for leadership(2nd ed.)*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1996). *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.

Chapters in Books

- Fritz, S., & Kepler, S. (1998). Interpersonal skills for leadership. In M.K. Schwartz, L.M. Axtman & F.H. Freeman (Eds.) *Leadership education: A source book of courses and programs (7th ed.)*, 265-269. Greensboro, NC: Center for Creative Leadership.
- Barrett, L., Fritz, S., & Barbuto, J. (1998). Leadership development for small groups and teams. In M.K. Schwartz, L.M. Axtman & F.H. Freeman (Eds.) *Leadership education: A source book of courses and programs (7th ed.)* (pp. 262-263). Greensboro, NC: Center for Creative Leadership.
- Fritz, S.M. (1996). A longitudinal study of the impact of interpersonal skills leadership instruction on the likelihood of increased student participation in community and university activities. In S. Sarsar (Ed.), *Education for Leadership and Social Responsibility* (pp. 107-116). West Long Branch, NJ: Center for the Study of Public Issues.

- Fritz, S. (1996). Servant leadership. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Fritz, S., & Parsons, G. (1996). Gender issues. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Fritz, S. (1996). Alarms, demands, warning signs and CNN. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Kauffman, J., & Fritz, S. (1996). Investment relationships. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Lunde, J.P., Brown, F.W., & Fritz, S.M. (1996). Introduction. In S. Fritz, F.W. Brown, J.P. Lunde, & E. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.

Proceedings and Refereed Presentations

- Waller, S. S., Schinstock, J. L., Hamouz, F., Fritz, S., McQuatters, M., Buescher, E., & Miller, V. (2002). *ACEing the college transition*. Paper presented at the 2002 NACTA Conference, Lincoln, NE.
- Fritz, S.M., Williams, S.N., & Barbuto, J.E. (2002). *Assessing the continued leadership education needs of adults who have completed an established in-depth leadership education program*. Paper presented at the 18th annual conference of the Association for International Agricultural and Extension Education, Durban, South Africa.
- Moody, L.D., Fritz, S.M., Bell, L.C., & Egger, V. (2001). Charting a future for agricultural education in Nebraska: Building a magnet school network in rural communities. *Proceedings of the 28th Annual National Agricultural Education Conference*, 104-105.
- Fritz, S.M., & Barrett, L. (2001). *Development of a leadership certification program*. Paper presented at the annual meeting of the Association of Leadership Educators, Minneapolis, MN.
- Fritz, S., Hoover, T., Weeks, G.W., Townsend, C., & Carter, R. (2001). *Growth of leadership education programs in agricultural education*. Poster session presented at the annual meeting of the Southern Region of the American Association of Agricultural Educators, Orlando, FL.
- Namuth, D., Lee, D., Hain, P., Guru, A., Roeber, R., Nissen, S., Ward, S., Byrne, P., Fenwick, A., Harrington, J., Albrecht, J., Lewis, N., & Fritz, S. (2001). *Agricultural technology electronic education resources*. Poster session presented at the Global Consortium of Higher Education, San Francisco, CA.
- Schauer, J., & Fritz, S. (2001). *Comparing land grant university and community college faculty and administrators' perspectives about distance education*. Paper presented at the Second International Conference on Technology in Teaching and Learning in Higher Education, East Aegean, Greece.
- Barbuto, J.E., & Fritz, S. (2000). *Advancing the teaching of leadership and organizational behavior in the classroom: A collection of experiential exercises and activities for stimulating student learning*. Paper presented at the Institute for Behavioral and Applied Management, San Diego, CA.
- Harms, K., & Fritz, S. (2000). *Internalization of character traits by those who teach Character Counts!* Paper presented at the 2000 Conference of the Association of Leadership Educators, Toronto, Ontario, Canada.
- Fritz, S., Bek, T., J., & Hall, D.L. (2000). *Comparison of campus and distance undergraduate leadership students' attitudes*. Paper presented at the 2000 Conference of the Association of Leadership Educators, Toronto, Ontario, Canada.
- Fritz, S., Burrow, S., Etling, A., & Barbuto, J. (2000). Motivation and recognition preferences of 4-H volunteers. *Proceedings of the Central States Agricultural Education Regional Research Conference*, 187-198.
- Fritz, S., & Tollman, J. (2000). *Success markers: A tool for program planning and evaluation*. Paper presented at Nebraska Faculty College, Mahoney Park, NE.
- Fritz, S., Barbuto, J., & Brown, L. (1999). *Experiential exercises for teaching situational leadership, motivation, conflict management, and negotiation*. Symposium presented at the Institute of Behavioral and Applied Management Annual Conference, Annapolis, MD.

- Barbuto, J., Fritz, S., & Marx, D. (1999). *Comparison of two measures of work motivation for predicting leader's transformational behaviors*. Paper presented at the Institute of Behavioral and Applied Management Annual Conference, Annapolis, MD.
- Barbuto, J., Fritz, S., & Marx, D. (1999). *Comparison of two measures of work motivation for predicting leader's transformation behaviors*. Paper presented at the Institute of Behavioral and Applied Management Annual Conference. Annapolis, MD.
- Barbuto, J., Fritz, S., & Marx, D. (1999). *A field study examining two measures of work motivation to predict leader's influence tactics used*. Paper presented at the International Leadership Association Annual Conference, Atlanta, GA.
- Engiz, A.M., Fritz, S., Etling, A.W., & Rockwell, S.K. (1999). *Impacts of distance training on Turkish farmers*. Fifteenth Annual Conference Association of International Agricultural and Extension Educators, Port au Prince, Trinidad.
- Barbuto, J., & Fritz, S. (1998). *Teaching expectancy theory of motivation using Kolb's learning cycle as a guiding framework*. Paper presented at the Institute of Behavioral and Applied Management, Orlando, FL.
- Barbuto, J., Fritz, S., Lacy, D., Peruvemba, J., & Burrow, S. (1998). *Experiential and group-based exercises for management and leadership courses*. Paper presented at the 1998 Institute of Behavioral and Applied Management Annual Conference, Orlando, FL.
- Fritz, S.M., & Moody, L. (1998). *Evaluation of a model multi-cultural program*. Paper presentation at the 1998 Central States AAAE Research Conference, St. Louis, MO.
- Schauer, J., Fritz, S.M., & Rockwell, S.K. (1998). Professional development needs of teaching faculty. *Proceedings of the 14th Annual Conference, Distance Learning '98*, 321-329.
- Schauer, J., & Fritz, S.M. (1998). *Incentives and obstacles influencing faculty and administrators' receptivity toward distance education*. Paper presented at Nebraska Faculty College 1998, Mahoney State Park, NE.
- Fritz, S.M., & Moody, L.D. (1996). *Assessment of junior high/middle school agricultural education programs in Nebraska*. Paper presentation at the Annual Meeting of the American Vocational Education Research Association, Cincinnati, OH.

Other Scholarly Activities

- Fritz, S.M., Husmann, D., & Bell, L. C. (2002). *Report on state research: A snapshot of career and technical education in Nebraska*. Paper presented at the Governor's Summit on Creating the Preferred Future for Career and Technical Education, Lincoln, NE.
- Fritz, S.M. (2002, February). Invited by The Pennsylvania State University to teach for one month in the Collaborative Study Abroad Program at Moscow State Agroengineering University, Moscow, Russia.
- Fritz, S.M., Moody, L.D., & Rueter, R. (2000). *Small group dynamics*. Invited presentation at the Central States Undergraduate Agricultural Education Conference, St. Louis, MO.
- Fritz, S.M. (1999). *Women in agricultural education*. Developed and delivered a statewide satellite broadcast, University of Nebraska, Lincoln, NE.
- Fritz, S.M. (1998). *The scholarship of teaching*. Invited presentation at the College of Agriculture, North Dakota State University-Fargo, Fargo, ND.
- Fritz, S.M. (1998). *The human resource manager as a servant leader*. Invited presentation at the College of Hotel and Restaurant Management, University of Nevada-Last Vegas, Las Vegas, NV.
- Fritz, S.M., & Gale, D. (1996). *A quality assessment of computing services in a major university*. Poster session presented at the 1996 EDUCOM Conference, New Orleans, LA.

Grants

Community outreach partnership center program. HUD. \$384,914. 2001-2004.

Changing how rural students will learn and earn in the 21st century – a rural agricultural sciences magnet school network. W.K. Kellogg Foundation. \$200,000. 2001-2002.

FSPE directors grant. W.K. Kellogg Foundation. \$170,000. 2001-2003.

Determining the state of Nebraska career and technical education. Nebraska State Department of Education. \$5,000. 2001-2002.

Meeting food and fiber system human capacity needs: An integrated curriculum. USDA Higher Education Challenge Grant. \$100,000. 2001-2003.

Weed science electronic library modules. ADEC. \$50,000. 2001-2002.

Leadership and issues action team project. University of Nebraska Cooperative Extension. \$5,000. 2000-2001.

LINC Phase II. W.K. Kellogg. \$274,000. 2000-2002.

Meeting diverse educational needs in agricultural biotechnology. USDA CSREES, IFAFS. \$568,520. 2000-2003.

University neighborhood community development. Leadership for Institutional Change/W. K. Kellogg Foundation. \$16,000. 2000-2002.

University neighborhood community organizing using collaborative leadership. NN21. \$5,000. 2000.

Completing the cycle: Student evaluation of service projects. Nebraska Consortium for Service-Learning in Higher Education. \$2,500. 1999-2000.

Multi-site delivery of interpersonal skills for leadership. Extended Education Training Support and Course Development. \$10,000. 1999-2000.

Enhancing student ethnic and gender diversity through recruiting and retention in CASNR. UNL Faculty Liaison Task Force on Diversity. \$4,694. 1999-2000.

Strategies for gender equity in agricultural education. Carl D. Perkins Vocational and Applied Technology Education Program. \$6,493. 1999.

Redefining the delivery of leadership education. ADEC Planning Grant. \$6,000. 1998.

Focusing on gender equity in agricultural education. Carl D. Perkins Vocational and Applied Technology Education Fund. \$9,990. 1998.

Enhancing at-risk adolescent self-esteem through service. Lincoln-Lancaster County Prevention Fund Advisory Board. \$2,500. 1997-1998.

Enhancing diversity awareness in post-secondary and elementary environments. Woods Charitable Foundation. \$15,000. 1997-1999.

Development of a leaders in the 21st century honors course. UNL Honors Program. \$4,000. 1997.

Interpersonal communication skills for leadership in food and agricultural sciences. \$61,633. 1994-1996. USDA Higher Education Challenge Grant Program.

Dissertation and Thesis Committee Chaired

Schauer, Jolene (2002). *Role of the department chair in implementing distance education in colleges of agriculture in land-grant institutions*. (Ph.D.) Co-chair

Gambrell, Kem. (2001). *A convergent and divergent study of four personality measures to predict Machiavellian disposition*. (M.S.)

Moody, Linda. (2001). *Identifying and prioritizing agriculture and natural resources curriculum needs of Nebraska secondary and post-secondary institutions*. (Ph.D.) Co-chair

Dierberger, Betsy. (1998). *Determination of informed choice and pathways to selection of the Environmental Studies major*. (Ph.D.) Co-chair

Engiz, Mufit. (1998). *The impact of a distance-delivered agricultural program and recommendations for future programs in the Isparta region of Turkey*. (M.S.)

Johnson, Zane. (1998). *Incentives and obstacles influencing community college faculty and administrators' receptivity toward distance education*. (M.S.)

Schauer, Jolene. (1997). *Incentives and obstacles influencing faculty and administrators' receptivity toward delivering distance education*. (M.S.) Co-chair

Dann E. Husmann

Refereed Journal Articles

Husmann, D. E. (Submitted). Good teaching is good teaching...Students evaluate an on-line course. *Online Journal of Distance Learning Administration*.

Nugent, G., Fairchild, P., King, J., King, K., & Husmann, D. (Submitted). Motivation and distance education. *Online Journal of Distance Learning Administration*.

Husmann, D.E., & Miller, M.T. (Winter 2000). Improving distance education: Perceptions of program administrators. *Online Journal of Distance Learning Administration*, 4(1), 1-5.

Proceedings

Husmann, D. E. (2002). Good teaching is good teaching...Students evaluate an online course. *Proceedings of the 2002 Distance Learning Administration Conference*, 51-56.

Nugent, G. C., Fairchild, P., King, J. W., King, K. E., & Husmann, D. E. (2002). An analysis of online courses using the principles of effective instruction. *Proceedings of the 2002 Distance Learning Administration Conference*, 71-76.

Other Scholarly Activities

Husmann, D.E. (2002). *Working with difficult people*. Workshop presentations in the Nebraska Healthcare Association and the National Assisted Living Association Professional Development Series, Norfolk, Lincoln, Omaha, Gering, North Platte, and Grand Island, NE.

Fritz, S.M., Husmann, D., & Bell, L. C. (2002). *Report on state research: A snapshot of Career and technical education in Nebraska*. Paper presentation at the Governor's Summit on Creating the Preferred Future for Career and Technical Education, Lincoln, NE.

Husmann, D.E. (2000). *Mentoring new faculty via the Internet*. Paper presentation at the Innovations 2000 Conference of the League for Innovation in the Community College, Orlando, FL.

Grants

Creation of interactive computer learning modules for soil science education. USDA CSREES. \$279,389. Pending.

Creation of interactive computer learning modules for soil science education. Fund for the Improvement of Postsecondary Education (FIPSE). \$315,934. Pending.

Determining the state of Nebraska career and technical education. Nebraska State Department of Education. \$5,000. 2001-2002.

Biotechnology at your desktop. Phillip-Morris Shared Solutions Program. \$27,500. 2002.

Thesis Committee Chaired

Simmons, Mark E. (2002). *Effectiveness of "4-H Days" at your school: A qualitative study of one method of 4-H school enrichment*. (M.S.)

James W. King

Refereed Journal Articles

- Adams, J., & King, J. (Submitted). Strategic distance education palling in multicampus university systems. *American Journal of Distance Education*.
- Nugent, G., Fairchild, P., King, J., King, K., & Husmann, D. (Submitted). Motivation and distance education. *Online Journal of Distance Learning Administration*.
- Fritz, S., Johnson, Z., & King, J. (Submitted). Incentives and obstacles influencing community college faculty toward distance education. *Community College Review*.
- Rupnow, J. H., King, J. W., & Johnson, L. K. (2001). Thinking verbally. *Food Technology*, 55(1), 46-49.
- King, J.W., Johnson, L. K., & Rupnow, J. H. (2001). Thinking visually. *Food Technology*, 55(1), 49-59.
- Francis, C., Carter, H., Carusi, C., & King, J. (2000). Before you say yes: A planning guide for speakers. *Journal of Extension*, 38(4).
- Frantz, G.L., & King, J.W. (2000). Distance education and learning (DEL): A systems model. *Educational Technology*, 40(3), 41-45.
- King, J. W., Nugent, G.C., Lacy, D.D., & Russell, E.B. (2000). Policy frameworks for distance education: Implications for decision makers. *Online Journal of Distance Learning Administration*, 3(2). www.westga.edu/~distance/king32.html
- King, J.W., Nugent, G.C., Eich, J.J., Mlinek, D.L., & Russell, E. B. (2000). A policy framework for distance education: A case study and model. *Deosnews*. 10(10). www.ed.psu.edu/acsde/deos/deosnews/deosnews10_10.asp
- Lieblien, G., Francis, C. A., & King, J. W. (2000). Conceptual framework for structuring future agricultural colleges and universities in industrial countries. *Journal of Agricultural Education and Extension*, 6(4), 213-222.
- King, J. W. (1999). Distance learners in higher education. *Distance Education Reporter*, 2(21), 6.
- King, J. W. (1998). Distance education lessons for the emerging virtual university. *On the Horizon*, 6(2) 9-11.
- Francis, C., & King, J. W. (1997). Impact of personal values on agricultural research. *Society & Natural Resources*, 10, 273-287.
- King, J. W. (1996). The end of education. *On the Horizon*, 4(3), 6-7.

Non-Refereed Articles

- Lewis, N. M., Guest, J. E., Eich, J., & King, J. (2000). Advancing nutrition practice - A web-based nutrition counseling course. *Proceedings of the Food and Nutrition Conference and Exhibition*, 32-33.
- King, J. W., Lacy, D., Bartels, K., & McMillian, J. (1999). The policy perspective in distance education: A futures landscape/panorama. In (ed.), *Distance education issues in Nebraska*, 15-16. Lincoln, NE: NN21 Project.
- King, J. W. Nugent, G. C., Lacy, D. D., & Russell, E. (1999). Distance education policies in Nebraska higher education: Status and models for the future. *Proceedings of the 15th Annual Conference on Distance Teaching and Learning*, 156-161.
- Lacy, D., & King, J. (1999). CourseInfo by Blackboard: A first look. *Information*, 12(3), 6-8. www.ianr.unl.edu/compute/info0699.htm.
- King, J. (1997). State of the World. In G. Hegyes & C.A Francis, (eds). *Future Horizons: Recent literature in sustainable agriculture*, (pp. 9-10). Center for Sustainable Agricultural Systems, Institute of Agriculture and Natural Resources, University of Nebraska.
- King, J. (1997). Spiritwalker: My journeys through the visionary gate. In G. Hegyes & C.A. Francis, (Eds.) *Future horizons: Recent literature in sustainable agriculture* (p. 211). Center for Sustainable Agricultural Systems, Institute of Agriculture and Natural Resources, University of Nebraska.

King, J.W. (1997). The year is 2020. *NN21 News*, 1(2), 3.

Francis, C., King, J., Klopfenstein, T., Brandle, J., Shapiro, C., Wright, R., Waller, S., & Dickey, E. (1996). Sustainable systems for the future, the Nebraska program. In C. A. Edwards (Ed.) *Sustainable agriculture education and extension in the north central region of the United States*, (pp. 34-49). Lincoln, NE: North Central SARE Program

Rockwell, S. K., & King, J. W. 1996. Distance education: Interaction in a changing paradigm. In D.L. McAlister-Kizzier & F. Adams (eds.), *Nebraska Teaching Improvement Council, the Tenth Annual Nebraska Faculty College 1996, Connect with Your Creative Self*, (pp. 61-68). Nebraska Teaching Improvement Council.

Book

Silag, B., Schultz, A., Bishop, P., Dale, D., & King, J. (1998). *Visions of change in higher education*. Battle Creek, MI: W. K. Kellogg Foundation.

Chapters in Books

Wilhite, M. S., Lunde, J., & King, J. (2001). Consultation for distance learning. In J. G. Lewis & J. P. Lunde *Face to face*, (pp. 247-272). Stillwater, OK: New Forums Press.

King, J. (1998). Scenario planning: Powerful tools for thinking about alternatives. In J. Giescke *Scenario planning for libraries*, (pp. 3-17). Chicago, IL: American Library Association.

Bridwell, C., Bretz, R., DeVries, H., King, J. W., & Knapp, S. S. (1996) *Instructional design for distance education*. In P. Calvert *The communicator's handbook: Tools, techniques, and technology*, (pp. 215-219). Gainesville, FL: Maupin House.

King, J.W., & Bartels, K. (1996). A review of educational characteristics of successful distance education efforts. *Proceedings of the National Extension Technology Conference Proceedings*. CD-ROM.

Published Abstracts

Salvador, R.J., Edwards, C., Francis, C. A., King, J. W., McAndrews, G. M., & Simmons, S. (2000). Regional curricula: Obstacles and rewards. *Agronomy Abstracts*, 5.

Mundy, V., & King, J.W. (1996). Benefits and challenges of grassroots Cooperative Extension work: Lessons learned from the Nebraska IMPACT Project. *Agronomy Abstracts*, 23.

Salvador, R.J., McAndrews, G., Francis, C.A. & King, J.W. (1996). The North Central Institute for Sustainable Systems: A pilot for regional collaboration in experiential learning. *Agronomy Abstracts*, 55.

King, J.W., Francis, C.A., & Hesterman, O. (1996). Implementing our visions: Building a sustainable food system. *Agronomy Abstracts*, 59.

Proceedings and Refereed Presentations

King, J.W. (2001). *Variables that determine the effectiveness of distance education courses*. Paper presented at the DIAL Summary Meeting, Lincoln, NE.

King, J.W., & Sattler-Weber, S. (2001). *Instructional strategies for online and video distance education: A preliminary study*. Paper presented at the Nebraska Distance Learning Association, Grand Island, NE.

King, J.W., Francis, C.A., Grisso, R.D., Lieblein, G., Jones, D.D. & Salvador, R. 2001. *Creativity and sustainability: Human factors in shaping the future of change*, p.227-242. In: A. Lisee (ed.), *Ecospheres*. University of Nebraska-Lincoln, NE.

King, J.W., & Lacy, D. (1999). *Distance education policy survey*. Paper presented at the 15th Annual Distance Education Conference, Madison, WI.

Wheeler, D.W., King, J.W., & Hansen, D. (1998). *Communities of learning: A bridge to the future*. Paper presented at the 23rd Annual Conference, Professional and Organizational Development Network in Higher Education, Snowbird, UT.

King, J.W., & Hygnstrom, S.E. (1997). *Distance and digital information for wildlife damage management*. Invited paper for the 13th Great Plains Wildlife Damage Control Workshop, Nebraska City, NE.

- King, J.W. (1997). *Participatory techniques in distance education*. Paper presented at the NCISS videoconference.
- King, J.W., & Salvador, R. (1997). *Innovation and student involvement*. Invited plenary session at the Revolutionizing Higher Education in Agriculture meeting, College Station, TX.
- King, J.W., & Roeber, R., (1996). Futuring the land grant system. *Proceedings of the National Extension Technology Conference*. CD-ROM.
- King, J.W. (1996). *The most probable future isn't: Communication futures*. Invited paper presented at the Annual Meeting of the Weed Science Society of America, St. Louis, MO.
- King, J.W., Francis, C.A., Mundy, V., Carter, H., Carusi, C., & Fraas, W. (1996). *New futures: Sustainable agriculture, participation, and community*. Paper presented to the Pedagogy of the Oppressed Meeting, Omaha, NE.
- King, J.W. 1996. *Change and the future*. Paper presented at the Vision 2020 Expo, Iowa State University, Ames, IA.
- Rockwell, S.K., & King, J.W. (1996). *A typology for evaluating interaction in distance education*. Paper presented at the Annual Meeting of the American Evaluation Association, Atlanta, GA.
- Mundy, V., & King, J.W. (1996). *Benefits and challenges of grassroots extension work: Lessons from the Nebraska IMPACT Project*. Presentation at the American Society of Agronomy, Indianapolis, IN.
- Bishop, P., & King, J.W. (1996). *Vision-Driven change in higher education: A national visioning project*. Presentation to the World Future Society, Washington, DC.
- King, J.W., & Roeber, R. (1996). *The land-grant system and the W. K. Kellogg Food Systems Professions Education Initiative*. Presentation to the National Extension Technology Conference, Atlanta, GA.
- Other Scholarly Activities**
- King, J.W. (2001). *Selected distance education research*. Presentation to the Nebraska Educational Technology Association, Omaha, NE.
- King, J.W. (2001). *Internet module in plant biotechnology* (D. Lee, senior investigator) \$200,000 USDA/ADEC, Ag Telecommunications.
- King, J.W. (2001). *Interdisciplinary approach to beef production management* (L. Hungerford & G. Rupp, senior investigators) \$303,926, USDA/ADEC.
- King, J.W. (2000). *Issues behind learning at a distance*. Presentation at the Nebraska Issues Symposia, Lincoln, NE.
- King, J.W. (2000). *The digital revolution and information overload*. Invited presentation at the 15th Annual Women in Agriculture Conference, Kearney, NE.
- King, J.W. (1999). *Environmental justice for pollution prevention*, EPA.
- King, J.W. (1999). *Sustainable ag training*, EPA.
- King, J.W, Lacy, D. D., & McMillian, J. (1999). *Distance education policy and postsecondary educational institutions in Nebraska*. Presentation for the NN21 Distance Learning Conference, Lincoln, NE.
- King, J.W., & Bartels, K. (1998). *Distance education futures*. Presentation for Youth Leadership Lincoln, Lincoln, NE.
- King, J.W. (1998). *Multimedia technology and distance education*. Presentation for the IANR Congressional Staff Briefing Tour, Lincoln, NE.
- King, J.W., Lacy, D. D., France, E., Foner, J., Potthoff, K., & Englehart, P. (1998). *Competitors in distance education*. Presentation at the Teaching Learning Center's Distance Education First Tuesday Seminar, Lincoln, NE.
- King, J.W. (1998). *Nebraska excellence in water quality: Multimedia modules*. U.S. Government Services Agency.
- King, J.W. (1998). *Multimedia for international agricultural issues*. UNL/International Affairs.

King, J.W. (1997). *Adult learning and technology*. Invited presentation for the NRDs and Extension Educators during Nebraska Cooperative Extension Training on Irrigation Management, Grand Island, NE.

King, J.W. (1997). *Distance and digital*. Invited keynote presentation to the Our Future in Distance Learning Northeast District Fall Conference, Norfolk, NE.

Grants

Distance education policy in Nebraska K-12 schools. \$8,000, Nebraska Department of Education 2001-2002.

Integrated farming systems cluster evaluation (with C. Francis), \$200,000, W.K. Kellogg Foundation. 1999.

Distance education policy in Nebraska postsecondary institutions, \$5,000, NN21. 1997

Faculty distance learning/multimedia support using student technology assistants, (B. Sandhorst, senior investigator), \$9,200. NEBSAT. 1997.

TV teaching training, \$10,000, NEBSAT. 1997.

Disseminating sustainable agricultural information to North Central farmers and ranchers (with C. Francis, C. Shapiro, \$559,880, SARE, North Central Region. 1997-1999.

Thesis Committee Chaired

Eich, Jennifer J. (2001). *An assessment of the continuing professional education needs of registered dietitians in Nebraska*. (MS)

Linda D. Moody

Refereed Journal Articles

Fritz, S.M., & Moody, L.D. (1997). Assessment of junior high/middle school agricultural education program in Nebraska. *The Journal of Agricultural Education*, (38)1, 61-65.

Non-Refereed Articles

Moody, L.D., Harms, K., & Scholz, S. (2001, July-August). Character Counts!: A leadership service learning project. *The Agricultural Education Magazine*, 16-17.

Moody, L.D. & Koepke, L. (1999). Supervised agricultural experience. In *Nebraska's Agricultural Education Curriculum Framework and Content Standards*. Nebraska Department of Education, Vocational Division. Lincoln, NE.

Proceedings and Refereed Presentations

Maricle, H., Moody, L., & Brink, D. (2002). *An interdisciplinary approach to leadership development in animal science*. Poster session at the Annual Meeting of the National Association of College and Teachers of Agriculture, Lincoln, NE.

Moody, L. D., Fritz, S. M., Bell, L. C., & Egger, V. (2001). Charting a future for agricultural education in Nebraska: Building a magnet school network in rural communities. *Proceedings of the 28th Annual National Agricultural Education Conference*, 104-105.

Moody, L.D., & Bell, L.C. (2001). *Stakeholder perceptions of their transition to an agricultural magnet school in the Midwest: A case study*. Paper presentation at the AAAE Central States Research Conference, St. Louis, MO.

Moody, L.D., Kriefels, M., Patent, M., & Nygren, G. (2000). *Using electronic media in career development events*. Poster presentation at the National Agricultural Education Research Conference, San Diego, CA.

Moody, L.D., Patent, M., Nygren, G. (2000, February). *Implementing on-line registration in Nebraska's career development events*. Poster presentation at the AAAE Central States Research Conference, St. Louis, MO.

Fritz, S.M., & Moody, L. (1998). *Evaluation of a model multi-cultural program*. Paper presentation at the 1998 Central States AAAE Research Conference, St. Louis, MO.

Fritz, S.M., & Moody, L.D. (1996). *Assessment of junior high/middle school agricultural education programs in Nebraska*. Paper presentation at the Annual Meeting of the American Vocational Education Research Association, Cincinnati, OH.

Other Scholarly Activities

Inservice Education Coordinator

Moody, L. D. (2001 & 2002). Career Development Events In-service: *Agronomy, Meats Evaluation & Identification, Floriculture, Ag Sales, Ag Issues, Natural Resources, & Marketing Plan*. Satellite delivered and video streamed, Lincoln, NE.

Moody, L. D. (1997). *Floriculture and Nursery/Landscape Management*. Career Development Event Workshop. Grand Island, NE.

Moody, L. D. (1997). *Farm Business Management and New Horizons*. Career Development Event Workshop. Nebraska Vocational Agriculture Association. Norfolk, NE.

Moody, L. D. (1996). *Ag Sales and Agronomic Resources*. Career Development Workshop. Nebraska Vocational Agriculture Association. North Platte, NE.

Invited Presentations

Moody, L.D., & Maricle, H.K. (2002). *The career puzzle: Personality, aspirations and majors*. NU Preview, Lincoln, NE.

Fritz, S.M., Moody, L.D., & Rueter, R. (2000). *Small group dynamics*. Central States Undergraduate Agricultural Education Conference, St. Louis, MO.

Moody, L.D. (2000). *Career workshop in agricultural education and agricultural journalism*. Nebraska Agricultural Youth Institute Conference, Lincoln, NE.

Moody, L.D. (2000). *Future of Nebraska's career development events*. Nebraska Agricultural Education Summer Conference, Kearney, NE.

Moody, L.D. (1999). *Career workshop in agricultural education*. Nebraska Agricultural Youth Institute Conference, Lincoln, NE.

Moody, L.D. (1998). *Bringing the real world to the classroom*. First Year Teacher/Administrator Workshop, Columbus, NE.

Moody, L.D. (1998). *Career workshop in agricultural education*. Nebraska Agricultural Youth Institute Conference, Lincoln, NE.

Moody, L.D. (1997). *Nebraska Vocational Agriculture Association New Horizon in-service*. Nebraska Vocational Agriculture Association Summer Conference, Norfolk, NE.

Grants

Meeting food and fiber system human capacity needs: An integrated curriculum. USDA Higher Education Challenge Grant. \$100,000. 2001-2003.

Nebraska state agricultural education career development events scholarships. College of Agricultural Sciences and Natural Resources, University of Nebraska-Lincoln. \$5,000 annually. 2000-ongoing.

Enhancing student ethnic and gender university through recruiting and retention in the College of Agriculture Sciences and Natural Resource. UNL Diversity Enhancement Projects. \$4,694. 1999.

In-servicing Nebraska's secondary agricultural education teachers in the areas of agriscience, record keeping, and career development events. Nebraska Vocational Agriculture Association, \$1500. 1996.

Gerald M. Parsons

Refereed Journal Articles

Parsons, G.M., & Johnson, B.B. (2000). Does teaching ethics make a difference? A preliminary study using an outcomes assessment process. *NACTA Journal*, 45(1), 51-57.

Non-Refereed Journal Articles

Parsons, G.M. (In Press). Sacagowea. *Encyclopedia of the Great Plains*.

Parsons, G.M. (1996, December). An interview with NACTA's Jack Everly. *Writer's Update*.

Chapter in Book

Fritz, S.M., & Parsons, G.M. (1996). Gender issues. In S.M. Fritz, F.W. Brown, J.P. Lunde, & E.A. Banset (Eds.), *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.

Proceedings and Refereed Presentations

Barbuto, J.E., & Parsons, G.M. (2001). *The underlying motives of ethical paradigms in organizations*. Paper presented at the 8th International Conference Promoting Business Ethics, Chicago, IL.

Parsons, G.M. (2000). *Leadership ethics*. An invited presentation for Extension Educators, Aurora, NE.

Parsons, G.M. (1999). *Teaching ethics through a current controversy: The Republican River case*. Paper presentation to the Nebraska Teaching Improvement Council.

Parsons, G.M. (1997). *Strategies for effective collaboration in long-term group projects*. Paper presented at the Association for Business Communication, Dayton, OH.

Parsons, G.M. (1996). *Reports for decision-makers: Different problems, solutions and inquiries*. Nebraska Faculty College, Mahoney State Park, NE.

Parsons, G.M. (1996). *Making problems operational in decision making*. Presentation at the meeting of the Midwest Chapter, Society for Technical Communication, St. Joseph, MO.

Grants

Partners in educational networks (PEN). U.S. Department of Education. \$750,000. 2002-2004.

Community outreach partnership center program. HUD. \$384,914. 2001-2004.

University neighborhood community development. Leadership for Institutional Change/W. K. Kellogg Foundation. \$16,000. 2000-2002.

University neighborhood community organizing using collaborative leadership. NN21. \$5,000. 2000.

S. Kay Rockwell

Refereed Journal Articles

Rockwell, S.K., Schauer, J., Fritz, S., & Marx, D. (2000). Education, assistance, and support needed for distance delivery: Faculty and administrators' perceptions. *Online Journal of Distance Learning Administration*. Available at: www.westga.edu/~distance/jmain11.html.

Rockwell, S.K., Furgason, J.W., & Marx, D.B. (2000). Research and evaluation needs for distance education: A delphi study. *Online Journal of Distance Learning Administration*. Available at: www.westga.edu/~distance/jmain11.html.

Rockwell, S.K., Schauer, J., Fritz, S., & Marx, D. (1999). Incentives and obstacles influencing faculty and administrators to teach via distance. *Online Journal of Distance Learning Administration*. Available at: www.westga.edu/~distance/jmain11.html.

Non-Refereed Articles

Rockwell, S.K. (1998). White paper: Research and evaluation priorities for distance education in Nebraska: Initial findings of a delphi study. Presented to the Nebraska Network 21 and NEBSAT Distance Learning Conference: Communities of Learning, Lincoln, NE. Available at: www.unl.edu/NN21/krockwell.html

Cunningham, S., Rockwell, S.K., & Brooks, D.W. (1998). White paper: Access and strategies in distance education. Presented to the Nebraska Network 21 and NEBSAT Distance Learning Conference: Communities of Learning, Lincoln, NE. Available at: www.unl.edu/NN21/scunningham.html [1998, November].

Proceedings and Refereed Presentations

Rockwell, S.K., & Jha, L. (2002). *Success Outcomes Markers in Extension (SOME)*. Carousel presentation to the Association for International Agricultural and Extension Education Conference, Durban, South Africa.

Burgert, S.J., & Rockwell, S.K. (2001). *Faculty outreach: Activities and attitudes*. Paper presented at Nebraska Faculty College, Kearney, NE.

Jha, L.R., & Rockwell, S.K. (2001). *Applying Success Outcome Markers in Extension's (SOME) transformational programming*. Paper presented at the 2001 Annual Meeting of the American Evaluation Association, St. Louis, MO.

Jha, L.R. & Rockwell, S.K. (2001). *Building capacity in communities, individuals and teams: Telling your story with Success Markers*. Poster session presented to the North Central Urban Extension Conference, Cleveland, OH.

Jha, L.R., Rockwell, S.K., & Gloystein, J. (2001). *Evaluating family and youth programming using Outcome Engineering*. Paper presented at The Building Family Strengths International Symposium, Lincoln, NE.

Rockwell, S.K., Meduna, R.J., & Williams, S.N. (2001). *Targeting outcomes of programs help public policy educators design evaluations*. Paper presented at the National Public Policy Education Conference, San Antonio, TX. Available at: www.farmfoundation.org/nppceindex.htm

Kemis, M., & Rockwell, S. K. (2000). *Development of a common instrument for a twelve-project initiative*. Paper presented to American Evaluation Association's Annual Meeting, Honolulu, HI. Available at: danr.ucop.edu/eee-aea

Rockwell, S.K., & Bennett, C.F. (2000). *TOP's usefulness as a program logic model*. Roundtable presented at American Evaluation Association's Annual Meeting, Honolulu, HI.

Rockwell, S.K., Jha, L.R., Williams, S., & Thayer, C. (2000). *Using success markers for programming in Extension education*. Paper presented to the American Evaluation Association's Annual Meeting, Honolulu, HI. Available at: danr.ucop.edu/eee-aea

Rockwell, S.K., Swanson, D., & Williams, S. (2000). *TESS: Telling Extension's success stories by using success markers and results mapping*. Paper presented at CYFAR 2000: Strong States and Networks for Children, Youth, and Families, Charlotte, NC.

Rockwell, S.K., Jha, L.R., Williams, S., & Thayer, C. (2000). *Using success markers for programming in Extension Education*. Paper presented at American Evaluation Association's Annual Meeting, Honolulu, HI.

Bennett, C.F., & Rockwell, S.K. (1999). *Targeting outcomes of programs*. Pre-session presented at the American Evaluation Association's Annual Meeting, Orlando, FL.

Schauer, J., Fritz, S.M., & Rockwell, S.K. (1998). *Professional development needs of teaching faculty*. Proceedings of the 14th Annual Conference, Distance Learning '98, 321-329.

Technical Research Reports

Rockwell, S.K., Burgert, S., & Furgason, J. (2001, January). *Faculty outreach: Activities and attitudes at the University of Nebraska-Lincoln* (Tech. Rep. No. RB339). University of Nebraska-Lincoln, Agricultural Research Division.

Rockwell, S.K., Burgert, S., & Furgason, J. (2001, January). *Faculty outreach: Activities and attitudes at the Nebraska State Colleges* (Tech. Rep. No. RB340). University of Nebraska-Lincoln, Agricultural Research Division.

Rockwell, S.K., & Furgason, J.W. (1999, February). Nebraskan's educational needs, access to technology and perceptions of the University of Nebraska. (Tech. Rep. No. MP72). University of Nebraska-Lincoln, Cooperative Extension Division. Summary available: www.unl.edu/nn21/baseline.html

Rockwell, S.K., & Furgason, J.W. (1998, October). *Nebraskan's educational needs, access to technology and perceptions of the University of Nebraska* (Tech. Rep. No. RB333). University of Nebraska-Lincoln, Agricultural Research Division.

Schauer, J., Rockwell, S.K., Fritz, S., & Marx, D. (1998, May). *Incentives and obstacles influencing faculty and administrators to teach via distance* (Tech. Rep. No. RB331). University of Nebraska-Lincoln, Agricultural Research Division.

Schauer, J., Rockwell, S.K., Fritz, S., & Marx, D. (1998, August). *Education, assistance, and support needed for distance delivery: Faculty and administrators' perceptions* (Tech. Rep. No. RB332). University of Nebraska-Lincoln, Agricultural Research Division.

Other Scholarly Activities

Rockwell, S.K. (2002). *Tell funders your success stories*. Invited paper presented to the Cooperative State Research, Education, and Extension Service Administrative Officers' Meeting for 1994 Land-Grant Tribal Colleges Programs, Kansas City, MO.. Available at: www.oznet.ksu.edu/csrees/

Rockwell, S. K. (2002) *Targeting Outcomes of Programs: Measuring program impact*. One-day workshop presented for Illinois Cooperative Extension, Champaign, IL.

Rockwell, S. K. (2001). Invited by The Pennsylvania State University to teach for one month in the Collaborative Study Abroad Program at Moscow State Agroengineering University, Moscow, Russia.

Rockwell, S. K., Meduna, R. J., & Williams, S. N. (2001). *Targeting Outcomes of Programs help public policy educators design evaluations*. Paper for the National Public Policy Education Conference. Available at: www.farmfoundation.org/nppceindex.htm

Rockwell, S.K., & Bennett, C.F. (English version, 2000; Russian version, 2001). *Targeting Outcomes of Programs (TOP): A hierarchy for targeting outcomes and evaluating their achievement* (website). Available: deal.unl.edu/TOP/

Rockwell, S.K. (1998, 2000, 2001) *Targeting Outcomes of Programs: Measuring program impact*. A two-day workshop for Extension faculty in the North Central Region.

Rockwell, S.K. (1999). *Does Extension make a difference: Measuring program impact*. A two-day workshop presented for West Virginia Cooperative Extension, Weston, WV.

Grants

North Central risk management education center. CSREES – United States Department of Agriculture. Project leader. Grant amount for evaluation: \$4,500. 2001-2002.

Nebraska character education partnership. U.S. Department of Education. Grant amount for evaluation: 2001 – \$10,000; 2002 – \$15,000.

Rural agricultural sciences magnet school network. The W.K. Kellogg Foundation. Grant amount for evaluation: 2001-2002 – \$14,000

Leadership for institutional change: Conversation and community. The W.K. Kellogg Foundation. Grant amount for evaluation: 2000 – \$1,666; 2001 – \$10,500; 2002 – \$11,025.

Developing an interdepartmental Ph.D. brochure. Office of Graduate Studies, University of Nebraska. \$1,000. 1999.

Distance education teacher training: A practicum experience. NN-21 Communities of Learning Mini Grants. \$8,000. 1997.

Building family friendly communities. Extension Service-United States Department of Agriculture Grant amount for evaluation: 1997 – \$15,000; 1998 – \$15,000; 1999 – \$15,000; 2000 – \$15,000; 2001 – \$15,000.

Communities of learning into the 21st century. The W.K. Kellogg Foundation. Grant amount for evaluation: 1996 – \$19,000; 1997 – \$19,000; 1998 – \$19,000; 1999 – \$19,000; 2000 – \$19,000.

Dissertation and Thesis Committees Chaired

- Schauer, Jolene (2002). *Role of the department chair in implementing distance education in colleges of agriculture in land-grant institutions*. (Ph.D.) Co-Chair
- Chanchaem, Nuanpachong (2001). *The transformation of teaching approach from a face-to-face classroom to an online classroom*. (Ph.D.)
- Jha, LaDeane (2001). *Using appreciative inquiry to test the application of outcome engineering in Extension programs*. (Ph.D.)
- Palensky, Lori (1999). *An analysis of a restructured peer review process for pertinatal educators*. (M.S.)
- Cunningham, Sarah (1999). *Expectations for lifelong learning opportunities in Nebraska*. (Ph.D.)
- Schauer, Jolene (1997). *Incentives and obstacles influencing faculty and administrator's receptivity toward delivering distance education*. (M.S.) Co-Chair
-

FORMER FACULTY

Elizabeth A. Banset

Books

- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1999). *Interpersonal skills for leadership*. Upper Saddle River, NJ: Prentice Hall.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1997). *Interpersonal skills for leadership(2nd ed.)*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1996). *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.
-

Joyce Povlacs Lunde

Refereed Journal Articles

- Lunde, J.P., & Wilhite, M.S. (1997). Teaching improvement consultation for teaching on television. *To Improve the Academy*, 16, 67-89. CASNR #981-3.
- Lunde, J.P., & Wilhite, M.S. (1996). Innovative teaching and teaching improvement. *To Improve the Academy*, 15, 155-167.

Books

- Lewis, J. G., & Lunde, J. (2001). *Face to face*. Stillwater, OK: New Forums Press.
- Fritz, S.M., & Lunde, J.P. (2000). *Instructors' manual: Interpersonal skills for leadership*. Upper Saddle River, NJ: Prentice Hall.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1999). *Interpersonal skills for leadership*. Upper Saddle River, NJ: Prentice Hall.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1997). *Interpersonal skills for leadership(2nd ed.)*. Needham Heights, MA: Simon & Schuster Custom Publishing.
- Fritz, S.M., Brown, F.W., Lunde, J.P., & Banset, E.A. (Eds.). (1996). *Interpersonal skills for leadership*. Needham Heights, MA: Simon & Schuster Custom Publishing.

Chapter in Book

- Wilhite, M. S., Lunde, J., & King, J. (2001). Consultation for distance learning. In J. G. Lewis and J. P. Lunde. *Face to face*, (pp. 247-272). Stillwater, OK: New Forums Press.

Proceedings and Refereed Presentations

- Wilhite, M.S., Lunde, J.P., & Barrett, L.A. (1998). *A college-wide teaching community*. Paper presented at the annual meeting of the National Association of Colleges and Teachers of Agriculture, Wenatchee, WA.
- Lunde, J.P., & Schauer, J. (1997). *Credentials in college teaching and hiring practices at land-grant universities*. Paper presented at the Sixth National Conference on the Education and Employment of Graduate Teaching Assistants, Minneapolis, MN.
- Lunde, J.P., & Williams, D. (1997). *The faculty developer's role in distance education*. Paper presented at the annual conference of the Professional and Organizational Development (POD) Network in Higher Education, Grenelle (Haines City), FL.
- Lunde, J.P., Rockwell, S.K., & Wilhite, M.S. (1997). *The art and science of teaching at a distance: The faculty developer's role*. Paper presented at the annual meeting of the National Association of Colleges and Teachers of Agriculture, Iowa State University, Ames, IA.
- Lunde, J.P., & Schauer, J. (1997). *The relationship between preparation for college teaching and employability in departments of agricultural education*. Paper presented at the Omicron Tau Alpha National Conference, American Vocation Education Association, Las Vegas, NV.
- Lunde, J.P., & Fleming, K. (1996). *Practicum in postsecondary teaching*. Proceedings of the National Association of Colleges and Teachers of Agriculture, 40(3), 23, University of Minnesota, Crookston, MN.
- Lunde, J.P., Smith, J., Everley, J., & Miller, J. (1996). *Future professors and present faculty*. Paper presented at the annual conference of the Professional and Organizational Development Network in Higher Education, Snowbird, UT.
-

Earl B. Russell

Refereed Journal Article

- King, J. W., Nugent, G.C., Lacy, D.D., & Russell, E.B. (2000). Policy frameworks for distance education: Implications for decision makers. *Online Journal of Distance Learning Administration*, 3(2). www.westga.edu/~distance/king32.html
- King, J.W., Nugent, G.C., Eich, J.J., Mlinek, D.L., & Russell, E. B. (2000). A policy framework for distance education: A case study and model. *Deosnews*. 10(10). www.ed.psu.edu/acsde/deos/deosnews/deosnews10_10.asp

Non-Refereed Articles

- King, J. W. Nugent, G. C., Lacy, D. D., & Russell, E. (1999). Distance education policies in Nebraska higher education: Status and models for the future. *Proceedings of the 15th Annual Conference on Distance Teaching and Learning*, 156-161.

Proceedings and Refereed Publications

- Wheeler, D., Quisenberry, S., Read, P., & Russell, E. (1997). *Focusing on faculty work impacts: A new paradigm?* Paper presentation at the Fourteenth Annual Conference of Academic Chairpersons, Kansas State University, Lawrence, KS.

Chapters in Books

- Russell, E. B. (1998). Master of Science degree in leadership education. In M.K. Schwartz, L.M. Axtman & F.H. Freeman (Eds.) *Leadership Education: A source book of courses and programs (7th ed.)*, 31-33. Greensboro, NC: Center for Creative Leadership.
- Russell, E. B. (1998). Minor in Leadership and Communication. In M.K. Schwartz, L.M. Axtman & F.H. Freeman (Eds.) *Leadership Education: A source book of courses and programs (7th ed.)*, 65. Greensboro, NC: Center for Creative Leadership.
-

Myra S. Wilhite

Refereed Journal Article

Wilhite, M.S., Lunde, J.P., & Latta, G.F. (1999). Faculty teaching partners and associates: Engaging faculty as leaders in instructional development. *To Improve the Academy*, 18. CASNR #993-3.

Lunde, J.P., & Wilhite, M.S. (1997). Teaching improvement consultation for teaching on television. *To Improve the Academy*, 16, 67-89. CASNR #981-3.

Lunde, J.P., & Wilhite, M.S. (1996). Innovative teaching and teaching improvement. *To Improve the Academy*, 15, 155-167.

Non-Refereed Article

Wilhite, M.S., & Banset, E. (1999). Learning outside the box: Making the connection between co-curricular activities and the curriculum. *Essays on Teaching Excellence*, 10(5).

Abstract

Baker, M., Wilhite, M. S., & Sorensen, R. C. (1999). Toward the assessment of student learning outcomes: One college's journey. *NACTA Journal*, 43(2), 8-9.

Chapter in Book

Wilhite, M. S., Lunde, J., & King, J. (2001). Consultation for distance learning. In J. G. Lewis and J. P. Lunde. *Face to face*, (pp. 247-272). Stillwater, OK: New Forums Press.

Proceeding and Refereed Presentations

Barbuto, J.E., Brown, L.L., Wilhite, M.S., & Wheeler, D.W. (2001). Testing the underlying motives of organizational citizenship behaviors: A field study of agricultural co-op workers. *Proceedings of the 28th National Agricultural Education Research Conference*, 87-88.

Brown, L., Barbuto, J.E., Wilhite, M.S., & Wheeler, D.W. (2000). *A field study testing the relationship between employees' sources of motivation and their supervisors' ratings of their uses of organizational citizenship behaviors*. Paper presented at the Institute for Behavioral and Applied Management, San Diego, CA.

Lunde, J., Bell, L.C., & Wilhite, M. (2000). *Courses in post-secondary teaching for students of tomorrow*. Paper presented at the International Conference of the Professional and Organizational Development Network in Higher Education at Vancouver, BC, Canada.

Bell, L., Fleming, R. & Wilhite, M.S. (1999). *Seamless education featured in NN21 agriculture, natural resources program*. Paper presented at the meeting of the Nebraska Faculty College, Chadron, NE.

Wilhite, M.S., Latta, G.F., & Lewis, J.G. (1998). *A faculty discussion group leadership program: Promoting teaching excellence in a climate of financial austerity*. Paper presented at the Nebraska Faculty College, Mahoney State Park, NE.

Wilhite, M.S., Lunde, J.P., & Barrett, L.A. (1998). *A college-wide teaching community*. Paper presented at the Annual Meeting of the National Association of Colleges and Teachers of Agriculture, Wenatchee, WA.

Ansorge C., Brink, D., & Wilhite, M. (1997). *Using student panels to motivate faculty*. Teaching, Learning and Technology Roundtable Institute, Phoenix, Arizona.

Lunde, J.P., Rockwell, S.K., & Wilhite, M.S. (1997). *The art and science of teaching at a distance: The faculty developer's role*. Paper presented at the annual meeting of the National Association of Colleges and Teachers of Agriculture, Iowa State University, Ames, IA.

Section 8: Outreach

INTRODUCTION

As part of UNL's land grant status, outreach represents a significant component of the total program of AgLEEC. Since the last review, departmental outreach has become increasingly significant and visible as a central mission of both the department and as an integral component of its action plan on "*enhancing the vitality of a changing rural Nebraska.*"

Much of the current growth of the department is attributable to faculty expertise and recognition in agricultural education, leadership, program planning and evaluation, application of new instructional technology and new delivery methods. Clientele in the state, the region, the nation and internationally are becoming increasingly familiar with the abilities of the faculty and recognize that these competencies are needed in many walks of life.

Since its establishment in 1995, the Outreach Committee has provided leadership in expanding and strengthening the department's programs and service to clientele. This is a responsibility shared by all faculty and staff. Additionally, an integrated program thrust supports teaching, research and outreach components. The Outreach Committee's agenda is set according to current department action plans in support of IANR's Strategic Plans.

EXAMPLES IN WHICH THE PROGRAM EXCELS

- There has been increased awareness of AgLEEC and its programs through personal contact, printed materials including a new department brochure, two new displays, open houses, workshops, educational programs, direct community intervention and increased involvement in ongoing activities both on and off the campus.
- The department's Advisory Council has been revitalized. This Council provides continuing linkage to clientele and facilitates two-way communication on changing needs as well as ways of delivering educational programs. Operating policies have been developed and adopted. The Council meets semi-annually and one-third of the members change each year.
- The AgLEEC Extension Affiliates Program grew to more than 40 faculty members statewide when it merged with the Cooperative Extension Leadership and Public Issues Education Action Team. A member of the department is co-leader of that team which includes Extension faculty at the local, regional and state levels. The merger has enhanced the department's sphere of influence and effectiveness in serving Extension faculty throughout the state who seek expertise in leadership to improve their skills as well as those of clientele.
- The department now has an assigned category in the Cooperative Extension publications listing. Three new NebGuides and two NUFACETS have been published in the area of leadership. NebGuides are regular Extension publications and NUFACETS are distributed via fax. Extension educators have served on reading committees for these publications.

- Relationships with agricultural educators in high schools throughout the state have improved based on feedback from teachers in the past few years. One faculty member now has a .35 FTE service appointment to work with agricultural educators and to offer in-service educational programs. Faculty make regular visits to agricultural educators and the department sponsors a hospitality room for educators during the State FFA Convention.

ADDITIONAL ACCOMPLISHMENTS SINCE 1996 REVIEW

Selected examples of outreach accomplishments since our last review are described in greater detail below:

Workshops Related to Outreach

- Servant Leadership principles and practices were selected as part of the curriculum for the Leadership and Public Issues Education Action Team, co-chaired by a department leadership specialist. Seventeen Extension educators participated in a daylong, train-the-trainer workshop. All of the Extension educators indicated that they planned to offer Servant Leadership workshops sometime to their community clientele.
- Two department leadership specialists, a doctoral student and an Extension educator teamed up to teach full range leadership to members of the Nebraska Soybean and Feed Grains Profitability Project. Eighty-five percent of the participants indicated that they significantly improved their leadership effectiveness.
- A one-day workshop on “Motivating Performance Through Evaluations” was conducted for a group of 12 co-op general managers as part of the Nebraska Cooperative Council General Managers’ Training Session. All 12 (100%) of the managers reported that prior to this workshop they had never considered the performance appraisal as a motivating opportunity. All 12 reported that in the future they would incorporate the skills learned in the workshop in their performance appraisals that year and in upcoming years. The 12 managers of cooperatives have about 100 employees each for a combined total of 1200 employees.
- A department faculty member organized the Telling Extension’s Success Stories Team (TESS) to help Extension staff document the contributions of their educational efforts in transformational programming that focuses on hard-to-reach, long term outcomes. They have shared the process with District Directors and the Family Life specialist, also successfully wrote success outcome markers for several programs in Building Nebraska Families, Adventures in Mentoring, 4-H Character Counts and the 4-H State Strengthening Grant. They developed presentations on SOME for a number of national and international conferences and meetings.
- A two-day workshop on “Targeting and Measuring Program Outcomes” was developed and presented by a department faculty member. Since 1998, 85 Extension staff in the North Central Region, 75 staff in Illinois and 78 staff in West Virginia participated in two-day workshops on the topic. Participants have used the information in a number of ways such as altering one of the instruments for a national evaluation that was adapted in a web-based application. Evaluation specialists from other states also use parts of the workshop materials for training staff in their states. Follow-up evaluations showed that participants increased their knowledge on evaluation topics and expect to increase their use of evaluation practices.

- Nebraska's Agriculture in the Classroom (AITC) Program sponsored by the Nebraska Foundation for Agricultural Awareness (NFAA) emphasizes showing teachers ways to incorporate agriculture into their school district's existing curriculum. AITC teaches them how to use agriculture as the vehicle to teach their school's curriculum. The past two years have centered on workshops incorporating biotechnology into the science and agricultural education curricula in Nebraska schools. Teachers have participated in week-long workshops gaining hands-on experiences with laboratory activities that have an agricultural focus. This summer (2002) teachers in the AITC program examined DNA, studied gene splicing and completed DNA fingerprinting.
- During the past two years, several faculty members and Extension educators have presented a series of leadership workshops as part of the district education program provided by the Nebraska Health Care Association and the Nebraska Assisted Living Association. Workshop topics include Group Facilitation and Group Processes (Dynamics and Communication Skills), Working with Difficult (Negative) People, Problem Solving, Decision Making and Team Building. About 1300 persons attended at least one of the series of workshops in 2001.

Grants Related to Outreach

- Members of the department have been involved in several programs developed under Nebraska Network 21 (NN21), a project originally funded by a \$1.5 million grant from the W. K. Kellogg Foundation of Battle Creek, Michigan. NN21 was organized to creatively meet the learning needs of Nebraskans in the 21st century. Nebraska was one of the 13 land-grant initiatives Kellogg funded across the country, with the original intent of improving food systems education. Department faculty had leadership roles in the Distance Education/TV Demonstration Project, Human-Capitol Development, and the Visionary Food Systems Curricula action teams. The Visionary Food Systems Curricula Action Team became the Governor's Task Force on Agriculture and Natural Resources Education. The department is represented on the Task Force by two faculty members.
- One outgrowth of NN21 was a demonstration project, "Making Agriculture Different." The project involved the creation of an agricultural academy within the Mead, Nebraska Junior/Senior High School. The academy started with creation of four career pathways: agribusiness, plant science, technology and food science. There also was a requirement that all Mead school students complete an agricultural literacy course as freshmen and an agribusiness entrepreneurship course as sophomores. The academy replaced a traditional four-year agricultural education program. Partners in the project have been the UNL Agricultural Research and Development Center at Mead, UNL Cooperative Extension, University of Nebraska at Omaha and the Nebraska Department of Education.
- In 2001, AgLEC was a partner in the receipt of a \$200,000 Kellogg Foundation grant to expand the academy concept beyond Mead High School. Included in the expansion plan was development of a fifth career pathway of animal science, enhancement of Mead's distance delivery system and expansion of the academy concept to three other Nebraska high schools. Progress thus far includes the inclusion of Laurel-Concord, Burwell and Nebraska City high schools in the project and development of an online plant science course originating from Mead High School. Future plans include expanding to schools in western Nebraska, exposure of agriculture education teachers at UNL to the model, offering development activities to faculty

at other land-grant institutions and holding a conference to disseminate the Team MEAD program.

- AgLEC is actively represented, and a full partner in the “Neighbors Working Together” (NWT) project, which is part of a \$388,000 three-year U.S. Housing and Urban Development (HUD) grant. This grant is funded through the Community Opportunity Program Centers (COPC) programs to the University of Nebraska-Lincoln with in-kind matching funding from both the Lincoln community and UNL totaling about \$1 million. It provides opportunities for training emerging community leaders in developing leadership skills and organizational strategies to help affect change in meeting the needs of neighborhoods as defined via focus group discussions and regular monthly meetings of the neighborhood participants. Also, it intends to build better relations between the University community and the adjacent neighborhood communities to UNL. COPC and NWT are partnering with the Lincoln Public Schools through a three-year U.S. Department of Education grant of \$750,000 to provide leadership training and support through the department for 11 community leadership centers. Through this grant, about \$210,000 is available to UNL for providing support in a joint effort leadership training between AgLEC, UNL, the Lincoln Public Schools, community non-profit agencies and neighborhood communities.
- Many of the lessons from this year’s Ag-in-the-Classroom workshops were captured on digital video to produce a CD-ROM set for teachers to utilize in their classrooms. This is all possible because of a \$27,500 Phillip Morris Shared Solutions grant awarded to the Nebraska Foundation for Agricultural Awareness (NFAA). This past year included field trips to the Cargill Plant in Blair, Nebraska and the University of Nebraska’s Beadle Center for Biotechnology. Participants were shown various biotechnology applications and products from the industrial sector and the educational sector.

Evaluation and Assessment Related to Outreach

- There has been growth in the number of evaluation studies and training in a wide variety of programs carried out by the department in cooperation with Cooperative Extension as well as other units and entities. Grants and publications are listed in the Research and Scholarly Activities section. Results of evaluation studies have been made available in published form to clientele.
- A leadership needs assessment was conducted with alumni of the Nebraska LEAD Program, Family and Community Leadership and the Nebraska Extension Leadership programs. The needs assessment was used to develop and define the Leadership Certification Program.

Student Related Outreach Efforts

- Each spring the department coordinates Career Development Events (CDEs) for secondary agricultural education students with other CASNR departments and Southeast Community College. These activities are held in conjunction with the annual State FFA Convention. During the past five years, participation in the events has increased from 2800 to 3500 students representing 141 schools, including eight schools receiving agricultural course work via distance education. Contest information, registration, results and pictures of winners are all handled via computer and made available online to teachers and the mass media. This dynamic

programming has increased the efficiency and on-time delivery of registration and results to teachers, media and parents. CASNR now provides ten \$500 scholarships for participants who win individual events. In preparation for the annual CDEs, the department coordinates and facilitates in-service programs via distance (i.e., satellite broadcast and video-streaming) which agricultural education instructors can use to hone skills of competing students as well as to enhance their classroom instruction. The department has five faculty members involved in directing the individual CDEs and coordinating the entire event.

- A course on Planning and Implementing Cooperative Extension Programs for Domestic and International Audiences, ALEC 833, is currently being redesigned for a national audience. It was first taught in January 2001 as an entirely asynchronous, web-based distance education course. The course will continue to be offered as a three-hour graduate course in the winter of 2003. In addition, it is now being redesigned and will be offered both for credit and non-credit, stand-alone modules beginning in the fall of 2002. The course will be marketed regionally and nationally. It is believed this will be the first course in planning and implementing Cooperative Extension programs to be offered on-line to a national audience. Students will have two options. They can take the three-hour class by distance education for credit during a traditional semester or take individual modules either for credit or not for credit.
- Undergraduates in the Agricultural Education and Agricultural Journalism majors are encouraged to participate in-service activities through their courses, clubs and departmental activities. Examples of undergraduate outreach include:
 - Cooperative Extension Internships.
 - Career Development Events – Six students co-direct individual events and students serve on the CDE staff completing duties from organizing in-service to creating web documents.
 - Water Quality Conference – Eight undergraduate students facilitated small group discussions.
 - Regional, national and international research conferences – Students presented honor theses, created poster presentations and assisted in large group workshops.
 - Ag Tastics, an agricultural literacy program aimed at fourth grade students in Lincoln. Members of the UNL FFA Alumni, Ag Ed, and ACT clubs design and present workshops in the plant and animal sciences.
 - Student Recruitment.

PROGRAM GOALS AND RATIONALE

Current outreach objectives relate to the department's 2000-2005 action plan on "*enhancing the vitality of a changing rural Nebraska*":

Goal 1: Develop and deliver programs that empower citizens to meet the needs of communities and the agricultural sector (e.g., 4-H/FFA youth adults, agricultural leaders and local/state governing bodies) in collaboration with Cooperative Extension's Community Resource Development and the Leadership and Public Issues Education action teams.

Rationale: Members of the department have the expertise to play a lead role in fulfilling the goals of Cooperative Extension action teams. Five faculty members currently have Cooperative Extension appointments, totaling 1.50 FTE, compared to four faculty members with 1.30 FTE in 1995-1996.

A Leadership Certification Program will be initiated in 2002 and fully implemented in 2004. A Leadership Academy will be initiated in 2002 and fully implemented in 2003. An in-service program for high school agricultural educators will be offered in 2003 and fully implemented in 2004. Professional development workshops on leadership and evaluation continue; they will be revised and implemented for extension educators, specialists and staff in 2002-2005. Leadership training programs for community leaders and local government officials will be carried out in 2002-2005.

Goal 2: Gather and disseminate information on social science issues (e.g., leadership, agricultural education trends, distance education trends and policy, extension program concepts) to support outreach programs.

Rationale: The department now has the means to gather and disseminate research information. This can be distributed to faculty as well as to external practitioners and the general public through publications, web sites, workshops and the Extension programming process.

Goal 3: Employ innovative ways to package and present research information through formal and non-formal courses, programs and published materials.

Rationale: There is continuing demand for innovative ways to package and deliver information formally and informally. A joint M.S. specialization in Nutritional Outreach Education between the department and Nutritional Sciences and Dietetics will be marketed in 2002. The department will seek approval for an M.S. specialization in Leadership Development in 2003 and market it in 2004. Two web-based courses will be developed each year.

Goal 4: Diversity issues and strategies will be integrated into department curricula and outreach programs for youth and adults.

Rationale: There is a need to integrate diversity and gender equity in all department curricula and outreach programs for youth and adults. This will be accomplished by 2005.

Goal 5: Collaborate with AgLEEC partners (e.g., extension educators, staff in IANR centers and agricultural educators) and stakeholder groups to conduct multi-disciplinary research, programming and evaluation.

Rationale: An integrated approach is needed to deliver educational programs at the community level. Members of the department will collaborate with one IANR district center, area extension educators and high school agriculture educators to conduct non-formal, multi-disciplinary programming, research and evaluation in 2003 and initiate similar collaborations with another district each year.

AREAS REQUIRING IMPROVEMENT

- The number of faculty with Extension appointments [five] has remained fairly stable and the FTEs have increased from 1.30 to 1.50 FTEs while needs and demands have increased significantly.
- Efforts in agricultural literacy need to be extended beyond “Ag-in-the-Classroom” to serve youth and adults – lifelong education – in other settings, as well as urban and rural areas.

- An Extension Education minor has been approved subject to the creation of a one credit hour course on the land-grant mission. Young people need to gain an appreciation for Extension education and consider professional opportunities therein. There is also a need to help Extension educators meet the changing educational needs at the community level.
- Educational programs need to be devised and developed to help people gain an understanding and appreciation for the land-grant philosophy meeting the needs through teaching, research and extension/outreach.

Biosketches

Current Faculty

JOHN E. BARBUTO, Jr., Assistant Professor

Education

Ph.D.	1997	University of Rhode Island	Business Administration (Organizational Behavior)
M.B.A.	1993	Bentley College (MA)	Business (General Management)
B.S.	1990	University of Maine	Accounting

Professional Experience

Assistant Professor, Agricultural Leadership, Education and Communication, 1997 to present.
Instructor, University of Rhode Island-Kingston, 1995-1996.
Assistant Professor, Bentley College-Waltham, MA, 1993-1995.

Professional Affiliations, Awards, and Honors

Holling Family Award Program for Teaching Excellence in Agriculture and Natural Resources, Junior Faculty Teaching Award
Junior Faculty Research Excellence Award, University of Nebraska
Academy of Management, Organizational Behavior and Management Education
Eastern Academy of Management
Institute for Behavioral and Applied Management
Midwest Academy of Management
Association for Training and Development
Institute of Leadership Educators
International Leadership Association

Grants and Publications (see Section 7)

LEVERNE A. BARRETT, Professor

Education

D.Ed.	1978	Pennsylvania State University	Agricultural Education - Ed Administration
M.Ed.	1974	Pennsylvania State University	Agricultural Education - Ed Administration
B.S.	1962	Pennsylvania State University	Agricultural Education - General Science

Professional Experience

Professor, Agricultural Leadership, Education and Communication, 1991 to present.
Associate Professor, Agricultural Education, University of Nebraska-Lincoln, 1984-1990.
Assistant Professor, Agricultural Education, University of Nebraska-Lincoln, 1980-1984.
Assistant Professor, Agricultural Education, Pennsylvania State University, 1978-1980.
Department Head and Coordinator, Conrad Weiser School, Robesonia, Pennsylvania, 1974-1978.
Instructor, Agricultural Education, Pennsylvania State University, 1973-1974.
Department Head, Conrad Weiser School, Robesonia, Pennsylvania, 1966-1973.
Vocational Ag Teacher, Conrad Weiser School, Robesonia, Pennsylvania, 1962-1966.

Professional Affiliations, Awards and Honors

American Association Agricultural Educators (AAAE)
Association for Psychological Type (APT)
National Association of College Teachers of Agriculture (NACTA)
American Education Research Association (AERA)
American Association Higher Education (AAHE)
Nebraska Cooperative Extension Association
Gamma Sigma Delta
Phi Delta Kappa
Alpha Tau Alpha
Farm House Fraternity
University of Nebraska Academy of Distinguished Teachers, Charter Life Member

Grants and Publications (see Section 7)

LLOYD C. BELL, Associate Professor

Education

Ph.D.	1984	University of Nebraska-Lincoln	Administration, Curriculum and Instruction
M.S.	1980	University of Nebraska-Lincoln	Agricultural Education
B.S.	1971	University of Nebraska-Lincoln	Agricultural Education and Agricultural Economics

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, 1994 to present.
Assistant Professor, Agricultural Leadership, Education and Communication, 1984-1994.
Instructor, Agricultural Education, University of Nebraska-Lincoln, 1979-1984.
Assistant Director, Nebraska Department of Agriculture, 1977-1979.
Vocational Agriculture Instructor, Blair Community Schools, Blair, NE, 1972-1976.
Vocational Agriculture Instructor, West Point Public Schools, West Point, NE, 1971-1972.

Professional Affiliations, Awards and Honors

Outstanding Teacher of the Year Nomination, Association of Students at UNL, 1996
30 Minute Award, National Vocational Agriculture Teachers Assn., 1996 and 1995
UNL Parents Association and UNL Teaching Council.
Gamma Sigma Delta
National Vocational Agriculture Teachers Association
American Vocational Association
Nebraska Vocational Agriculture Association
American Vocational Agricultural Education
National FFA Alumni Assn.

Grants and Publications (see section 7)

PATRICIA J. FAIRCHILD, Associate Professor

Education

Ed.D.	1991	Boston University	Human Resource Education
M.S.	1973	University of Nebraska-Omaha	Education
B.S.	1969	University of Nebraska-Lincoln	Education

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication and 4-H Curriculum Design Specialist, University of Nebraska-Lincoln, 2000 to present.
Vice Chancellor, Workforce Development, Houston Community College System, Houston, TX. 1997-1999.
Deputy Director, Wake AHEC (Area Health Education Center), University of North Carolina at Chapel Hill, Raleigh, NC, 1991-1997.
Adjunct Associate Professor, Department of Adult and Community College Education, North Carolina State University, Raleigh, NC, 1991-1997.
Director, University of Alaska Statewide Office of Vocational and Technical Education, 1988-1990.
Training Director, Alliance Bank (formerly Alaska Mutual Bank), Anchorage, Alaska, 1986-1988.
State Supervisor of Business Education, Wyoming State Department of Education, Cheyenne, 1975-1985.
Department Head/Instructor, Business Education, Iowa Western Community College, 1969-1975.

Professional Affiliations, Awards and Honors

Association of Leadership Educators
Nebraska Cooperative Extension Association
Texas Association of Community College Technical Educators
American Association of Adult and Continuing Education
American Society for Training and Development
American Vocational Association
National Business Education Association
National University Continuing Education Association

SUSAN M. FRITZ, Associate Professor and Department Head

Education

Ph.D.	1993	University of Nebraska-Lincoln	Community and Human Resources
M.Ed.	1989	University of Nebraska-Lincoln	Adult Education/Agricultural Education
B.S.	1979	University of Nebraska-Lincoln	Business Administration

Professional Experience

Department Head, Agricultural Leadership, Education and Communication, 2001 to present.
Interim Department Head, Agricultural Leadership, Education and Communication, 2000-2001.
Associate Professor, Agricultural Leadership, Education and Communication, 1999 to present.
Assistant Professor, Agricultural Leadership, Education and Communication, 1994-1999.
Director, Nebraska Human Resources Institute, 1994-1998.
Instructor/Project Coordinator, University of Nebraska-Lincoln, 1989-1994.
Program Assistant, Agriculture Stabilization and Conservation Service, Wilber, NE, 1987.
Instructor, Nebraskaland Farm and Ranch Business Management, Southeast Community College Area Office, Lincoln, NE, 1984-1987.
Personnel Assistant, Farmland Foods, Inc., Crete, NE, 1979-1981.

Professional Affiliations, Awards and Honors

American Association of Higher Education
American Association of University Women
American Association of Career and Technical Education
Association of Career and Technical Education of Nebraska
Achievement and Commitment to Excellence (ACE) Fellow
UNL Center for Applied Rural Innovation Fellow
Gamma Sigma Delta
National Association of College Teachers of Agriculture
Computer Liaison, Contest Administration Team, National FFA Livestock Evaluation, 1991-2001
CASNR Distinguished Teaching Award, April 14, 2000
Junior Faculty Holling Family Award for Teaching Excellence, 1998
National FFA Honorary American Degree, 1998
Selected with Dr. Jerry Parsons to participate in the UNL Peer Review of Teaching Project
Nominated for Outstanding Teacher of the Year Award in ASUN election on March 6, 1996
Evaluator, Malcolm Baldrige National Quality Award Education Pilot Team, U.S. Department of Commerce, 1995 and 1996
Evaluator, Malcolm Baldrige National Quality Award Business Team, U.S. Department of Commerce, 1996

Grants and Publications (see Section 7)

DANN E. HUSMANN, Associate Professor

Education

Ph.D.	1991	University of Nebraska-Lincoln	Community and Human Resources
M.S.	1986	Kansas State University	Agricultural Education
B.S.	1982	University of Nebraska-Lincoln	Agricultural Education

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, 2001 to present.
Assistant Professor, Agricultural Leadership, Education and Communication, 2000-2001.
Assistant Professor, Vocational Technical Education, South Dakota State University, 1996-2000.
Lecturer, Continuing and Vocational Education, University of Wisconsin-Madison, 1994-1996.
Senior Consultant, Transformational Leadership Consultants (TLC), 1992-1994.
Assistant Professor, Department of Agricultural Education, University of Nebraska-Lincoln, 1991-1992.
Instructor, Department of Agricultural Education, University of Nebraska-Lincoln, 1987-1991.
Vocational Agricultural/Science Instructor, Arkansas City, Kansas, 1982-1987.

Professional Affiliations, Awards, and Honors

American Association for Agricultural Education
Association for Career and Technical Education
National Association of Agricultural Educators
National FFA Alumni Association
National Association of Colleges and Teachers of Agriculture
Gamma Sigma Delta
Nebraska Agricultural Education Association
Association of Career and Technical Education of Nebraska

Grants and Publications (see Section 7)

JAMES W. KING, Associate Professor

Education

Ed.D.	1981	Indiana University	Instructional Systems Technology (International and Comparative Education)
Ed.S.	1975	Indiana University	Instructional Systems Technology
M.S.	1974	Indiana University	Instructional Systems Technology
B.S.	1967	Indiana University	Secondary Education

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, 1985 to present.
Head, Communication and Training Section, NifTAL Project, University of Hawaii, 1982-1985.
Communication Consultant, Self-employed, Bloomington, Indiana, 1979-1981.
Communication and Development Specialist, Indiana University, 1976-1979.
Instructional Developer, University of Southern California, 1975-1976.
Foreign Training Coordinator, Audio-Visual Center, Indiana University, 1971-1975.
Instructor, Mashed University, 1970-1971.
Peace Corps Volunteer, Iran, 1968-1970.
Teacher, Indianapolis Public Schools, 1967-1968.

Professional Affiliations, Awards, and Honors

Agricultural Communicators in Education
Association for Educational Communications and Technology
Nebraska AgRelations Council
The World Future Society
Consortium for Sustainable Agriculture Research and Education
National Peace Corps Association
Junior Faculty Holling Family Award for Teaching Excellence, 2000
UNL Parents Association Certificate of Recognition for Contribution to Students, 1996-1998
Agricultural Communicators in Education Distance Education and Instructional Design Award, 1997

Grants and Publications (see Section 7)

LINDA D. MOODY, Assistant Professor

Education

Ph.D.	2001	University of Nebraska-Lincoln	Administration, Curriculum and Instruction, Leadership in Higher Education
M.S.	1993	University of Nebraska-Lincoln	Agricultural Education
B.S.	1988	University of Nebraska-Lincoln	Agricultural education

Professional Experience

Assistant Professor, Agricultural Leadership, Education and Communication, Coordinator of Nebraska's State High School Agricultural Education Career Development Events, 2001 to present.
Instructor, Agricultural Leadership, Education and Communication, Coordinator of Nebraska's State High School Agricultural Education Career Development Events, 1994-2001.
Instructor, 7-12 grades Agricultural Education, East Butler Public Schools, Brainard, Nebraska, 1989-1994.

Professional Affiliations, Awards, and Honors

Nebraska Vocational Agriculture Teachers Association
Nebraska Vocational Association
American Vocational Association
American Educational Research Association
Gamma Sigma Delta

Grants and Publications (see Section 7)

GERALD M. PARSONS, Associate Professor

Education

Ph.D.	1975	University of Nebraska	Language/Literature
M.A.	1965	University of Notre Dame	English Literature
B.S.	1963	St. Joseph's University (PA)	English/Philosophy

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, 1989 to present.
Assistant Professor, Department of Agricultural Communications, UNL, 1983-1988.
Visiting Assistant Professor, Department of Agricultural Communications, UNL, 1982-1983.
Visiting Assistant Professor, Department of English, Nebraska Wesleyan University-Lincoln, 1981-1983.
Visiting Instructor, Department of English, University of Nebraska-Lincoln, 1980-1982.
Director of Residential Services/Life Skills Training, The Lancaster Office of Mental Retardation, Lincoln, Nebraska, 1976-1980.
Instructor of English/Composition, Department of English, University of Nebraska-Lincoln, 1967-1982.
Instructor of English/Composition, Department of English, Clarke College, Dubuque, Iowa, 1965-1966.
Instructor of English, Department of English, Mercyhurst College, Erie, Pennsylvania, 1964-1965.

Professional Affiliations, Awards and Honors

Association of Teachers of Technical Writing (ATTW)
National Council of Teachers of English (NCTE)
College Conference on Composition and Communication (CCCC)
Society for Technical Communication (STC)
American Business Communication Association (ABC)
Agricultural Communicators in Education (ACE)
Gamma Sigma Delta
National Association of Colleges and Teachers of Agriculture (NACTA)
Nebraska Council on Public Relations for Agriculture
American Association of University Professors (AAUP)
FFA Alumni Association
Fellow, Center for Great Plains Studies

Grants and Publications (see section 7)

S. KAY ROCKWELL, Professor

Education

Ph.D.	1984	University of Nebraska-Lincoln	Community and Human Resources with emphasis in program evaluation
M.A.	1975	University of Nebraska-Lincoln	Adult and Continuing Education
B.S.	1962	University of Nebraska-Lincoln	Nursing
R.N.	1960	Lincoln General Hospital	School of Nursing

Professional Experience

Professor and Evaluation Specialist, Agricultural Leadership, Education and Communication, 1997 to present.
Associate Professor and Evaluation Specialist, University of Nebraska-Lincoln, 1990-1997.
Assistant Professor and Evaluation Specialist, University of Nebraska-Lincoln, 1984-1990.
Evaluation Technologist, University of Nebraska-Lincoln, 1979-1984.
Stopped out of professional work, 1967-1979.
Instructor, Nebraska Nurses' Association, 1967.
Acting Assistant Director for Nursing Education, 1965-1966.
Instructor, Lincoln General Hospital, 1962-1967.

Professional Affiliations, Awards and Honors

American Evaluation Association
Extension Education Evaluation Topical Interest Group
Qualitative Methods Topical Interest Group
Cluster Evaluation Topical Interest Group
Nebraska Cooperative Extension Association
Adult and Continuing Education Association of Nebraska
Missouri Valley Adult Education Association
Epsilon Sigma Phi, Alpha Epsilon Chapter
Graduate Faculty, Member, 1988; Fellow, 1991
Membership in Gamma Sigma Delta, 1986, University of Nebraska Chapter
Membership in Epsilon Sigma Phi, 1989, Alpha Upsilon Chapter

Grants and Publications (see Section 7)

DANIEL W. WHEELER, Professor

Education

Ph.D.	1970	State University of New York at Buffalo	Social Foundations of Education
M.S.	1964	Cornell University	Science and Conservation Education
B.A.	1962	Antioch College	Biology

Professional Experience

Professor, Agricultural Leadership, Education and Communication, 2002 to present.
Professor and Coordinator, Office of Professional and Organizational Development, University of Nebraska-Lincoln, 1992-2002.
Associate Professor and Coordinator, Office of Professional and Organizational Development, University of Nebraska-Lincoln, 1985-1992.
Faculty Career Consultant, Teaching and Learning Center, University of Nebraska-Lincoln, 1982-1985.
Director, Omaha Teacher Corps, University of Nebraska at Omaha, 1978-1982.
Associate Professor, Fredonia-Hamburg Teacher Education Center, State University of New York, 1976-1978.
Assistant Professor, Fredonia-Hamburg Teacher Education Center, State University of New York, 1972-1976.
Instructor, Fredonia-Hamburg Teacher Education Center, State University of New York at Fredonia, 1970-1972.
Graduate Research Assistant, State University of New York at Buffalo, 1968-1970.
Chair, Science Department and Science Teacher, Park School of Buffalo, New York, 1966-1968.
Elementary Science Teacher, Flint Public Schools, Flint, Michigan, 1964-1966.

Professional Affiliations, Awards and Honors

Friend of Alumni Award, State University of New York at Fredonia
Spirit of POD Award, Professional and Organizational Development Network in Higher Education
Nebraska Network 21 Excellence Award
Bright Idea Award, Professional and Organizational Development Network in Higher Education
Association for Study of Higher Education
Nebraska Cooperative Extension Association
Professional and Organizational Development Network in Higher Education
American Association for Higher Education
The Academy of Management
American Society for Quality Control
Fredonia-Hamburg Teacher Education Center - named best program by Association for Teacher Education (1982) {creator/developer}

Biosketches

Retired and Former Faculty

ELIZABETH A. BANSET, Assistant Professor

Education

M.A. 1980 University of Nebraska-Lincoln English (Creative Writing)
B.A. 1972 Creighton University (NE) English/French

Professional Experience

Assistant Professor, Agricultural Leadership, Education and Communication, 1990-1997.
Instructor, Department of Agricultural Communications, University of Nebraska-Lincoln, 1987-1990.
Instructor, Department of English, University of Nebraska-Lincoln, 1987.
Writer/editor/program developer, The Editor Inc., 1982-1987.

Professional Affiliations, Awards, and Honors

Association of Teachers of Technical Writing
National Council of Teachers of English
College Conference on Composition and Communication
National Association of Colleges and Teachers of Agriculture

F. WILLIAM BROWN, Associate Professor

Education

Ph.D. 1987 The George Washington University Business Administration
M.B.A. 1979 Golden Gate University General Management
M.P.A. 1977 Golden Gate University Manpower Management
B.A. 1970 Louisiana State University Psychology

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, 1991-1996.
Assistant Professor, U.S. Army-Baylor University, San Antonio, Texas, 1989-1991.
Assistant Professorial Lecturer and Instructor, Department of Business Administration, The George Washington University, 1986-1989.

Professional Affiliations, Awards and Honors

American Academy of Management
American Society of Human Resource Managers
Beta Gamma Sigma (Business Administration Honor Society)
National Association of College Teachers of Agriculture
National Vocational Education Research Association
Gamma Sigma Delta (Agriculture Honor Society)
Omicron Tau Tau (Vocational Education Research)

OSMUND S. GILBERTSON, Professor

Education

Ph.D.	1969	University of Minnesota	Education/Educational Administration/Agricultural Education
M.S.	1966	University of Minnesota	Agricultural Education/ Educational Psychology
B.S.	1958	University of Minnesota	Agricultural Education

Professional Experience

Professor, Agricultural Leadership, Education and Communication, 1992-1999.
University Ombudsman and Professor, Agricultural Education, 1989-1992.
IANR Interim Administrative Assistant, Nebraska College of Technical Agriculture, Curtis, 1988-1989.
- Professor and Head, Agricultural Education Department, University of Nebraska-Lincoln, 1976-1988.
Professor and Chairman, Ag Education Department, California Polytechnic State University, 1972-1976.
Associate Professor, Thailand Ag Education Backstop Person; Coordinator, Student Teaching, 1968-1972.
Agricultural Programs Manager, Office of International Programs, University of Minnesota, 1966-1968.
Instructor, Agricultural Education Department, University of Minnesota, 1965-1966.
Vocational Agriculture Instructor, St. Charles, Minnesota, 1958-1965.

Professional Affiliations, Awards and Honors

L.K. Crowe Outstanding Undergraduate Student Advisor Award, 1997
National Association of College Teachers of Agriculture
National Agricultural Education Research Association
American Agricultural Educators Association
American Vocational Association and the National Vocational Agricultural Teachers Association

SHEILA K. KEPLER, Instructor, Experiential Leadership Coordinator

Education

M.A.	1984	University of Nebraska-Lincoln	Adult and Continuing Education
B.S.	1969	University of Nebraska-Lincoln	Education: History and English

Professional Experience

Instructor, Agricultural Leadership, Education and Communication, 1994-1999.
Coordinator of Special Projects, Center for Leadership Development, UN-L, 1990-1994.
Dean of Students, Lincoln School of Commerce Junior College, Lincoln, Nebraska, 1988-1990.
Dean of Education, Lincoln School of Commerce Junior College, Lincoln, Nebraska, 1986-1988.
Adjunct Faculty, Southeast Community College, Lincoln, Nebraska, 1978-1986.
Secondary Teacher, Omaha Public Schools, History and English, 1969-1975.

Awards and Honors

Outstanding Educator Award from ASUN student government, 1999.
Nominated for Outstanding Teacher of the Year Award by the Association of Students at the University of Nebraska-Lincoln, Spring, 1996
Honored faculty member at the Annual Student Athlete Academic Recognition Banquet, Spring, 1996.
Parents' Outstanding Teaching Award, UNL, Spring, 1996.

M. ANITA LEININGER, Associate Professor

Education

M.A.	1969	University of Nebraska-Lincoln	English/History
B.A.	1964	Utah State University	Education and American Studies

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, 1984-1998.
Assistant Professor, Technical Writing, University of Nebraska-Lincoln, 1977-1984.
Instructor, Technical Writing, University of Nebraska-Lincoln, 1971-1977.
Substitute Teacher, Secondary Schools, Lincoln, Nebraska, 1967-1971.
Elementary Teacher, Missouri/Iowa, 1944-1947.

Professional Affiliations, Awards and Honors

Association of Teachers of Technical Writing
National Council of Teachers of English
Society for Technical Communication
National Association of Colleges and Teachers of Agriculture
Gamma Sigma Delta
Phi Kappa Phi

JOYCE POVLACS LUNDE, Professor

Education

Ph.D.	1970	University of Minnesota	English
M.A.	1960	University of Minnesota	English
B.A.	1959	Kent State University	English and Latin

Professional Experience

Professor, Agricultural Leadership, Education and Communication, and Educational Development Specialist, Office of Professional and Organizational Development, UN-L, 1997-1999.
Associate Professor, Agricultural Leadership, Education and Communication, and Educational Development Specialist, Office of Professional and Organizational Development, 1989-1997.
Coordinator/Kellogg FSPE Project Director, Nebraska Network 21, Phase I, IANR, 1994-1995.
Co-Director, New Partnerships in Agriculture and Education (NUPAGE), IANR, 1988-1992.
Assistant Professor, Department of Agricultural Communications, UNL, 1983-1985.
Instructional Consultant, UNL Teaching and Learning Center, 1978-1989.
Coordinator for Title III/Faculty Development, Huron College, Huron, SD, 1976-1978.
Professor of English (all ranks), Huron College, Huron, South Dakota, 1969-1978.
Instructor, Department of English, Macalester College, St. Paul, Minnesota, Spring 1969.
Instructor, Department of English, University of Minnesota, 1964-1968.
Instructor, Department of English, Kent State University, 1962-1964.
Teaching Associate, Department of English, University of Minnesota, 1961-1962.
Teaching Assistant, Department of English, University of Kansas, 1960-1961.

Professional Affiliations, Awards and Honors

American Association for Higher Education
American Educational Research Association
Conference on College Composition and Communication
Gamma Sigma Delta Honorary
National Association of Colleges and Teachers of Agriculture
National Council of Teachers of English
Professional and Organizational (POD) Network in Higher Education

TERRY MEISENBACH, Associate Professor

Education

M.A.	1984	University of Nebraska-Lincoln	Journalism
B.A.	1974	Kearney State College, Kearney (NE)	Journalism Education

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, Extension Communications Specialist, Communications and Information Technology, UN-L, 1987-1997.
Adjunct Professor, College of Journalism, 1988-92.
Extension Communications Associate-Publications, Assistant Instructor, Agricultural Communications, University of Nebraska-Lincoln, 1979-1987.
Journalism Instructor, Holdrege Public Schools, Holdrege, Nebraska, 1978-1979.
Journalism Instructor, Sidney Public Schools, Sidney, Nebraska, 1974-1978.

Professional Affiliations, Awards and Honors

Member, Society of Professional Journalists
Member, Gamma Sigma Delta
Member, Nebraska Agricultural Relations Council
People Who Inspire Award, Mortar Board, University of Nebraska

EARL B. RUSSELL, Professor and Department Head

Education

Ph.D.	1971	Ohio State University	Agricultural Education
M.S.	1968	University of Illinois at Urbana-Champaign	Agricultural Education
B.S.	1966	University of Tennessee-Knoxville	Agricultural Education and Animal Science

Professional Experience

Professor and Head, Agricultural Leadership, Education and Communication, UN-L, 1995-2000.
Associate Professor, Agricultural Education, University of Illinois, 1980-1995.
Research and Development Specialist II, The National Center for Research in Vocational Education Ohio State University, Columbus, Ohio, 1972-1980.
Assistant Professor of Vocational Education and Research and Dissemination Specialist, Division of Vocational Education, College of Education, University of Georgia, 1971-1972.
Research Associate, Center for Vocational and Technical Education, Ohio State University, 1969-1971.
Teacher of Agriculture, Lincoln-Way High School, New Lenox, Illinois, 1967-1969.
Research Assistant, Department of Vocational-Technical Education, University of Illinois, 1966-1967.

Professional Affiliations, Awards and Honors

American Association for Agricultural Education
American Association for Higher Education
American Educational Research Association
American Vocational Association
Association for International Agricultural and Extension Education
Council for Agricultural Science and Technology
National Association of Colleges and Teachers of Agriculture
National Vocational Agriculture Teachers Association
Nebraska 4-H Foundation
Nebraska FFA Foundation
Nebraska Vocational Agriculture Association
Nebraska Vocational Association

THOMAS A. SILLETTO, Associate Professor

Education

Ph.D.	1976	Iowa State University	Agricultural Education, Ag. Engineering
M.S.	1971	Iowa State University	Agricultural Education
B.S.	1968	Iowa State University	Agricultural Education

Professional Experience

Associate Professor, Biological Systems Engineering and Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln, 1984-1998.

Assistant Professor, Agricultural Engineering, University of Nebraska-Lincoln, 1978-1984.

Assistant Professor, Voc. Tech. Education, VPI and SU, Blacksburg, VA, 1976-1978.

Instructor, Agricultural Engineering, Iowa State University, Ames, IA, 1973-1976.

Instructor of Vocational Agriculture, Milford Community Schools, Milford, IA, 1968-1973.

MYRA S. WILHITE, Associate Professor

Education

Ph.D.	1987	University of Nebraska-Lincoln
ME.d.	1974	University of Nebraska-Lincoln
B.S.	1971	Mankato State (MN)

Professional Experience

Associate Professor, Agricultural Leadership, Education and Communication, 1998-2000.

Associate Professor and Consultant, Teaching and Learning Center, UN-L, 1989-1998.

Assistant Professor/Associate Professor, Department of Agricultural Communications, UNL, 1980-1989.

Instructor, Agricultural Communications, 1977-1980.

Professional Affiliations, Awards and Honors

Professional and Organization Development Network (POD) in Higher Education

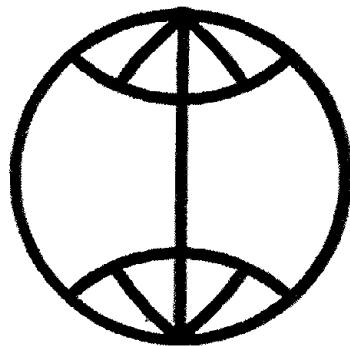
National Association of Colleges and Teachers of Agriculture (NACTA)

American Association for Higher Education

CAUSE (Association for the Management of Information Technology in Higher Education)

Nebraska Cooperative Extension Association (NCEA)

Gamma Sigma Delta Honor Society



New Millennium... New Directions

ASTRATEGIC PLAN

for the
University of Nebraska
Institute of Agriculture and Natural Resources
2000-2008

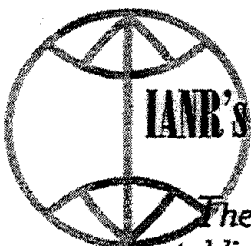
University of Nebraska-Lincoln
Revised March 2000





IANR's Vision

IANR will be the premier provider of educational, research and outreach programs essential for shaping Nebraska's future as a leader in the 21st century in the areas of food, agricultural and agribusiness systems, natural resources and human resources. IANR is dedicated to providing the highest quality programs that are ecologically sound, economically viable, socially responsible and scientifically appropriate.



IANR's Silver Anniversary

The Nebraska Legislature passed LB 149 in 1973. This action established the University of Nebraska Institute of Agriculture and Natural Resources effective April 1, 1974. In 1998-99 IANR celebrated 25 years of research, education and service contributions for Nebraska, the nation and the world.



STRATEGIC PLAN 2000-2008

Introduction

Since 1988, the Institute of Agriculture and Natural Resources (IANR) has followed a carefully developed Strategic Plan that has been revised regularly. The 2000-2008 plan reflects changes in Nebraska's agriculture, agribusiness, natural resources and human resources occurring at a pace that would have been considered unbelievable only a few years ago. Titling this brochure "New Millennium ... New Directions" seems very appropriate as we assess the IANR program priorities for the new millennium. Some of the emerging priorities will require change in program emphasis, operating structure or procedures required to address them. Other priorities can be met by ongoing quality core programs. The Strategic Plan outlines the primary direction for IANR action plans that focus on the priority needs of Nebraskans related to food, agriculture, natural resources, environment, agribusiness, human resources and communities. As needs change, the Strategic Plan's priorities will be reassessed and updated.

To determine IANR priority programs and operational needs, input was solicited at 25 listening sessions held at 19 sites across the state. More than 700 stakeholders, students, faculty and staff contributed their views. They provided vital input to the IANR Strategic Plan for 2000-2008.

The strategic planning process will be further complemented by IANR's participation in the W.K. Kellogg Foundation Food Systems Initiative, NN21, through March 2001. The initiative supports change within the University of Nebraska and stresses partnerships that enhance engagement opportunities to meet the needs of stakeholders and students.

The Institute of Agriculture and Natural Resources is committed to three high-priority overarching objectives: Student Programs, Extended Education and Program Balance. The Strategic Plan's program themes are:

- Enhance economically viable and sustainable food and biomass systems;

- Improve natural resources management and promote environmental quality; and

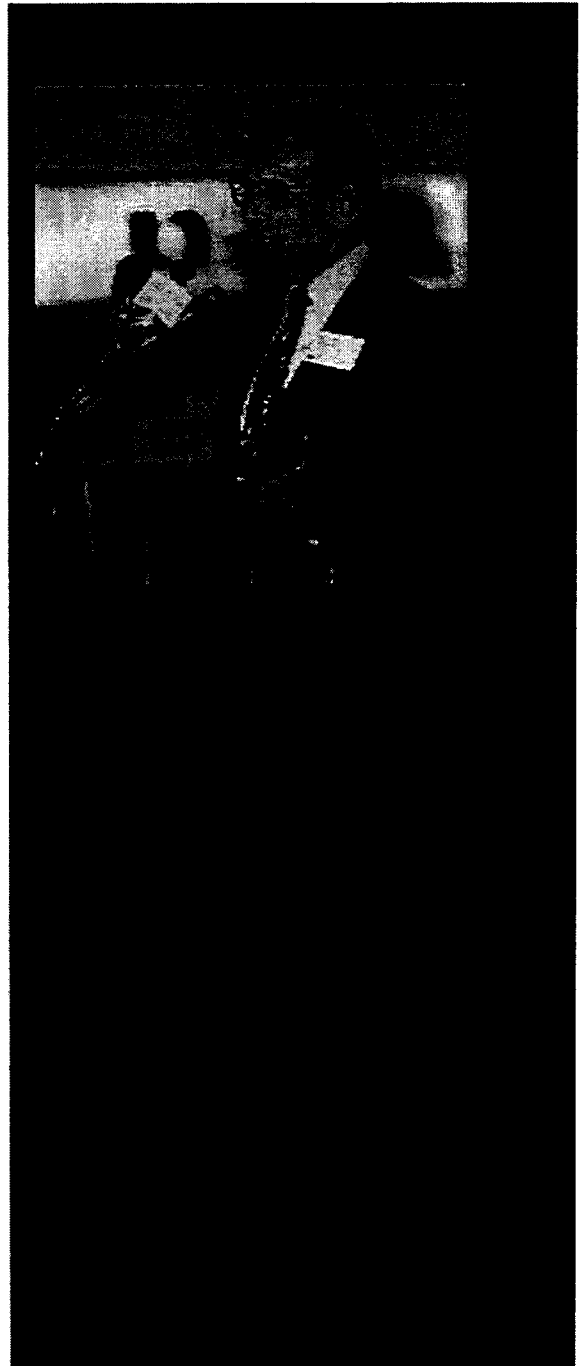
- Strengthen the quality of life of individuals and families and contribute to community viability.

Operational priorities are suggested that lead to improving IANR's program effectiveness and efficiency. They include administrator, faculty and staff development; diversity and gender equity; communicating program impacts and agricultural and scientific literacy; program linkages; globalization of IANR programs; and organizational effectiveness and budget issues. A 1999 Communications and Market Analysis study's recommendations will be implemented to improve IANR's internal and external communications.

As the University of Nebraska and all Nebraskans embark on a new millennium, IANR is committed to team efforts and research, education and outreach programs leading to an enhanced quality of life in Nebraska, the nation and the world.



Irv Omtvedt
NU Vice President and IANR Vice Chancellor





Food and agriculture will continue to be an important contributor to Nebraska's economy.

- **Natural resources and environmental concerns will increase.**
- **Nebraska's population will be more diverse and will continue to shift to trade and urban centers.**
- **IANR will provide proactive and responsive program leadership.**
- **Availability of genetically-enhanced foods, crops, livestock and medicines will increase. Acceptance will be challenged by some.**
- **Increased concentration of livestock enterprises will raise environmental concerns with more attention given to related public policy.**

IANR Overarching Objectives

The following overarching objectives are strategic to IANR's direction. IANR places high priority on providing quality undergraduate, graduate and informal education that is accessible to traditional and non-traditional students. Enhanced undergraduate and graduate programs, increased accessibility through extended education and providing a continual flow of research-based information are high priorities.

Student Programs: Recruitment/Retention/Placement

- **Empower faculty, staff, students, employers and alumni to recruit, retain and place students.**
- **Update curricula to include preparation for living and working in a rapidly changing society and being a member of the global community.**
- **Provide state-of-the-art course offerings that meet the needs of both traditional and non-traditional students on and off campus.**

-
- Provide students with increased accessibility to needed student services.
 - Collaborate in offering quality programs, including transfer programs from the Nebraska College of Technical Agriculture, community colleges, state colleges and other institutions.

Extended Education

- Enhance learning opportunities through extended education in Nebraska.
- Use the IANR statewide network and lifelong learning centers to facilitate the delivery of University of Nebraska resources to meet clientele needs.
- Collaborate with other institutions to meet distance education needs as appropriate.
- Improve the use of telecommunications, information management and data transmission to meet the needs of society.

Program Balance

- Balance programs and their support in response to changing needs in food, agriculture, agribusiness, natural resources, environment, individuals, families and communities.
- Offer a balance of programs that meets stakeholder needs, as well as fundamental research programs that provide a knowledge base for the future.
- Respond in a timely manner and be accountable to stakeholder needs.
- Refocus some IANR programs to give increased attention to urban stakeholders.
- Implement broad, sustainable land-use programs that allow the most effective multiple utilization of resources and space.



The number of Nebraska farms is decreasing; the average size of farms is increasing.

- Value-added processing of agricultural commodities will have greater impact on Nebraska's economy.
- Further changes in Nebraska's food system structure are anticipated.
- Animal welfare/rights issues and environmental regulations impacting agriculture are expected to increase.
- New electronic communications technologies will be in more Nebraska communities and homes.
- Global policies and economics will have increased impact on Nebraskans.

Program Themes

IANR's program themes and long-term objectives include generating and disseminating knowledge and providing quality educational programs. These objectives dictate the focus and direction for IANR's programs. Essential, quality research, teaching and outreach programs will continue. Action plans will address the long-term program objectives and consider policy, environmental and societal impacts. Collaborative partnerships will be emphasized.

Enhance Economically Viable and Sustainable Food and Biomass Systems

Increase Nebraska's agriculture and agribusiness competitiveness

- Develop new production and management technologies for Nebraska's farms, ranches and agribusinesses.
- Develop sustainable crop and livestock systems.
- Continue to develop functional genomics and plant and animal molecular biology programs.
- Enhance programs in the domestic and global marketing of agricultural commodities and processed products.
- Build research and educational precision agriculture programs.

Give value-added and entrepreneurship programs high priority

- Continue to develop new food technologies and industrial products.

- Assist new and established food and industrial agribusiness firms with information and training.
- Add value to agriculture with development of genetically improved crops and livestock.

Improve Natural Resources Management and Enhance Environmental Quality

- Place high priority on water and mineral resource programs.
- Help improve livestock and solid waste management and provide information for policy decisions.
- Augment the management and stewardship of Nebraska's soil and rangeland resources.
- Provide programs that enhance rural and urban landscapes.
- Support global information systems (GIS) and the natural resources database activity.
- Support global climate and environmental change programs.
- Enhance Nebraska's woods, wildlife and fisheries and other aquatic resources with research, education and service programs.

Strengthen the Quality of Life of Individuals and Families and Contribute to Community Viability

- Further develop leadership programs for youth, agricultural, natural resources and community leaders.

- Continue to focus on youth and family development programs.
- Continue and enhance nutrition, health and safety programs.
- Give food and safety research and education programs including *E. coli* and other food-borne pathogens high priority.
- Focus on community nutrition and education programs.
- Provide quality preventative health and wellness programs.
- IANR will take a proactive role in research, teaching and extension programs directed at a changing rural Nebraska and agriculture as well as community viability.
- Provide community development information focusing on the needs of small communities.
- Be active in economic development, both statewide and in individual communities.
- Provide information pertaining to rural/urban/acreage interface issues.
- In addition to continuing programs for established farmers and ranchers, give assistance related to the unique needs of new farmers and ranchers and their families.





- **Nebraska must compete in the global economy. Value-added exports will increase.**
- **Appropriated funds will be limited with increased reliance on external funding.**
- **IANR must set priorities and focus its programs.**
- **Extended education's role will be increasingly important.**

IANR's Operational Priorities

Assessing the effectiveness of current IANR efforts and identifying ways to improve operational priorities is a continuous process. IANR's Strategic Plan discussions with stakeholders, faculty, staff and students suggest that actions for improving IANR's program effectiveness and efficiency should give priority to:

Faculty, Staff and Administrative Development

- **Improve career, personal and professional development opportunities for faculty, staff and administrators. Retraining for newly created IANR positions also should be offered.**
- **Provide training on new methods for program delivery, including extended education.**
- **Ensure that personnel evaluation processes, rewards and recognition are consistent with IANR priorities.**
- **Involve office/service and managerial/professional staff more effectively in program planning and implementation.**

- Facilitate and reward teamwork, including interdisciplinary team problem-solving approaches.
- Reduce faculty tasks that do not contribute to program outcomes.

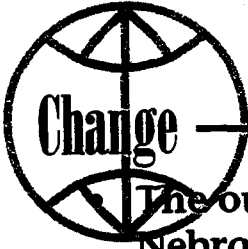
Diversity and Gender Equity

- Set goals and implement initiatives to increase participation of under-represented groups by recruiting and retaining students, administrators, faculty and staff in these areas.
- Develop culturally diverse and gender-sensitive support systems for students, administrators, faculty and staff.
- Provide program content that meets the needs of diverse stakeholders and youth and recognizes evolving gender roles and contributions.

Communications, Communicating Program Impacts and Agricultural and Scientific Literacy

- Give high priority to improving internal and external communications as suggested in the Swanson Russell Associates communications and marketing study.
- Emphasize program impacts and output as related to program inputs.
- Increase agricultural and scientific literacy by enhancing public understanding of IANR programs and the roles of agriculture, agribusiness, natural resources and human resources in society and the world.
- Emphasize elementary and secondary enrichment programs that present information on food, agriculture, agribusiness, natural resources, environment and human resources.
- Be responsive and effective in providing essential clientele-oriented services.





The out-migration of Nebraska's trained and educated citizens is a critical issue.

- Global concerns such as increased world population, the depletion of fossil fuels such as oil, environmental degradation, the loss of farmland and security issues will impact Nebraska.
- Nebraska's rural population is aging and declining in number.

Program Linkages

- Give high priority to strengthened collaborative program linkages with other components of the University of Nebraska, as well as other universities, state and private colleges, community colleges; international, federal, state and local government agencies; community organizations and private businesses.

- Increase efforts to develop collaborative programs within the region with emphasis on contiguous states.

Globalization of IANR Programs

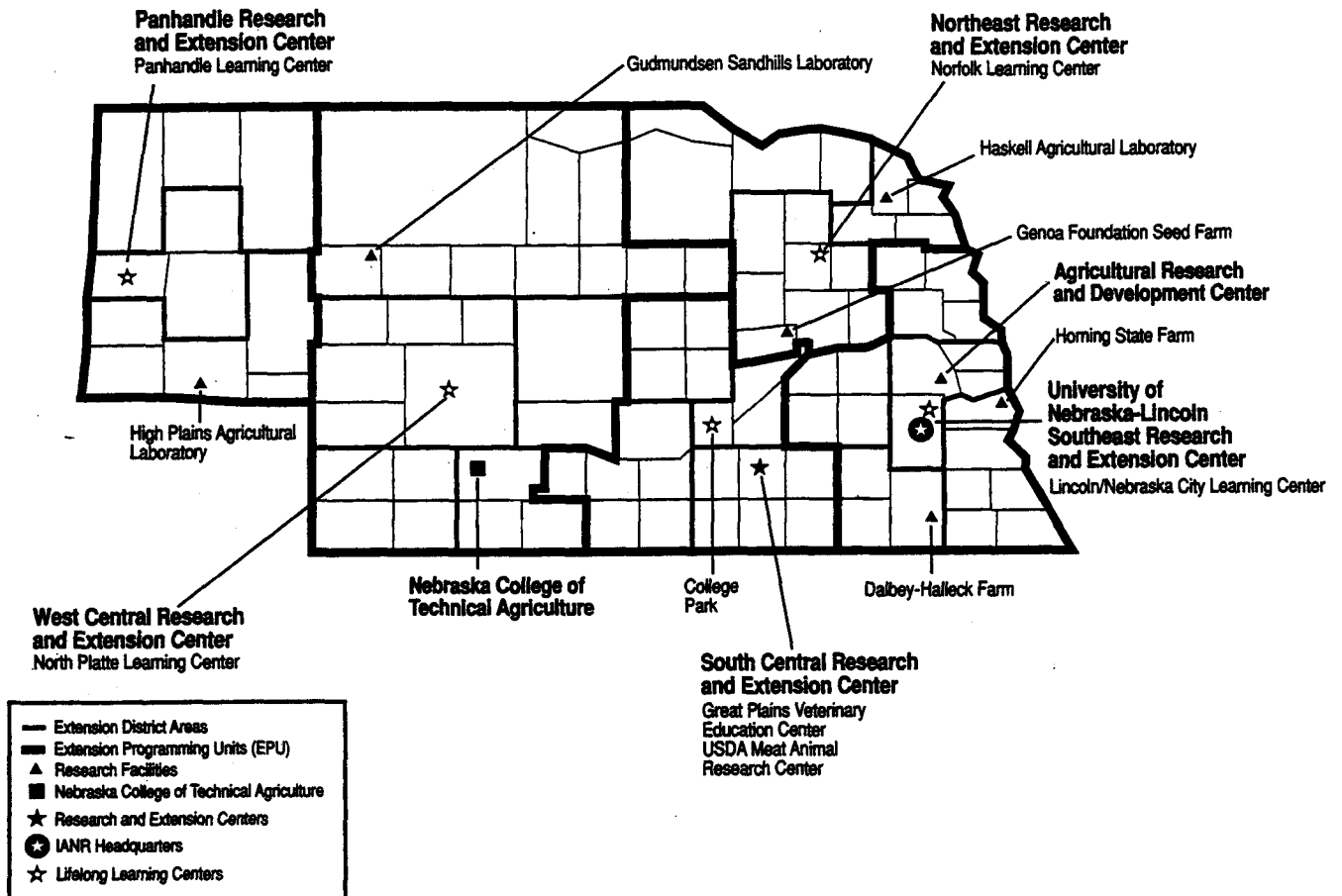
- Build a strong global presence and understanding of undergraduate and graduate programs and courses.
- Meet the global information needs of Nebraskans with research, education and outreach programs that have global dimensions.
- Contribute to the global marketing of Nebraska's agricultural production and processing.
- Enhance the global aspects of youth programs.

Organizational Effectiveness and Budget Issues

- Seek both internal and external input, assess organizational program efficiencies and implement appropriate structural changes.
- Reduce the cost of administration.
- Explore alternatives and make changes in procedures, policies and operations to strengthen effectiveness and increase efficiency.
- Increase and support faculty and staff team efforts, especially multidisciplinary teams.
- Give high priority to improving staff salary and benefits.
- Continue to be aggressive in increasing external funding with grants and contracts to support priority programs.
- Clarify IANR's statewide responsibility in the University of Nebraska per the provisions of LB 149 which established IANR and specified the Legislature's intent for organization and administration.



Institute of Agriculture and Natural Resources Statewide Network



It is the policy of the University of Nebraska not to discriminate on the basis of sex, age, handicap, race, color, religion, marital status, veteran's status, or national ethnic origin, or sexual orientation.

2000-2005 IANR UNIT PROGRAM ACTION PLAN

Unit: AgLEC
Action Plan No. 1
Date: November 16, 2001

- I. **ACTION PLAN TITLE:** Developing Leadership Capacity in Nebraska
- II. **ACTION STATEMENT:** To help Nebraska's agriculture-based economy thrive, AgLEC will expand research and programming efforts beyond the campus with emphasis on IANR's program priority on Children/Youth/Individuals/Families, particularly Leadership Programs and Youth Development.
- III. **BACKGROUND INFORMATION:** Nebraska residents confront changes that threaten the survival of agricultural enterprises as well as the socio-economic infrastructure of rural communities. The human dynamic is key to dealing with these complex changes.
- IV. **OBJECTIVES:**
 - A. Research and disseminate advances in leadership theory and their applications in practice in collaboration with Extension's Leadership Development Action Plan members, other AgLEC Affiliates, and the AgLEC Advisory Council.
 - B. Extend leadership development efforts by establishing 2+2 and 3+1 agreements with Nebraska post-secondary schools and the AgLEC Department; include K-12 setting.
 - C. Support growth of the Governors' Task force on Agricultural and Natural Resources Education (ANRE)
 - D. Increase the leadership capabilities of Nebraskans, youth and adults (e.g., agricultural literacy programs – AgTastics, 4-H, FFA, Nebraska State Agricultural Education Career Development Events, agricultural and extension educators' inservice, leadership development programs; K-12 education).
 - E. Strengthen academic courses, minors, undergraduate/graduate programs and develop alternative certifications (e.g., recruit and hire Agricultural Journalism and Agricultural Leadership faculty members, implement outcome assessment plans for each major) and market AgLEC courses including minors and BS, MS and Ph.D. programs.
 - F. Incorporate international components and global perspectives into the Department's academic, research, and extension programs.
 - G. Explore, strengthen collaborations with other CASNR Departments.
- V. **ANTICIPATED MEASURABLE RESULT(S)/IMPACT(S):** Full implementation of the Action Plan will lead to increases in collaborative research as indicated by the grant proposals submitted and funded, and research reports published and disseminated to Nebraska citizens. Implementation will also lead to increases in: the number of 2+2 and 3+1 agreements; leadership capabilities of participants; new graduate and undergraduate courses, and minors; and enrollment growth in agricultural leadership, journalism, and education; USDA Challenge Grant – Leadership Pilot; review of secondary curriculum using results of a Delphi Study with high school and post-secondary faculty. New international opportunities for graduate and undergraduate students from AgLEC initiatives. Three areas of Masters-level specializations approved. Support the creation of a statewide K-12 agriculture and natural resources literature plan. Increased international experiences and global content of programs.
- VI. **ACTION PLAN LEADERSHIP:** The leadership for this plan will be shared equally by the Graduate Education and Faculty Research Committee and the Undergraduate Committee, with support and participation from all AgLEC faculty.
- VII. **TIME SCHEDULE OF KEY EVENTS:** Establish the first 2+2 agreement-*Obj.B* (January 2001). Determine interest of all Nebraska post-secondary institutions in participation in 2+2 and 3+1 agreements for all undergraduate majors-*Obj.B* (January 2003). Secure approval for revision of the Agricultural Journalism major-*Obj.E* (May 2000) and approval for a new major, Agricultural Leadership-*Obj.E* (September 1, 2000). Recruit and hire an Agricultural Leadership faculty member-*Obj.E* (July 2002). Establish an Environmental Communications minor-*Obj.E* (May 2000) and an Environmental Education minor-*Obj.E* (January 2001). Secure external funding for expanded research in distance education policy and in leadership-*Obj. A* (June 2000). Disseminate AgLEC research findings through NebGuides, NUFACTS and workshops with Extension Affiliates-*Obj. A* (2005). Have a Masters program attainable via distance-*Obj. E, A* (2005). Create a classroom with teaching technologies for distance education delivery.
- VIII. **RESOURCES – COMMITTED, REDIRECTED, NEEDED:** Salary and operating support for 12-month, 1.00 FTE Assistant Professor of Agricultural Journalism. Release faculty time to redesign courses for distance delivery and modularization and recruitment.

CHECKLIST

2000-2005 IANR UNIT PROGRAM ACTION PLAN CONSIDERATIONS/IMPLICATIONS

**Unit(s) Ag Leadership, Education and Communication
Action Plan No. 1**

CONSIDERATIONS/IMPLICATIONS	INCLUSION			COMMENTS RELATED TO THIS ACTION PLAN
	YES	NO	NA	
Policy Issues	X			2+2 and 3+1 agreements will involve policy issues.
Environmental Concerns/Impacts	X			AgLEC is collaborating with several other departments to seek approval for Environmental Communications and Environmental Education minors.
Societal Concerns/Impacts	X			AgLEC's multidisciplinary social science perspective will contribute to a thriving Nebraska agriculture-based economy.
IANR PROGRAM PRIORITY AREAS				
Competitive Nebraska Agriculture/Agribusiness	X			AgLEC clients that receive leadership development training increase their competitive advantage.
Managing Nebraska's Natural Resources/Environment	X			AgLEC is exploring programmatic linkages with SNRS and has natural resource professionals represented on its Advisory Council.
Value-Added Entrepreneurship			X	
Nutrition/Health/Food Safety	X			Although not a direct programming link, AgLEC will partner with Nutritional Science and Dietetics to offer leadership education for community nutrition educators.
Children/Youth/Individuals/Families	X			These are some, if not all, of the clientele base in AgLEC for leadership development efforts.
A Changing Rural Nebraska/Transitioning Agriculture/Viable Nebraska Communities	X			Improving leadership capacity at the individual and community level will enhance community viability.
IANR OPERATING PRIORITIES				
Student Recruitment	X			AgLEC will strengthen recruitment and retention by the following: 2+2, 3+1 agreements; the CASNR Recruitment and Retention Plan; leading the Nebraska Agricultural Education Career Development Events; focusing on improving quality of undergraduate and graduate programs.
Student Retention	X			See note above re: Student Recruitment.
Diversity & Gender Equity	X			A recently funded diversity and gender grant will enhance AgLEC efforts.
Faculty/Staff/Administrator Development	X			In order to achieve action plan objectives, some faculty development will be necessary. AgLEC will offer leadership development for extension educators and IANR administrators.
Structure/Changes/Budget Issues/Program Balance	X			AgLEC continues to shift faculty assignments to greater commitments for research and outreach.
Partnerships/Collaboration/Teamwork	X			AgLEC faculty will need to be involved in teams within the Department, collaborate with Extension's Leadership Development Action Team, and other units, centers and agencies.
Enhance Communications & Communicate Program Impact	X			AgLEC will disseminate leadership development findings to practitioners, other researchers and interested clientele.
Extended Education	X			Some of the leadership development education and training will be done through extended education delivery.
Globalize IANR Programs	X			AgLEC will capitalize on existing international faculty linkages.
Agricultural/Scientific Literacy	X			Two recently funded AgLEC and 4-H/AgLEC faculty positions have agricultural literacy responsibilities starting in 2000.
Increase External Funding	X			External funding will be sought to support this Action Plan.

ADDITIONAL COMMENTS:

2000-2005 IANR Unit Program Action Plan

Unit: AgLEC
Action Plan No. 2
Date: April 25, 2002

- I. **Action Plan:** Enhancing the Vitality of a Changing Rural Nebraska
- II. **ACTION STATEMENT:** To help citizens in rural Nebraska enhance their leadership skills through (1) education, (2) applying new knowledge and (3) assisting with community experiments/pilot projects focused on community development and policy issues impacting people and communities in which they live. This action plan supports IANR's program priority: A Changing Rural Nebraska/Transitioning Agriculture/Viable Nebraska Communities.
- III. **BACKGROUND INFORMATION:** Informed citizens and trained leaders are essential for social and economic development to enhance the quality of life in local communities, regions and the state of Nebraska. Therefore, the skills of citizens and leaders need to be developed, enhanced and supported.
- IV. **OBJECTIVES:**
 - A. Develop and deliver programs that empower citizens to meet the needs of communities and the Agricultural sector (e.g., 4-H/FFA youth, adults, agricultural leaders, local/state governing bodies) in collaboration with Extension's Community Resource Development Action Team and the Leadership and Public Issues Education Action Team.
 - B. Gather and disseminate information on social sciences issues (e.g., leadership, agricultural education trends, distance education trends and policy, extension program concepts).
 - C. Employ innovative ways to package and present research information through formal and non-formal courses, programs and published materials.
 - D. Address diversity issues and strategies in department curricula and outreach programs for youth and adults.
 - E. Collaborate with AgLEC partners (e.g., extension educators, staff in IANR centers, agricultural educators) to conduct multi-disciplinary research, programming and evaluation.
- V. **ANTICIPATED MEASURABLE RESULT(S)/ IMPACT(S):** Results will be measured by (linked back to objectives):
 - A. The number and quality of formal and non-formal programs that empower citizens.
 - B. Widely disseminated published research and other educational materials.
 - C. New programs and modules packaged in multiple formats and delivered to various audiences.
 - D. Courses and programs that reflect and incorporate diversity issues.
 - E. Increase in the number and quality of collaborative partnerships.
- VI. **ACTION PLAN LEADERSHIP:** This plan will be coordinated by the Outreach Committee with the participation of all faculty in the department.
- VII. **TIME SCHEDULE OF KEY EVENTS:** Objective A – Pilot Leadership Certificate Program in 2002 and fully implement in 2004. Pilot Leadership Academy in 2002 and fully implement in 2003. Pilot inservice for agricultural educators in 2003 and implement in 2004. Initiate professional development workshops on leadership and evaluation for extension educators, specialists and staff in 2002-2005. Initiate leadership training program for local governmental officials in 2002-2005. Collaborate with various entities on local, state, regional and national grant projects to help meet community needs. Objective B – Disseminate department information on educational trends, distance education trends and policy through publications, web sites, workshops and the extension programming process in 2002-2005. Objective C – Market joint M.S. specialization between the department and Nutritional Sciences and Dietetics in 2002. Develop two web-based department courses each year. Secure approval for M.S. Specialization in Leadership Development in 2003 and market in 2004. Objective D – Integrate diversity and gender equity in all department curricula and outreach programs by 2005. Objective E – Collaborate with one IANR district center, area extension educators and agricultural educators to conduct non-formal, multi-disciplinary programming, research and evaluation in 2003 and initiate similar collaborations with another district each year.
- VIII. **RESOURCES – COMMITTED, REDIRECTED, NEEDED:** Redirect faculty time to redesign and repackage courses and programs. Through collaboration with other units, seek grant funding to support needs assessment and related planning and evaluation. The Agricultural Research Division establishes preliminary research; grant funding will be sought for pilot and full implementation.

CHECKLIST

2000-2005 IANR UNIT PROGRAM ACTION PLAN CONSIDERATIONS/IMPLICATIONS

Unit(s) Ag Leadership, Education and Communication
Action Plan No. 2

CONSIDERATIONS/IMPLICATIONS	INCLUSION			COMMENTS RELATED TO THIS ACTION PLAN
	YES	NO	NA	
Policy Issues	X			Distance Education Policy research will impact various state policies (e.g., Secondary Education, seamless education).
Environmental Concerns/Impacts	X			AgLEC faculty will offer workshops in leadership, evaluation and related topics to extension educators and recruit for minors in Environmental Communication and Environmental Education.
Societal Concerns/Impacts	X			AgLEC's multidisciplinary social science faculty have expertise to assist in building viable communities.
IANR PROGRAM PRIORITY AREAS				
Competitive Nebraska Agriculture/Agribusiness	X			Inservicing secondary agricultural education programs increase local community competence in competitive agriculture and managing natural resources (i.e., emerging technologies, Nebraska Ag Ed Frameworks, biotechnology, Ag science, Ag-in-the-Classroom, etc.).
Managing Nebraska's Natural Resources/Environment	X			Undergraduate minors, cross-listed graduate coursework with SNRS, Ag Journalism option in natural resources; and supervision of internships.
Value-Added Entrepreneurship		X		
Nutrition/Health/Food Safety	X			Publicize the Nutritional Science Outreach Specialization in the M.S. in Leadership Education. Work with Nutritional Sciences to develop Web-based programs for limited resources audiences which will impact families and children.
Children/Youth/Individuals/Family	X			Evaluation and related research of Character Education and Wonderwise. Through distance education, AgLEC will recruit adult learners.
A Changing Rural Nebraska/ Transitioning Agriculture/Viable Nebraska Communities	X			Evaluation of the Ag Science Magnet school and Risk Management Agriculture Producers in the North Central Region.
IANR OPERATING PRIORITIES				
Student Recruitment	X			A plan and student recruiter is in place. Through recruitment and retention activities, gender and ethnic diversity will be increased. Updated brochures, web based programs and increased number of graduate assistants.
Student Retention	X			AgLEC Advisor Advantage and undergraduate and graduate clubs. AgLEC's active advising strategies will lead to a 75% graduation rate by 2003.
Diversity & Gender Equity	X			Assist in creating CASNR action plan. Department wide 5-year undergraduate plan is in place for recruitment and retention.
Faculty/Staff/Administrator Development	X			Formal and nonformal workshops will be conducted.
Structure/Changes/Budget Issues/Program Balance	X			AgLEC will present a variety of programs for faculty and staff (i.e., new teaching technologies).
Partnerships/Collaboration/Teamwork	X			Linkage with other departments to develop M.S. degrees; joint research with new IANR research centers and multi disciplinary grants. Cross listing of courses at graduate and undergraduate level.
Enhance Communications & Communicate Program Impact	X			Web-based technologies will allow more audiences to access AgLEC resources.
Extended Education	X			Through dissemination of research and evaluation, several AgLEC courses will be repackaged and delivered.
Globalize IANR Programs	X			Participate as a partner in multi-departmental, multi-institutional international programs.
Agricultural/Scientific Literacy	X			Present agriculture and natural resources career awareness and technical workshops (gender and ethnically inclusive) to middle and secondary students and K - 12 teachers.
Increase External Funding	X			Collaborate with other disciplines, departments, partners, and institutions to submit funding proposals.

ADDITIONAL COMMENTS:

1995-99 UNIT PROGRAM ACTION PLAN

Unit: AgLEC
Action Plan No. 1
Date: 9/1/95

I. ACTION PLAN TITLE: Building Distance Education as an Academic Area

II. ACTION STATEMENT: As recognized in the Nebraska Network 21 Vision statement, distance education will be an integral part of Nebraska's future educational framework. The Department of Agricultural Leadership, Education and Communication (AgLEC) seeks to (a) provide academic leadership in distance education theory and research and (b) use distance education methods to deliver instruction by collaborating with IANR units, statewide information networks, and other institutions.

III. BACKGROUND INFORMATION: AgLEC's role in enhancing human resource development within Nebraska and beyond is unique in IANR, which has "distance education" among its three overarching objectives. Rapidly changing demographics and developments in information technology and communications, both on and off campus, converge to position AgLEC for a key role in distance education. Faculty in the department see this as an opportunity for broader leadership and service, as well as coordination with other departmental action plans.

IV. OBJECTIVES:

1. Assess specific needs for integrating distance education theory and methods into AgLEC by:
 - a. identifying target audiences and their educational needs
 - b. exploring how distance education can enhance AgLEC's undergraduate, graduate and outreach education
2. Help faculty learn about distance education—its curriculum implications, methods, and research needs.
3. Implement distance education in curriculum offerings by using courses (or other programs) developed at other sites, and developing and delivering appropriate courses, degree programs, seminars, and/or workshops for clients in cooperation with other institutions or learning centers, when appropriate.
4. Establish an academic home for distance education in IANR to:
 - a. develop a curriculum that addresses student and faculty educational needs about distance education
 - b. conduct research on distance education processes and evaluation of distance education activities.
5. Implement AgLEC distance education offerings in collaboration with Extension, CIT, ETV, A*DEC, VAE, Continuing Studies, Electronically Serving Nebraskans, and NU production units.

V. ANTICIPATED RESULT(S)/IMPACT(S):

1. Establishment of an academic home in IANR for distance education and an AgLEC agenda for research and evaluation in distance education.
2. Increased participation in AgLEC academic and outreach activities, resulting from clearer targeting of specific learners for distance education courses, degree programs, seminars, etc.
3. Strengthened capacity of faculty and students in AgLEC to integrate distance education methods into educational offerings, through cooperative activities with CIT.
4. Integration of distance education activities into AgLEC's curriculum.
5. Initiation of research and evaluation projects that will expand the knowledge base for continuous improvement of distance education efforts.

VI. ACTION PLAN LEADERSHIP: A standing committee on distance education has been established. Plans are for the new distance education faculty member to chair this committee. However, the current committee co-chairs will work with the committee and the department head in the interim to initiate action on the plan.

VII. TIME SCHEDULE OF KEY EVENTS:

1. Monthly in-service activities for AgLEC faculty will start October 1995.
2. New faculty member will be hired by January or July 1996.
3. Needs assessment will be implemented by the new faculty member (January or July 1996).
4. Distance education course offering(s) in AgLEC will start in Spring or Fall 1996, depending on the hire date.
5. Proposal for undergraduate, graduate, and outreach program delivery by distance education will be developed by Fall 1997 with specific educational activities and target dates listed through 1999.

VIII. RESOURCES--COMMITTED, REDIRECTED: A new distance education faculty position is key to progress on this action plan. Existing staff and material resources within AgLEC, IANR, and collaborating units will be optimized as this program evolves.

**1995-99 UNIT PROGRAM ACTION PLAN
IMPLICATIONS, CONSIDERATIONS**

Unit: AgLEC

Action Plan No. 1 (Building Distance Education...)

	INCLUSION			<u>COMMENTS RELATED TO THIS ACTION PLAN</u>
	YES	NO	NA	
<u>IANR OVERARCHING OBJECTIVES</u>				
* Student Programs: Recruitment/Retention/Placement	X			*Has the potential to greatly expand AgLEC's capacity to serve students in other departments and at distant locations.
* Distance Education	X			*Entire focus is on building distance education as an academic area within AgLEC and IANR.
* Program Balance	X			*Distance education is the ideal merger of academic programs with outreach, plus it offers a rich ground for research.
<u>IANR OPERATIONAL PRIORITIES</u>				
* Faculty and Staff Development	X			*In-service opportunities will be planned for AgLEC faculty.
* Diversity and Gender Equity	X			*Will provide the opportunity to serve a more diverse audience in both rural and urban areas.
* Enhance Communications and Communicating Program Impacts	X			*Provides the means to interact more directly with clients in the field, and to address their identified needs.
* Program Linkages	X			*Provides collaborative linkages with other departments and units as well as with other institutions and learning centers.
* Organizational Effectiveness	X			*Will increase IANR's ability to serve clients throughout Nebraska and beyond.
<u>OTHER CONSIDERATIONS/CONCERNS</u>				
* Policy Issues	X			*Graduate education policies will need to be examined as well as cost-sharing needs that will cut across units.
* Environmental Concerns/Impacts	X			*Will interact with other Action Plans that will focus on developing academic options in environmental communication and education.
* Societal Concerns/Impacts	X			*Provides education programs to those who are economically and socially disadvantaged and geographically isolated.
* Establish Partnerships	X			*Provides opportunities to establish partnerships with other units in UNL, as well as other institutions and learning centers.

ADDITIONAL COMMENTS RELATED TO THIS ACTION PLAN:

AgLEC faculty involved in distance education will collaborate closely with technical staff in IANR's Communication and Information Technology (CIT) unit to assure that academic and service missions are mutually reinforcing and supportive.

1995-1999 UNIT PROGRAM ACTION PLAN

Unit: AgLEC
Action Plan No. 2
Date: 9-1-95

- I. **ACTION PLAN TITLE:** Broadening Undergraduate Curriculum and Programs
- II. **ACTION STATEMENT:** AgLEC is proud of and seeks to strengthen its reputation as an outstanding teaching department with integrated undergraduate student programs in leadership, communication, and agricultural education.
- III. **BACKGROUND INFORMATION:** Students currently may pursue AgLEC majors in Agricultural Education and, in conjunction with the College of Journalism and Mass Communication, in Agricultural Journalism. Growing numbers of students are pursuing AgLEC's minor in Leadership and Education, which was approved in 1994. Department faculty have endorsed a major in Leadership in Agriculture and Natural Resources and a restructuring of the Ag Journalism major into a major in Agriculture and Natural Resources Communication. Horizontal curriculum integration across the three areas listed in the action statement above, along with concurrent commitment to vertically integrate the curriculum toward graduate-level offerings, will greatly enhance student and faculty opportunities.
- IV. **OBJECTIVES**
1. Obtain approval for and implement two majors endorsed by faculty (Leadership in Agriculture and Natural Resources; Agriculture and Natural Resources Communication).
 2. Evaluate and redesign individual undergraduate course offerings, based on:
 - assessment of student and employer needs
 - integration of leadership, education, communication/journalism, with appropriate faculty collaboration
 - relevance and currency of courses and course content and objectives
 - relationships between and among courses and potential for Integrated/Essential Studies designation
 - identification of courses appropriate for delivery via distance education.
 3. Explore the feasibility of creating a new major or minor in Environmental Communication and Education, or incorporating an environmental emphasis into proposed and existing majors and minors.
 4. Re-evaluate current collaborative linkages and pursue additional partnerships with other colleges, departments and units (e.g., Journalism and Mass Communication, Communication Studies, Natural Resources, Communication and Information Technology).
 5. Provide opportunities in undergraduate courses for students (and faculty) to learn and use new communication and educational technologies.
- V. **ANTICIPATED RESULT(S)/IMPACTS:**
1. Stronger perceptions by all client groups that AgLEC serves the needs of undergraduates, both on and off campus.
 2. Increased enrollment in AgLEC majors (5% per year).
 3. A broader foundation for development of AgLEC graduate courses and programs.
 4. Increased student and faculty expertise in use of communication and educational technologies.
 5. At least one AgLEC undergraduate course available to students at remote sites via distance education.
 6. At least two or more team-taught AgLEC courses.
- VI. **ACTION PLAN LEADERSHIP:** The departmental curriculum committee chair, working with the curriculum committee and the department head, will provide leadership in working toward objectives.
- VII. **TIME SCHEDULE OF KEY EVENTS:**
1. Approval of majors achieved by December 1996, with implementation during 1997-98 academic year.
 2. Feasibility study of environmental communication and education major/minor complete by March 1997.
 3. Course redesign complete by June 1997; one distance education offering available during 1997-98 academic year.
 4. Evaluation of collaborative linkages and use of communication and educational technologies in undergraduate courses ongoing throughout action plan period.
- VIII. **RESOURCES (COMMITTED AND REDIRECTED):** As faculty retire and relocate, AgLEC will reassess programming needs and opportunities along the lines suggested in this action plan. Such redirection of departmental priorities will depend on IANR approval of position requests. Some activities will be carried out by existing faculty, but new positions will be required to build capacity in new areas. In addition, support will be needed to purchase and upgrade equipment to incorporate educational technologies.

1995-99 UNIT PROGRAM ACTION PLAN
IMPLICATIONS, CONSIDERATIONS

Unit: AgLEC

Action Plan No. 2 (Broadening Undergraduate Curriculum...)

	INCLUSION			<u>COMMENTS RELATED TO THIS ACTION PLAN</u>
	YES	NO	NA	
IANR OVERARCHING OBJECTIVES				
* Student Programs: Recruitment/Retention/Placement	X			*Expanded offerings and availability of courses will attract a variety of traditional and non-traditional students both on and off campus.
* Distance Education	X			*Course delivery via distance education will provide a solid basis for distance education course offerings at the graduate level.
* Program Balance	X			*Closer integration of education, leadership, and communication, and collaboration with other units will lead to program balance.
IANR OPERATIONAL PRIORITIES				
* Faculty and Staff Development	X			*Curricular changes will encourage faculty development in the use of educational and communication technologies.
* Diversity and Gender Equity	X			*Curricular emphasis on environmental education and communication will attract students of both genders, from urban and rural backgrounds.
* Enhance Communications and Communicating Program Impacts	X			*Emphasis on communication will help students learn to communicate more effectively by using communication tools.
* Program Linkages	X			*Collaboration within and outside department creates strong program linkages, such as through distance education.
* Organizational Effectiveness	X			*Re-evaluation of curriculum will result in improved effectiveness and efficiency, by making creative use of faculty and resources.
OTHER CONSIDERATIONS/CONCERNS				
* Policy Issues	X			*Focus on collaboration should allow various disciplines to build on strengths and common goals, while maintaining autonomy.
* Environmental Concerns/Impacts	X			*Programs that address environmental issues will complement IANR efforts to exercise its responsibility to the environment.
* Societal Concerns/Impacts	X			*Focus on environmental communication and education, leadership development, communication competence, and teacher training reflect and respond to the needs of the Institute's constituents.
* Establish Partnerships	X			*The action plan objectives clearly promote partnerships with other departments, colleges, and units.

ADDITIONAL COMMENTS RELATED TO THIS ACTION PLAN:

Collaborative linkages will be pursued early in this process to strengthen plans, build support, and optimize the use of resources available in several existing units.

- The defining action of the integrated department in the area of undergraduate curriculum and programs is the bold effort faculty have taken to design two new majors and to redesign and strengthen an existing major.

1995-99 UNIT PROGRAM ACTION PLAN

Unit: AgLEEC
Action Plan No. 3
Date: 9-1-95

- I. ACTION PLAN TITLE: Strengthening Graduate Education
- II. ACTION STATEMENT: The Department of Agricultural Leadership, Education, and Communication seeks to strengthen graduate education programs, making them more responsive to current and emerging needs of educators, communicators, community leaders, and non-traditional groups from the local to international levels.
- III. BACKGROUND INFORMATION: Considerable progress has been made in recent years in developing a minor/emphasis area in college teaching and a proposal for a course in leadership development. The current M.S. in Agricultural Education program umbrella for existing options may no longer describe the department's broader mission. Program expansion in the areas of communication, leadership, extension, and distance education are worthy of concentrated effort at both the M.S. and Ph.D. levels.
- IV. OBJECTIVES:
1. Establish distance education as a graduate program area of emphasis.
 2. Design the M.S. program for delivery via distance education.
 3. Identify new clients and marketing strategies for the M.S. and potential Ph.D. programs.
 4. Revise and develop courses to complement these minors/emphasis areas in the master's program:
 - a. communication
 - b. distance education
 - c. extension/outreach
 - d. leadership
 - e. teaching/learning
 - f. college teaching with Ph.D. minor
 5. Initiate planning and development of an interdisciplinary Ph.D. program for IANR in environmental communication, distance education, and human resource development.
- V. ANTICIPATED RESULT(S)/IMPACT(S):
1. Graduate programs in the department will serve the needs of more diverse audiences, as evidenced by increased enrollment from Nebraska, other states, and other countries.
 2. Graduate program will become aligned with AgLEEC's broad mission.
 3. Distance education will be part of the graduate program delivery system as well as providing options for graduate study.
 4. New client bases will be identified and a marketing plan will be in place for the M.S. and new Ph.D. programs.
 5. Courses needing revision will be revised and new courses will be developed to complement new option areas.
 6. The new interdisciplinary Ph.D. programs will be in place.
- VI. ACTION PLAN LEADERSHIP: The graduate committee chair, working with the graduate committee and the department head, will provide primary leadership for re-examining and developing broadened and strengthened graduate programs.
- VII. TIME SCHEDULE OF KEY EVENTS:
1. Design work on the distance education M.S. program should be done within one year of the hiring of a new faculty member in distance education, June 1997.
 2. First graduate course will be delivered via distance education Fall 1996.
 3. M.S. program marketing strategy will be in place Spring 1996.
 4. Course revisions will be submitted Spring 1996, new course proposals by Fall 1996 and Spring 1997.
 5. Ph.D. planning will begin Spring, 1996. Proposal will be submitted Spring 1997.
- VIII. RESOURCES -- COMMITTED, REDIRECTED: The addition of the distance education faculty position is critical to the graduate program being able to serve its clients. Existing faculty resources will be realigned with evolving graduate programs and enhanced expertise through faculty development activities. All future tenure-line faculty hired in AgLEEC will be expected to have a role in graduate education.

1995-99 UNIT PROGRAM ACTION PLAN
IMPLICATIONS, CONSIDERATIONS

Unit: AgLEC

Action Plan No. 3 (Strengthening Graduate Education)

	INCLUSION			COMMENTS RELATED TO THIS ACTION PLAN
	YES	NO	NA	
IANR OVERARCHING OBJECTIVES				
* Student Programs: Recruitment/Retention/Placement	X			*Redefining the client base, broadening the M.S. and developing an interdisciplinary Ph.D. program will attract students.
* Distance Education	X			*Development of a graduate emphasis area and offering the masters program via distance education positions AgLEC as a leader in this area.
* Program Balance	X			*Addition of distance education and communication to the graduate program provides balance for both resident and non-resident students.
IANR OPERATIONAL PRIORITIES				
* Faculty and Staff Development	X			*Communication faculty will become involved in graduate programs. College teaching minor has wider development potential.
* Diversity and Gender Equity	X			*Offering the master's graduate program via distance education will impact audiences of a wide diversity.
* Enhance Communications and Communicating Program Impacts	X			*The communication and distance education emphasis areas in the M.S. and Ph.D. programs enhance capability here.
* Program Linkages	X			*Establishment of an interdisciplinary Ph.D. that cuts across IANR department lines, the M.S. minors and emphasis areas insure linkages.
* Organizational Effectiveness	X			*Efficiencies and effectiveness will be improved through distance education and comprehensive faculty participation in graduate education.
OTHER CONSIDERATIONS/CONCERNS				
* Policy Issues	X			*Interdisciplinary Ph.D. may encounter policy obstacles; teaching via distance education will require refocus of reward/workload issues.
* Environmental Concerns/Impacts	X			*The environmental communication emphasis area will have some impact.
* Societal Concerns/Impacts	X			*New delivery system of master's program will give citizens more open access to graduate education.
* Establish Partnerships	X			*Partnerships across departments will be enhanced as a result of new and expanding M.S. minors and the interdisciplinary Ph.D.

ADDITIONAL COMMENTS RELATED TO THIS ACTION PLAN:

AgLEC will forge strong collaborative linkages by virtue of graduate education expansion through distance education and initiation of an interdisciplinary Ph.D. program.

1995-99 UNIT PROGRAM ACTION PLAN

Unit: AgLEC
Action Plan No. 4
Date: 9-1-95

I. ACTION PLAN TITLE: Expanding Research and Other Scholarly Activity

II. ACTION STATEMENT: The faculty of the Department of Agricultural Leadership, Education and Communication seeks to match its reputation and tradition of excellence in teaching with a complementary level of achievement and recognition in research and scholarly activity. We seek to be outstanding creators, as well as disseminators, of knowledge.

III. BACKGROUND INFORMATION: AgLEC faculty recognize the need for well-balanced, strong programs of teaching, research, and outreach; however, research efforts in the department lag behind the other areas and special effort is needed to strengthen this area. Currently, only two faculty members hold research appointments, at .25 FTE each, the lowest proportion of research appointments among IANR academic departments. Further, limited opportunity for some faculty to be engaged in graduate education and research appointments is a structural problem needing a remedy.

IV. OBJECTIVE(S):

1. Establish a departmental research and scholarly activity committee consisting of both internal and external (to the department) members. The committee will be responsible for:
 - a. Identifying and establishing research priorities for the department, encouraging and helping faculty establish programs of research and scholarly activity, and helping faculty identify and execute research projects associated with other action plans and/or classroom research.
 - b. Promoting active faculty grantsmanship to identify and facilitate additional funding sources for research support.
 - c. Providing peer review for individual research proposals and projects.
2. Sustain and strengthen the departmental peer review and scholarly activity process, which requires each faculty member, without regard to ARD appointment, to propose at least one scholarly activity during each academic year and to produce at least one item of scholarly output each year (peer reviewed publication, presentation, or proceedings, or other item approved by the Research and Scholarly Activity Committee).
3. Facilitate team research and propose an AgLEC team project to the ARD. In addition, collaborate with other IANR social science units, such as the Department of Agricultural Economics, on shared research interests and initiatives.
4. Develop and sustain active research programs resulting in scholarly contributions in: leadership development in agriculture and natural resources; distance education; agricultural education/literacy; and communication.

V. ANTICIPATED RESULT(S)/IMPACT(S):

1. Stronger research proposals, projects, and publications, leading to higher quantity and quality of contributions to knowledge in our fields and an enhanced departmental reputation, attracting high quality graduate students and faculty.
2. An average of at least one peer reviewed scholarly output per AgLEC faculty member each academic year.
3. Increased number of AgLEC faculty with ARD research appointments.

VI. ACTION PLAN LEADERSHIP: The research committee chair, working with the departmental research committee, social science colleagues in the IANR, and the department head, will provide primary leadership for helping faculty develop expanded and strengthened programs of research and other scholarly activity.

VII. TIME SCHEDULE OF KEY EVENTS:

1. Research committee will be established by September 1995 and will meet regularly thereafter.
2. Annual peer review/production process will be reactivated during fall semester 1995. Individual and team research agendas will be in place by the end of 1995-96 academic year.
3. A team project will be proposed to the ARD during the 1996-97 academic year. A research collaboration link with AgEcon will be established during the 1995-96 academic year.

VIII. RESOURCES – COMMITTED, REDIRECTED: An increase in the number of faculty who hold ARD appointments is necessary to create a critical mass to integrate a viable research program into the department. Also, a .50 FTE support position and sufficient operating dollars, through IANR reallocation, will be needed to help all faculty meet minimum research requirements.

1995-99 UNIT PROGRAM ACTION PLAN
IMPLICATIONS, CONSIDERATIONS

Unit: AgLEC

Action Plan No. 4 (Expanding Research...)

	INCLUSION			<u>COMMENTS RELATED TO THIS ACTION PLAN</u>
	YES	NO	NA	
IANR OVERARCHING OBJECTIVES				
* Student Programs: Recruitment/Retention/Placement	X			*Revitalized research and graduate program will attract and retain top quality students.
* Distance Education	X			*This developing field offers outstanding research opportunity. The new faculty member is expected to have an ARD appointment.
* Program Balance	X			*A strong research program is a necessary balancing element for the teaching and outreach programs of this relatively new department.
IANR OPERATIONAL PRIORITIES				
* Faculty and Staff Development	X			*An expanded research program will enhance faculty work and provide for professional growth and development.
* Diversity and Gender Equity	X			*These are logical research areas in terms of traditional definitions of diversity and the larger role of women in rural and urban audiences.
* Enhance Communications and Communicating Program Impacts	X			*A strong AgLEC research program would be of substantial benefit to the IANR in evaluating and enhancing communication with clientele.
* Program Linkages	X			*A broadened research program inevitably links an already highly diverse department with new partners and programs.
* Organizational Effectiveness	X			*The academic disciplines represented in the AgLEC department makes this a logical area for research.
OTHER CONSIDERATIONS/CONCERNS				
* Policy Issues	X			*We look forward to working with other social science researchers in the IANR and the ARD to strengthen policies and procedures
* Environmental Concerns/Impacts	X			*The AgLEC department is actively considering a program in environmental communication and education.
* Societal Concerns/Impacts	X			*The research of the AgLEC department must be relevant to significant social issues, making a positive difference.
* Establish Partnerships	X			*Current relationships with other departments (inside and outside of the IANR) can be strengthened around research projects

ADDITIONAL COMMENTS RELATED TO THIS ACTION PLAN:

This action plan will be tied in part to the action plan of the Department of Agricultural Economics concerning interdisciplinary social science research for sustainable agriculture and rural communities.

1995-99 UNIT PROGRAM ACTION PLAN

Unit: AgLEC
Action Plan No. 5
Date: 9/1/95

I. ACTION PLAN TITLE: Expanding and Strengthening Outreach Service

II. ACTION STATEMENT: The Department of Agricultural Leadership, Education and Communication seeks to expand and strengthen its commitment to broad-based public service through programs of Cooperative Extension, the Center for Leadership Development, academic programs, and other outreach initiatives.

III. BACKGROUND INFORMATION: AgLEC faculty have been active in Extension and outreach efforts ever since the department was formed in July, 1992. However, previous action plans have not clearly described these efforts, nor the potential for a more encompassing public service role. AgLEC outreach is best known in the areas of leadership development and Ag-in-the-Classroom. Other strong potentials exist in areas such as youth development and environmental communication and education.

IV. OBJECTIVE(S):

1. Clearly articulate and link AgLEC outreach efforts to all of the department's programmatic themes, so they will be understood by the public at large as well as colleagues in IANR.
2. Develop and implement outreach educational activities through distance education, such as the Leadership Certificate Program now being offered in distance education.
3. Develop outreach activities in youth development and environmental communication.
4. Revitalize the AgLEC Advisory Committee to provide input on needs and ways of delivering programs and linkage to external audiences.
5. Provide increased opportunities and recognition for faculty participation in public service activities, such as offering a Faculty Outreach Award.
6. Develop and implement an inservice training program for IANR faculty and staff on campus and across the state. Topics could include writing, leadership development and interpersonal communication, presentation skills, adult education and instructional media.

V. ANTICIPATED RESULT(S)/IMPACT(S):

1. Expanded service to larger and more diverse audiences.
2. Expanded and strengthened linkages with Cooperative Extension and other partners.
3. Greater visibility and reputation of the department and IANR.
4. Outreach programs that provide a rich source of research material.
5. Maintenance of faculty contact with "real-world" organizations and improved quality and credibility of their teaching.
6. AgLEC educational offerings throughout the state and nation via distance education.

VI. ACTION PLAN LEADERSHIP: The outreach committee will provide leadership for this action plan. It is expected that the new faculty member in distance education would serve on this committee.

VII. TIME SCHEDULE OF KEY EVENTS:

1. Outreach committee will begin regularly scheduled meetings in the fall of 1995.
2. First meeting of the AgLEC Advisory Committee will be held in March 1996.
3. AgLEC inservice training programs will be offered at April Update in 1996.
4. A Faculty Outreach Award will be established and presented by the fall of 1997.
5. The AgLEC program for Extension Affiliates will be revised by April 1996.
6. Outreach programs in environmental communication will be developed and offered by 1998.

VIII. RESOURCES--COMMITTED, REDIRECTED: Outreach is an expectation of faculty and staff with Cooperative Extension appointments, and because all AgLEC faculty have a responsibility to provide public service (outreach activities), the objectives of this plan can be achieved with existing faculty. Additional operating funds will be needed from Cooperative Extension to support the above efforts.

1 95-99 UNIT PROGRAM ACTION PLAN
IMPLICATIONS, CONSIDERATIONS

Unit: AgLEC

Action Plan No. 5 (Expanding...Outreach)

	INCLUSION			COMMENTS RELATED TO THIS ACTION PLAN
	YES	NO	NA	
IANR OVERARCHING OBJECTIVES				
* Student Programs: Recruitment/Retention/Placement	X			*Greater involvement with youth development professionals in 4-H and FFA will enhance IANR recruitment and retention.
* Distance Education	X			*Addition of faculty position in distance education will enhance outreach efforts.
* Program Balance	X			*Systematic broad-based outreach efforts will give balance to IANR objectives.
IANR OPERATIONAL PRIORITIES				
* Faculty and Staff Development	X			*Faculty and staff development will be enhanced both on and off campus.
* Diversity and Gender Equity	X			*Outreach efforts will include 1994 Land-Grant Institutions (Native Americans).
* Enhance Communications and Communicating Program Impacts	X			*The department will be much better understood by the public, enhancing IANR priorities.
* Program Linkages	X			*Program linkages with other IANR and UNL units will expand and more clients will be served.
* Organizational Effectiveness	X			*AgLEC's teaching and research expertise will be incorporated into outreach effort.
OTHER CONSIDERATIONS/CONCERNS				
* Policy Issues	X			*Coordination of distance education will require new operating policies and procedures.
* Environmental Concerns/Impacts	X			*The environmental concerns will be addressed as AgLEC develops environmental communication and education programs.
* Societal Concerns/Impacts	X			*We will address issues and concerns of clientele in all socio-economic settings in Nebraska.
* Establish Partnerships	X			*Distance education offers great potential for establishing partnerships within and outside IANR.

ADDITIONAL COMMENTS RELATED TO THIS ACTION PLAN:

Greatly expanded collaborative ties between AgLEC faculty/staff and other IANR and UNL units across all departmental action plans will build a larger and stronger network for priority outreach initiatives.

Assessment Grid for Ag Leadership Teaching Option

Objective	Course Products	Early Field Experience	Capstone Experience	External Evaluation
1. Plan & organize the educational environment to facilitate student learning	405-Lesson Planning 405-Classroom management 413-Program planning process 494-Interview portfolio	234-SAE/FFA activities 405L-Lesson planning	431-Student teaching notebook	431-Cooperating teacher critiques
2. Select appropriate methodology and instructional techniques to achieve instructional clarity	405-Lesson planning, evaluation, electronic technology, diversity, instructional techniques 413-Young Farmer/Rancher and secondary summer program development and planning	405L-Lesson planning and presentation	431-Student teaching notebook	431-Cooperating teacher critiques
3. Demonstrate the ability to make appropriate decisions regarding the delivery of secondary education	405-Lesson planning, Boys Town practicum, test construction 413-Program planning, 4 year planning, traditional, semester and block	405L-Lesson planning, unit planning, and presentation	431-Student teaching notebook, 480 hrs. classroom/laboratory teaching	SPED 401b modified lesson planning
4. Demonstrate breadth & depth of subject-area knowledge specific to agricultural education	234-Record-keeping 405-Lesson planning, unit planning 413-Grant writing 494-Interview portfolio	405L-Lesson planning and presentation	431-2.5 minimum UNL gpa	431-Evidence of 1000 hrs agriculture/agribusiness experience NDE endorsement requirements

9-43

Assessment Grid for Teaching Option

Objective	Course Products	Early Field Experience	Capstone Experience	External Evaluation
5. Recognize elements of consideration in development of secondary curriculum	308-Agri-science integration 405-Academic integration 413-Advisory committees, needs assessment, 4 year curriculum planning: traditional, semester and block	135-Experience report 308-Facility planning 405L-Unit planning	431-Student teaching notebook-local curriculum 431-Special project development	
6. Exhibit ability to discern learner characteristics specific to different developmental levels	305-Student/teacher planning exercise 405-Lesson planning and presentation 413-Elementary/middle school literacy, adult education planning	135-Extended observations	431-Handicapped student report	SPED 401b-EDPSYCH 457-
7. Illustrate ability to plan for needs of exceptional learners.	308-Facility planning		431-Handicapped student report	SPED 401b modified lesson planning NDE 3hr SPED requirement
8. Create an equitable environment promoting a positive self-concept for learners	102-Self concept 234-SAE/FFA philosophies 405-Classroom management	405-Boys Town Practicum	431-UNL supervisor - cooperating teacher classroom evaluation	NDE 3 hr human relations C&I 300 or SOCI 217
9. Establish formal & informal procedures for evaluation student learning	234-SAE on-site evaluation 308-Laboratory project evaluation instrument 405-Exam construction and student portfolio creation	405L-Quiz and test construction	431-Student examination construction, demonstration evaluation, laboratory evaluation	EDPS 457-Student testing (formal)

77-6

Assessment Grid for Teaching Option

Objective	Course Products	Early Field Experience	Capstone Experience	External Evaluation
10. Establish formal and informal procedures for assessing learner needs and abilities	305-Student/teacher planning exercise 405-Questioning strategies 413-Needs assessment for program planning		431-Handicapped student report, Student teaching notebook-SAE visitations	
11. Demonstrate receptive attitude toward constructive critique of professional performance	305-Feedback on 4-5 presentation types 405-UNL supervisory and secondary feedback on lesson planning and presentation 413-Advisory committees, school administration, school boards 494-Contracts and professional organizations	405L-Reflective feedback	431-Classroom and laboratory critiques, mid-term evaluation, student teaching reference, and written recommendation	Secondary administrator evaluation of classroom teaching performance
12. Demonstrate proper and effective use of technology	134-Electronic resumes 234-CDE web-site 305-Power point presentation and distance presentation 308-Demonstrations 405-Power point, distance, CD, internet and video lesson planning	405L-Lesson presentation style and content i.e. AI, GPS, embryo transfer, etc.	431-Instructional integration of technology into teaching-student teaching notebook	

Assessment Grid: Ag Education Agricultural Leadership Option

Objective	Course products	Internship Plan	Internship Supervisor Evaluation	Internship Progress Reports	Internship Paper	Internship Presentation
1. Practice successful interpersonal, group and team, and organizational leadership in agricultural sciences and/or natural resources sciences context	Direct–ALEC 102–Reaction Journal and Project Paper (1-3). Direct–ALEC 202-Simulation (1-3). Direct–ALEC 302 Participation (1-3).	Indirect-Specified in learning objectives (1-3).	Indirect–Supervisor evaluation of interpersonal, group and organizational skills (1-3).	Indirect-Bi-weekly progress reports document styles of leadership observed(1-3).	Direct–Demonstrate successful use of leadership in all three contexts (1-3).	Direct–Develop faculty rubric (2-3).
2. Develop technical expertise in agricultural and/or natural resource sciences	Indirect–identifies at least one minor in CASNR (2-3).	Indirect-Specified in learning objectives (1-3).			Direct–Indicates the application of A&NRS in internship experience (1-3).	Direct–Develop faculty rubric (2-3).
3. Diagnose, develop and deliver leadership, agricultural sciences and natural resource sciences training programs	Direct–ALEC 305–Presentation evidence.	Indirect-Specified in learning objectives (1-3).			Direct–involved in all three phases of training program (1-3).	Direct–Develop faculty rubric (2-3).
4. Make and implement sound decisions based upon ethical leadership principles	Direct–ALEC 388-- Case development of ethical issues for diverse audiences (1-3). Indirect--ALEC 388-- satisfy course objectives (1-3).				Direct–made value-based decisions (2-3).	Direct–Develop faculty rubric (2-3).
5. Appreciate the necessity of ongoing professional and personal development	Indirect–evidenced in ALEC 134 Vision Statement (1-3)			Direct–identification of individual developmental needs (1-3).	Direct–identification of future professional development needs and interests (1-3).	Direct–Develop faculty rubric (2-3).